

Students

Progress

Grading Systems and Reporting to Parents

The Watertown Unified School District gauges learning through a system of clearly articulated learning standards, quality formative assessments, and timely feedback. The District shall evaluate student achievement and issue letter grades and/or performance reports based on student mastery of instructional standards. Student mastery of instructional standards will be reported independent of student behaviors.

Formative Assessment and Developmental Feedback

Formative assessment is grading for learning. Its purpose is to help students understand and take ownership of the relationship between their current performance and the instructional standards to which their work is targeted; help students understand the relationship between their effort and their level of mastery; develop students' ability to think critically about their work; encourage students to expand their academic involvement and make connections among various disciplines to improve performance over time; help students recognize that struggles are endemic to the learning process; inform teachers about student progress toward mastery of instructional standards in order to provide responsive instruction.

Throughout the learning process, emphasis is placed on the development of skills and content knowledge rather than on the accumulation of points and grades. Formative feedback provides opportunities for students to respond to that feedback with additional learning opportunities and support as deemed reasonable and appropriate by the classroom teacher.

Summative Assessment and Grading

Summative assessment is grading of learning. Its purpose is to provide end-of-term information about student performance; articulate to students, parents, teachers, administration and Board of Education the level of student progress toward mastery with respect to instructional standards; provide an official record of student performance to advise stakeholders about next steps in the student's educational sequence such as advancement, pre-requisites, college admission, scholarships, and participation co-curricular activities.

At the culmination of a term, emphasis is placed on the achievement and mastery of instructional standards as the primary factor in determining final grades. Grading criteria and components must be clearly communicated to students at the beginning of, and throughout, the term. Letter grades will reflect student mastery through a variety of assessments including, but not limited to, in-class assignments and activities, research projects, authentic performance assessments, quizzes, tests, essays, simulations and examinations.

This policy will be implemented in accordance with federal and state laws which prohibit discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

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