The grade for a revised assessment will replace the original grade at SST.

- Rationale: A student's most recent performance is usually the most accurate representation of her/his/their understanding.
- Students may need to complete specific tasks before revising an assessment, including the completion of make-up work, meeting during Period 9, or staying after school. Each teacher will make these expectations clear.
- This will eliminate the need for extra credit.

Late penalties will be applied to Work Habits grades, not Achievement grades.

- Rationale: A grade that is reduced because it is late is inaccurate, because it does not reflect the student's ability to meet a standard.

SST will continue its transition to a standards-based form of grading.

- Rationale: We will assess student performance against department-selected *power standards*, which are bundles of skills and knowledge derived from state curriculum frameworks. This provides a more helpful, learning-focused approach to assessment that puts priority on skills and content rather than simple compliance.
- Students will earn grades for each power standard, and those grades will determine the overall course grade.

Work Habits will become a power standard within each course.

- Rationale: The current display of A1, W1, C1, M1, etc. has been described as confusing, overwhelming, and not helpful.
- The weight of the Work Habits power standard will still be 20% in classrooms and 50% in shops.
- The Work Habits power standard would still be used for eligibility, but it will not be a factor when determining if a student needs credit recovery at the end of the year.

SST will use a six-point grade scale: *Exemplary, Advanced, Proficient, Developing, Unsatisfactory*, and *No Credit*.

- Rationale: Teachers, parents/caregivers, and research suggest this system is more fair, accurate, and helpful–that is, more focused on learning. It will still allow for a fair GPA calculation and a convenient course grade calculation.
- Zeroes will be replaced by *No Credit*.