



# Cashton High School/Middle School Grading and Assessment Philosophy



## School Board Policy 345.1

The Cashton Board of Education recognizes that evaluation and grading of students are complex and involved processes. The Board also recognizes that despite the problems associated with evaluation and grading it is something that must be done. The results should serve as a tool for communication with parents in regard to their child's educational process.

The District shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, homeless status, physical, mental, emotional, or learning disability. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

## Purpose of Grading

Grades at Cashton Middle/High School are designed to reflect the knowledge, skills, and understanding that students are developing in relation to clearly defined academic standards. Our purpose is to provide accurate, meaningful, and actionable information about a student's demonstrated level of proficiency toward these standards. This grading philosophy ensures that students, families, and educators have a shared understanding of each learner's progress and growth toward college- and career-readiness.

## Common Definitions

**Score:** The number (or letter) given to a student's assessment or performance.

**Grade:** The number (or letter) reported at the end of a grading period to summarize student proficiency.

**Achievement:** Absolute level of performance.

**Growth:** A student's progress over time, reflecting their effort, persistence, and learning.

**Progress:** Ongoing learning and development toward a clearly defined goal or standard.

**Formative Assessment of the TARGET** *Assessments for learning*--daily checks (e.g., exit tickets, quick writes) that provide immediate feedback to guide instruction and learning.

**Formative Assessment of the STANDARD:** *Assessments for learning*--that evaluate a student's developing understanding across multiple targets within a standard. Common across course teams; supports intervention.

**Summative Assessment:** *Assessment of learning* — evaluates a student's proficiency on a standard or set of standards at the end of a unit or grading period. Summative assessments include final projects, essays, lab experiences, and end of unit exams.

**Modified Grade:** A grade reported that has been adjusted due to an IEP requirement.

## Guidelines

### 1. Guaranteed Standards and Course Design

- Each course will identify and prioritize guaranteed standards that define the most critical knowledge and skills students must master.
- All assessments—formative and summative—must align directly with these standards.

### 2. Standards-Based Grading Principals

- Course grades will reflect a student's progress toward proficiency toward guaranteed standards.
- All assessments will be aligned to standards and scored using the district's four-level proficiency rubric.
- These scores are converted to a 5-point scale for grade reporting (5.0, 4.25, 3.75, 2.75).
- Grades will be based on academic evidence only. Non-academic factors (e.g., attendance, behavior, participation) will be reported separately.
- Group work will not affect individual grades unless collaboration is a component of the standard.

### 3. Assessment Practices

- Formative assessments of the target and practice opportunities will be implemented regularly to guide instruction.
- Formative assessment of the standards and summative assessments will be reported to inform students and parents of student progress.
- Rubrics, proficiency scales, checklists, and other types of scoring guides will be used to formally assess learning targets and standards.
- Students are expected to complete all practice opportunities (assignments) and assessments before designated deadlines. Students who have not completed the required practice and assessments aligned to the summative assessment will not be allowed to take the summative assessment until they have been completed.
- Students will have the opportunity to turn in late work for partial credit--minimum grade 70%.
- Students who are missing work due to an absence will be allowed to make up this work for no penalty as outlined in the student handbook.

### 4. Grade Weights

- **Summative Assessments** (assessments that evaluate proficiency on a standard or set of standards at the end of a unit or grading period) will count for at least **90%** of a student's final grade. Examples include projects, performances, essays, oral presentations, lab experiences, or final exams. These assessments evaluate student proficiency on guaranteed course standards.

- **Formative Assessments of the Target** (e.g., daily quick checks, entrance/exit tickets, independent practice, reviews, and homework) are intended to guide instruction and support learning. These will count for no more than **10%** of the final course grade.
- **Formative Assessments of the Standard** (assessments that evaluate progress toward multiple learning targets within a standard) will be implemented and used consistently across course teams to inform instruction and intervention. These will count for no more than **10%** of the final course grade.
- **Mid Year & End-of-Course Assessments:** Each course will include a standards-based mid-year and end-of-course summative assessment aligned to guaranteed standards. These cumulative assessments will measure student proficiency and readiness for the next level of learning.

#### 5. **Feedback and Re-Assessment Opportunities**

- Feedback from both formative and summative assessments will guide instruction and provide students with actionable next steps.
- Re-Assessment (Second chance) opportunities will be made available to all students regardless of the score earned on the previous assessment. A student's score on a reassessment will count for full credit and will not be averaged with the original score.
- All formative assessments and practice assigned must be completed prior to a student being eligible for a re-assessment on an interim or summative assessment.
- Students will be required to provide evidence they have completed corrective action (practice, tutoring, re-teaching) before a re-assessment opportunity.
- Students missing any task from the summative assessment category will receive an incomplete and will be required to make up missing summative assessment before recording the final grade.
- Incompletes may be given at the end of a grading period to ensure all students have completed all summative assessments for the grading period.
- Extra credit will not be given. Students are supported in demonstrating learning through valid academic tasks.

#### 6. **Reporting and Communication**

- Each course will provide a written syllabi that includes the course grading procedures aligned to this policy.
- Grades will be updated at least weekly in Skyward
- Clear descriptions and explanations aligned to the standard or learning target will accompany all grades.
- Assignment names will be student and family-friendly.
- Grades will be updated at least weekly in Skyward
- Only teachers are to enter grades in Skyward. Student access (even via a smart board) is not acceptable.
- Parents will be contacted if students are consistently earning a D/F or if there are 3 or more missing assignments.
- Students who would benefit from additional time, structure, or guidance to complete assignments or demonstrate learning will be enrolled in our after-school academic support program.

### Skyward Assignment Codes:

- "A" = Absent; work can be made up for full credit as outlined in the Student Handbook. Until the assignment is in, the grade will be treated as a zero (rather than an "\*\*\*"):
  - "M" = Missing; Students will have the opportunity to turn in late assignments for partial credit--minimum grade 70%. Until the assignment is in, the grade will be treated as a zero (rather than an "\*\*\*"):
  - "TI" = Turned In; "TI" indicates to parents/students that the project has been received by the teacher, but not yet graded. A score of "TI" will not help or hurt a student's grade.
  - "\*\*\*" = An asterisk Indicates that the teacher has entered an assignment into the grade book, but it has not been corrected yet. An "\*\*\*" is what appears in the grade book prior to the teacher correcting an assignment or verifying that it is complete. Once the due date has arrived, the "\*\*\*" will be changed to a "zero" and coded with the abbreviation "M" if the assignment has not been turned in, so grades are accurately reported.
8. **Academic Integrity**--Cashton believes that all students are capable of producing meaningful, original work. Academic integrity is not just about avoiding dishonesty—it's about developing the confidence and skills to own your learning. To ensure students uphold these values, the following policy outlines expectations regarding the use of AI tools and originality in student work:
- Use of AI Tools--Students are encouraged to use AI tools responsibly as a supplementary resource for learning and productivity.
    - All work submitted must reflect the student's own understanding, effort, and critical thinking. If AI tools are used to assist in completing assignments, their use must be disclosed, and students must properly cite the tool and its contributions.
  - Prohibition of Plagiarism--Assignments, projects, and assessments must demonstrate original work and academic integrity.
    - Plagiarism, including copying work from peers, online sources, or AI-generated outputs without proper acknowledgment, is strictly prohibited.
  - Consequences for Violations--If a student is found to have plagiarized or misused AI tools to submit work that is not their own, the following actions will be taken:
    - The student will be required to redo the assignment or an alternate assignment under direct supervision to ensure authenticity.
    - The student will be assigned detention as a disciplinary measure to reinforce the importance of academic honesty.
    - Repeated violations may result in further disciplinary actions, including but not limited to parent/guardian meetings, loss of privileges, or suspension.
  - Educational Support
    - Students struggling with assignments are encouraged to seek help from teachers, peers, or approved resources instead of resorting to dishonesty.
    - Students are educated on the ethical use of AI tools and the proper citation practices to guide students in responsible technology use.

### ***Standards-Based Proficiency Scale:***

Extending Proficiency	Meeting Proficiency	Approaching Proficiency	Developing Proficiency
5	4.25	3.75	2.75
<b>Thorough understanding and can transfer</b> the knowledge and skills of the standard <b>and is</b> on-track for future learning.	<b>Meeting</b> the knowledge and skills of the standard <b>and is</b> on-track for future learning.	<b>Approaching</b> the knowledge and skills of the the standard <b>needed to be</b> on-track for future learning.	<b>Beginning stages of developing</b> the knowledge and skills of the the standard <b>needed to be</b> on-track for future learning.

### ***Grade Point Average Scale:***

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Numerical GPA Equivalent	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0

*All grades are rounded to the nearest whole number. (i.e. 92.5 is rounded up to 93)*