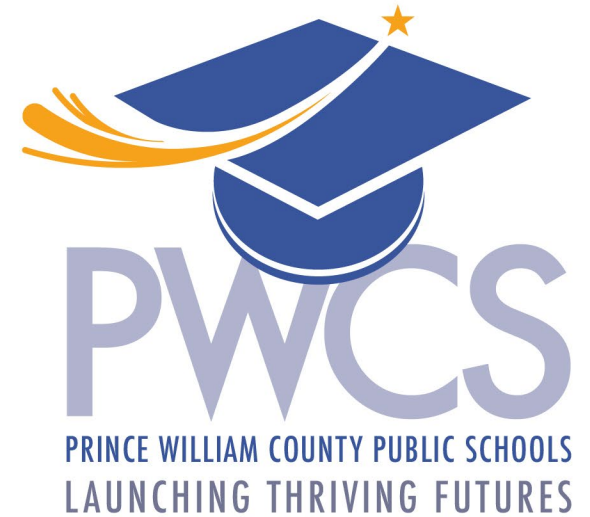


Assessment, Grading, and Reporting Practices

School Board Meeting

May 20, 2026

Dr. Stephanie Soliven
Associate Superintendent for Teaching and Learning





Review and Update Policy 661 – Assessment and Grading Practices

- ✓ Peer District Reviews and Research
- ✓ Superintendent’s Principal Advisory Council
- ✓ Superintendent’s Advisory Council for Instruction (Parents)
- ✓ Student, Parent, and Staff Survey Data (7,500)
- ✓ Teacher Zoom Sessions (8 sessions)
- ✓ Board Member Interviews
- ✓ Gradebook Audit

Common Areas Identified for Modification



Elementary	Middle	High
Weighting and assessments 661-1	Weighting and assessments 661-2	Weighting and assessments 661-3
Retakes and GL teams 661-1	Retakes and GL teams 661-2	Retakes – GL teams 661-3
Late work – teacher teams 661-1	Late work –GL teams 661-2	Late work – teacher teams 661-3
Final grade calculation Attachment II 661-1	Final grade calculation Attachment II 661-2	Final grade calculation 661-3
50% Floor – not in regulation	50% floor – not in regulation	50% floor – not in regulation
Homework 663-1	Homework 663-1	Final exams and exemptions 661-4
Report cards	Withdrawals 661.04-5 HS classes	Incomplete grades 661.04-4
	Incomplete grades – 661.04-4	Withdrawals 661.04-5



- Standardize grading practices across the division – consistency was prioritized by all groups.
- Address the impact of grading practices on student motivation and engagement.
- Strengthen clarity around grading practices through explicit guidelines and teacher professional development for both technical and conceptual expectations.
- Prioritize timely and meaningful feedback.
- Maintain high expectations for student academic performance while teaching habits and skills necessary for post-secondary success.



- All student work should receive prompt feedback that informs both the student and parent about the student's strengths and areas for improvement in relation to the expectations.
- Teachers are expected to use a wide variety of evidence to determine level of mastery of the desired learning goals. Nine minimum assignments.
- Students should complete their work fully and on time.
- Students must be given **an** opportunity to retake a summative assessment or complete "test corrections" if they fulfill the required assignments and remediation expectations set by the teacher.
- The final yearly grade shall be calculated by percentages being converted to the corresponding points of the letter grade, i.e., 95% = A = 4 points.
- Grades should be communicated promptly by teachers, at least on a weekly basis, through the online gradebook.



Review and Update Regulations for Policy 661

- ✓ Continued work with research partner.
- ✓ Identify redundancies, inconsistencies, and points of confusion in the regulations.
- ✓ Analyze student performance data.
- ✓ New rounds of stakeholder feedback: Parents, Students, Teachers, Counselors, and Principals.
- ✓ Improved alignment with IT department for integration with gradebook.



Policy 661 Assessment and Grading Practices

- Regulation 661-1 Assessment and grading elementary school
- Regulation 661-2 Assessment and grading middle school
- Regulation 661-3 Assessment and grading high school
- Regulation 661-4 Assessment and grading principles (exams)
- Regulation 661-5 Guidelines for preparing assessments
- Regulation 661.01-1 Computing grade point averages
- Regulation 661.04-2 Reporting on academic progress
- Regulation 661.04-4 Assignment of incomplete grades
- Regulation 661.04-5 Students who drop a class
- Regulation 661.04-8 Data on student achievement
- Regulation 661-11 Grading procedures for students with disabilities



Policy 661 ~~Student Evaluation and Reporting~~ Assessment and Grading Practices

- Regulation 661-1 Assessment and grading elementary school
- Regulation 661-2 Assessment and grading middle school
- Regulation 661-3 Assessment and grading high school
- ~~Regulation 661-4 Assessment and grading principles (exams)~~
- ~~Regulation 661-5 Guidelines for preparing assessments~~
- Regulation 661.01-1 Computing grade point averages- **Move to 661-4**
- ~~Regulation 661.04-2 Reporting on academic progress~~
- ~~Regulation 661.04-4 Assignment of incomplete grades~~
- ~~Regulation 661.04-5 Students who drop a class~~
- ~~Regulation 661.04-8 Data on student achievement~~
- ~~Regulation 661-11 Grading procedures for students with disabilities~~

Regulation 661-1 Elementary (K-5)



- Clarified the importance and expectations for **both** formative and summative assessments. Summative assessments will make up 60% of the grade and formative assessments will account for 40%.

Formative	Summative
Quizzes, class assignments, exit tickets, homework, labs, and other as assessments that are ongoing during the unit of study.	Unit tests, performance-based tasks, cumulative projects, and other assessments that wrap up a unit of study.

- Added grading flexibility for Encore teachers and integrated expectations for students with disabilities and English learners.
- Integrated homework expectations with a priority on reading and math practice for elementary students.
- Addressed necessary adjustments when weather or other events result in school closure.



- Clarified the importance and expectations for **both** formative and summative assessments. Summative assessments will make up 70% of the grade and formative assessments will account for 30%.
- Integrated homework expectations with guidelines for when grading is appropriate, the maximum time for homework (90 minutes), the prohibition over holidays, and the required coordination between teachers.
- Late work clarification, penalty to not exceed a letter grade however late work will not be accepted after 2 weeks barring unique exceptions and/or provisions of IEPs, 504 Plans, or English learner accommodation.
- Integrated expectations for students with disabilities and English learners.



- All middle school students will be graded on the new scale for students grades 6-12 which creates consistency for students, parents, and teachers.
- Teachers will report actual assignment grades in the gradebook. Yearlong grades will be calculated by averaging the quality points of each of the four quarters. High school courses will include final exam grades.
- Addressed necessary adjustments when weather or other events result in school closure.



- Clarified the importance and expectations for **both** formative and summative assessments. Summative assessments will make up 70% of the grade and formative assessments will account for 30%.
- Integrated homework expectations with guidelines for when grading is appropriate, the maximum time for homework (120 min), the prohibition over holidays, and the required coordination between teachers.
- Late work clarification, penalty to not exceed a letter grade however late work will not be accepted after 2 weeks barring unique exceptions and/or provisions of IEPs, 504 Plans, or English learner accommodation.
- Integrated summer assignments and final exam guidance into the regulation with clarifying language.



- Integrated expectations for students with disabilities and English learners.
- Clarification and integration of guidance for when a student should receive an “incomplete”, WP (withdraw passing) or WF (withdraw failing).
- Clear language that aligns dual enrollment grades to the expectation of the affiliated post-secondary institution.
- Modification of grading scale for grades 6-12.
 - Reduces impact of small percentage cutoffs; smooths volatility.
 - Creates a third band of distinction for more accurate modeling promoting fairness, clarity, and accurate reporting over time.
 - Aligns to most post-secondary institutions.
 - Aligns to peer divisions.

Grading Scale 6-12



% Range	Grade	Standard QP	Final GPA Scale (for averaging)	+0.5 Weight	+1.0 Weight
92–100	A	4.0	3.85 – 4.00	4.5	5.0
90–91.99	A-	3.7	3.50 – 3.84	4.2	4.7
87–89.99	B+	3.3	3.15 – 3.49	3.8	4.3
82–86.99	B	3.0	2.85 – 3.14	3.5	4.0
80–81.99	B-	2.7	2.50 – 2.49	3.2	3.7
77–79.99	C+	2.3	2.15 – 2.49	2.8	3.3
72–76.99	C	2.0	1.85 – 2.14	2.5	3.0
70–71.99	C-	1.7	1.50 – 1.84	2.2	2.7
67–69.99	D+	1.3	1.15 – 1.49		
62–66.99	D	1.0	0.85 – 1.14		
60–61.99	D-	0.7	0.35 - 0.84		
<60	F	0.0	0.00 - .34		



- Gradebooks will be set up for teachers at the start of the year. Easy entry based on type of assessment.
- Co-teachers will be able to enter grades and account for their role in grading.
- Encore teachers will receive guidance to streamline their grade entry process.
- Transcripts will denote the change year and scale adjustments.
- Comprehensive communication and professional learning plan to include family webinars, a public website for students and parents, direct communications to parents, and staff training and communications before students report.



- Align all assessments more effectively for a Balanced Assessment System.
- Increased transparency for families on unit assessments.
- Continued research, gradebook analyses, and curriculum alignment review.
- Standardize elementary gradebook entry.
- Professional learning on assessment design, rubrics, and project-based learning opportunities.

Appendix

Regulation 661-1 Elementary (K-5) Assessment,
Grading, and Reporting Practices [R661-1](#)

Regulation 661-2 Middle School (6-8) Assessment,
Grading, and Reporting Practices [R661-2](#)

Regulation 661-3 High School Assessment,
Grading, and Reporting Practices [R661-3](#)

