



Book	vps policies
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Title	Procedure – Homework, Grading and Progress Reports
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Procedure – Homework, Grading and Progress Reports

The term "parent" as used in this procedure means a parent, guardian or person having legal custody of a child. If the student is eighteen (18) years or older, or is legally emancipated, the procedures for the parent in this procedure may be exercised by the student.

The superintendent or designee shall work cooperatively with building administration and staff to ensure that the following procedure effectively implements board Policy 2420, Homework, Grading and Progress Reports. In addition, the procedure should serve to promote consistency and uniformity among schools and individual teachers at each level.

Group or individual conferences will be held in the fall at all levels to discuss the following:

1. Washington State Learning Standards and grade level expectations for the coming term;
2. Reporting and grading practices;
3. School programs and curriculum;
4. Parental support of student's learning; and
5. In grades 9-12, credit accrual toward on-time graduation;

I. Homework

A. Work may be assigned to be completed outside of the student's school day for a number of reasons:

1. Practice-to help students to master specific skills, which have been presented in class;
2. Preparation-to help students gain the maximum benefits from future lessons;
3. Extension-to provide students with opportunities to transfer specific skills or concepts to new situations;
4. Creativity-to require students to integrate many skills and concepts in order to produce original responses; and
5. Finish work-to complete work for which time was provided during the school day.

B. Work designed to be completed outside the student's school day should be meaningful, motivating, engaging, and consistent with and relative to the subject taught, and reviewed by the assigning teacher.

C. The work assigned shall be of a reasonable amount:

1. The amount should not be a burden to the student's taking part in normal student and family activities;
2. The amount of work assigned should take into account other teachers' assignments so that the total assigned is reasonable for the student. The staff at each building will make every attempt to coordinate assignments; and
3. The amount of work assigned should take into account the age of the student.

D. Teachers will communicate homework guidelines and expectations to parents as a part of general communications related to classroom procedures.

E. The principal will be responsible to clarify the nature and use of homework assignments to supplement, support and/or improve school achievement.

F. Guidelines for assigning homework

The frequency and duration of mandatory assignments should be:

1. In grades K to 3, students should not be required to complete homework assignments. Encouragement should be provided to engage in family home learning activities such as reading to and with their child, outside play, puzzles and games, etc.;
2. In grades 4 to 5, homework assignments two (2) to four (4) assignments a week, each lasting not more than fifteen (15) to forty-five (45) minutes, will take into account the student's developmental age, learning goals and program of studies;
3. Grades 6 to 8 - three (3) to five (5) assignments a week, each lasting forty-five (45) to seventy-five (75) minutes;
4. Grades 9 to 12 -- three (3) to five (5) assignments a week, each lasting seventy-five (75) to one hundred twenty (120) minutes; and
5. Students enrolled in special K-12 programs, including language immersion, Highly Capable, Honors, Advanced Placement, International Baccalaureate, and College in the High School may have additional assignments in accordance with program goals and requirements.

G. Teachers should state clearly:

1. The classroom expectations regarding homework to students and parents;
2. How the assignment is related to the grade level academic standards and learning target(s) under study;
3. The purpose of the assignment;
4. . How the assignment might best be carried out; and
5. What the student needs to do to demonstrate that the assignment has been completed (Success Criteria).

H. Teachers are expected to provide feedback (oral or written) on assigned homework and return to students in a timely manner. Homework exclusive of completion of classroom learning activities may not represent more than 10% of the student's grade.

I. Complex and comprehensive assignments should be in writing.

II. Grading and Progress Reports: General Education

A. Secondary - grades 6-12

1. Reporting periods

The high schools shall report grades to parents on a nine (9) to eighteen (18) week quarter-semester basis. Middle schools shall report grades to parents on a twelve (12) week trimester basis. Schools with students in grades six (6) through twelve (12) shall use the high school schedule for reporting to parents.

2. Letter grade definitions

Secondary teachers shall report academic achievement to parents using the following letter grades and their definitions. These letter grades are based on the student's level of achievement of the course goals and objectives, with a focus on achievement of academic knowledge and skills. Pluses and minuses may be used to indicate gradations of achievement.

"A" Grade - The student's performance demonstrates superior achievement of knowledge and skills presented in the course.

"B" Grade - The student's performance demonstrates advanced achievement of knowledge and skills presented in the course.

"C" Grade - The student's performance demonstrates satisfactory achievement of knowledge and skills presented in the course.

"D" Grade - The student's performance demonstrates minimal achievement of knowledge and skills presented in the course.

"F" Grade - The student has shown insufficient evidence of acquisition of knowledge and skills presented in the course. No credit shall be granted toward graduation.

"W" Students who withdraw from a course following the guidelines established in Section 7 a and b of this procedure shall receive a "W" for that course. A grade of "W" shall not be included in the computation of the student's GPA (high school only)

3. Criteria for evaluation

- a. Grading will be based upon attainment of learning standards (state and district).
- b. Course grades will be earned from individually completed summative assignments, participation related to demonstration of academic and career and technical education (CTE) standards, projects and assessments. Group grades will not be included in course grades unless individual student work and contribution can be accurately and independently assessed.
- c. Skills and behaviors that support learning such as effort, attendance, behavior, improvement below academic standards, and ability to meet deadlines may be reported separately using comment codes but may not be included in determining the achievement grade.
- d. Students will have multiple opportunities to achieve a standard for full credit. This includes re-taking portions of tests. The teacher may limit the number of re-take attempts and require evidence of additional work prior to reassessment.
- e. Alternate assignments, projects and assessments linked to course standards may be accepted and included in course grades.
- f. Extra credit not aligned to demonstration of attainment of course standards (e.g. attendance at a performance, watching a movie version of a book) will not be included in course grades.
- g. A grade of "*" will be assigned for missing assignments, projects and summative scores in the gradebook. Students are expected to complete all summative activities in the original or alternative form and they will be provided opportunities to do so.
- h. Homework can be valuable for practice purposes but will not represent more than 10% of a student's achievement grade.
- i. The principal of each high school shall require each teacher to identify students' attendance as one of the criteria for student evaluation only as it relates to the goals and objectives of the course.

- j. During the first ten (10) school days of each semester, each teacher will communicate in writing to the student, the basis for the assessment of achievement in each course.

4. Credit/No Credit for elective and service courses

Secondary schools shall permit an alternative grading system (credit/no credit) as follows:

- a. "CR" (credit) The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course;
- b. "NC" (no credit) The student has not shown satisfactory progress in the mastery of knowledge and skills presented in the course;
- c. There is a limit of two elective courses per semester that may be marked credit/no credit;
- d. In an elective course of one-period duration, students may be marked credit/no credit. Students taking multi-period, multi-credit elective courses may petition, with parental approval that the building principal issue a waiver of the limitation in c) above;
- e. No course required for high school graduation is eligible for the alternative grade system.
- f. The teacher will evaluate the students on the same criteria as those receiving a letter grade. All evaluations of academic achievement will be in terms of letter grades until the ninth week and eighteenth week report to parents. At that time, instead of marking a letter grade, the teacher will mark CR or NC. These marks will appear on the report card and transcript;
- g. The "CR" or "NC" marks will not count in the student's high school grade point average;
- h. By the third week of the trimester (middle school) sixth week of each semester (high school), the parent must approve the requested alternative grading of credit/no credit;
- i. Once the option has been approved by the parent, the alternative marks will be used for the subsequent achievement reports for the current term. There will be no changes from credit/no credit to grades for that grading term;
- j. All service courses will be graded credit/no credit. Service courses are defined as those courses that are of a service rather than an academic nature; and
- k. A student may earn a maximum of one credit (or two semesters) for graduation purposes in grades 9-12 in service type courses. Service courses are distinguished from academic courses in four ways:
 - (1)Academic preparation is not required for the class course;
 - (2)The course does not have specific grading criteria;
 - (3)The course does not include tutorial duties; and
 - (4)The title of the course reflects service or assistance.

5. Progress monitoring and communication to parents

- a. Secondary teachers shall use a variety of means to report to parents the progress of students. Teachers shall utilize the student progress report not only for those students who are failing or are in danger of failing, but as a means of encouraging and reinforcing exemplary student behavior and performance. In all cases of students who are failing or in danger of failing, or a student whose grades show a clear decline, however, the student progress report shall be mailed to the parent. Such reports to parents shall be made at the mid-point of each grading period. In addition to the student progress report and student led conferences, teachers shall use one or more of the following methods listed below for those students in danger of failing:
 - (1) Telephone conferences;
 - (2) Personal conferences;

(3) Daily and weekly student progress reports;

(4) Informal notes, e-mails and reports; and

(5) Performance checklists.

b. All of the above communication is in addition to the normal grade reporting at the end of each grading term as outlined in the district calendar.

6. Notice of impending class or subject failure

Notice of impending class or subject failure of a student must be communicated to the parent by the teacher, utilizing the school's communication resources with a record maintained of such notice given.

a. Such notice should be communicated to establish a course of action for resolving the problem.

b. A conference with one or both parents shall be requested.

c. Failure to notify the parent about possible failure will forfeit the teachers' prerogative with regard to giving a failing grade to the student.

7. Class withdrawals (high school only)

a. Students wishing to withdraw from a course may do so without penalty of a failing grade provided no more than fifteen (15) school days have elapsed since the course began. A grade of "F" will be recorded after the fifteenth (15th) day.

b. Any exception to a) above must be approved by the building principal.

8. Grading/honor equivalencies - computing grade point average

a. For the purpose of compliance with Chapter 180-57-WAC, Secondary Education - Standardized High School Transcript, teachers shall use the following grading system that reports the grades earned by students in courses as follows:

A = 4.0

A- = 3.7

B+ = 3.3

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

D+ = 1.3

D = 1.0

F = 0.0

b. The minimal passing grade is D = 1.0. credit/no credit and "W" may also be used; however, these non-numerical marks shall be clearly identified and excluded from the calculation of the student's grade point average.

c. Each student's grade point average shall be the sum of the point values of all the grades received for all courses attempted divided by the sum of the credits for all courses attempted. Grade point averages shall be calculated to two decimal places and reported for each semester or other term and for the cumulative credits earned for all courses attempted in high school. All grades for all courses taken shall be included in the calculation of grade point averages except in cases where a course is taken more than once to improve a grade. Only the highest grade earned for the course shall be included in the calculation of grade point averages.

d. Credits attempted for courses taken more than once to improve a grade may count only once toward the number of credits required for graduation.

- e. Credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Courses taken more than once will be listed on the transcript even when not included in the student's grade point average.

9. Standardized high school transcript

The standardized high school transcript shall contain:

- a. The student's legal name (last name, first name, and middle name(s) or middle initial(s)), and other or former names used;
- b. The name(s) of parent(s) or guardian(s);
- c. The student's birth date and sex (mm/dd/yyyy);
- d. The student's school district identification number (if applicable);
- e. The school name, address, phone number, and name of the school district issuing the transcript;
- f. A list of previous schools attended where credit was attempted (school name, city, state, and month and year of entrance and exit);
- g. The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted, and grade point average); and
- h. Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation, except that credits attempted for courses taken more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. For the purpose of this subsection, districts and schools shall not convert letter grades to grades/marks not used in the grade point average calculation.
- i. The following courses, for which college credit can be earned, shall be designated on the transcript with the designation coding indicated:
 - 1. Courses completed and credits earned through Running Start shall be noted with an "R" designation;
 - 2. Courses completed and credits earned through advanced placement shall be noted with an "A" designation;
 - 3. Courses completed and credits earned through College in the High School shall be noted with a "C" designation;
 - 4. Courses completed and credits earned through an International Baccalaureate program shall be noted with an "I" designation;
 - 5. Courses completed which earn college credit through Tech Prep and/or the corresponding credits or certification earned shall be noted with a "T" designation; and
 - 6. Courses that meet or satisfy Washington Student Achievement Council core course requirements shall be noted with a "B" designation.
- j. A notation of "no score" if the Washington Comprehensive Assessment System required tests were not taken.
- k. Authorized and required additional transcript information effective beginning with the graduating class of 2008:
 - 1. A notation that the high school and beyond plan graduation requirement was met (noting month and year) or not met by the student; and
 - 2. A notation that the certificate of academic achievement graduation requirement was met (noting month and year) or not met by the student.

- l. Each issuance of the transcript shall include a report date (mm/dd/yyyy), graduation date (noting month and year), end of transcript record (signifying no more authorized data), office of superintendent of public instruction (OSPI) transcript form, version number, and page number ('x' of 'y').

B. Elementary grades K-5

The elementary reporting procedures of Vancouver Public Schools will be in the form of parent conferences and written reports. Teachers will use conference periods to personally develop a partnership with parent(s), communicate student progress, gain insight into student interest and abilities, and to enlist parental support to improve student achievement. An initial conference report and subsequent parent reports will be issued as written communication of student progress. Principals will distribute information regarding reporting and grading practices to parents in the fall of the school year.

1. Reporting Periods and parent conferences (K-5)

The elementary schools shall report to parents four (4) times a year with the exception of parent partnered programs under alternative learning experiences which will follow a semester reporting schedule. The first report will be completed by the end of nine (9) weeks and will address personal and social development, lifelong learning skills, and recommendations for student learning. In addition, an individual report card will be provided to parents at the conclusion of each grading period. Every attempt will be made to schedule a conference for every parent during the fall. Additional conferences may be arranged upon the request of either parent or teachers.

2. Report Card Content (K-5)

Teachers in kindergarten (K) through five (5) shall utilize a grade level report card which shows the student's individual academic achievement, academic behaviors, and personal growth. Progress will be reported for required academic content areas and individual student progress toward Washington State Learning Standards and district standards.

3. Student Report Cards (K-5)

a. Reporting student progress in English/Language Arts and mathematics

Vancouver Public Schools' teachers in grades K-5 shall utilize performance level indicators to show student progress in English/language arts and mathematics. The progress indicators utilized will be in relation to each child's instructional progress toward Washington State Learning Standards and district standards. To build readiness for secondary studies, some teachers may report content area learning using these indicators. The performance level indicators are defined as follows:

4 =Advanced indicates the student consistently performs above grade level expectations

3 =Proficient indicates the student consistently meets grade level expectations

2 =Basic indicates the student is progressing toward grade level expectations and/or meets some grade level expectations.

1 =Developing indicates the student is making little progress toward grade level expectations and/or meets few grade level expectations.

b. Reporting student progress in other content areas and lifelong learning skills

Vancouver Public Schools' teachers in grades K-5 shall use student performance indicators for content areas and lifelong learning skills based upon development of desired learning behaviors, skills, and knowledge. Student performance indicators for content areas and lifelong learning skills will be used for content area learning and lifelong learning skills (academic behaviors and personal growth).

C =Consistently indicates the child consistently demonstrates the described learning behavior or knowledge.

O =Often indicates the child often demonstrates the described learning behavior or knowledge.

S =Sometimes indicates the child sometimes demonstrates the described learning behavior or knowledge.

R =Rarely/never indicates the child rarely/never demonstrates the described learning behavior or knowledge.

4. Progress Notification

Parents of students in grades K-5, who are below or significantly below meeting grade level expectations, shall be notified prior to the end of each grading period by the classroom teacher through personal contact or in writing. This notification shall include identification of grade level expectations, data supporting the student's current performance level, and information regarding intervention options to support the student in progressing to meet grade level expectations. This contact must be documented.

III. Progress Reports: Special Education

- A. Reporting periods for students in self-contained programs will be that of the regular school program according to the grade level of the student(s) being evaluated.
- B. Reporting for students in elementary learning support programs will be at the regular school program time periods, and at the annual review of the Individual Education Program. This review process will include progress toward individual goals and objectives.
- C. Reporting consists of an indication to parents as to the extent each student is achieving his/her individual program goals. Elementary students with IEPs will receive the same report card as basic education students.
- D. Secondary special education students receive IEP progress reports at regular interval grade reporting periods.
- E. Grades are provided at regular reporting periods for middle school and high school level for students enrolled in special education classes.

APPROVED:



Dr. Steven Webb, Superintendent
Vancouver Public Schools

11/14/18

Date