

## WALWORTH'S DISTRICT-WIDE GRADING POLICY

Walworth's teaching staff created a district-wide grading policy that was approved by the Board of Education in May, 2015. This grading policy is based on this philosophy:

*"Walworth Jt. District #1 believes that assessment is an integral part of measuring student learning based on district content and performance standards. At all grade levels of instruction, assessment and re-teaching are used to meet individualized student learning needs utilizing formative and summative measures. Performance standards for students should be equitable and clear. Each student is afforded an equal opportunity to learn."*

### Key Components:

1. Formative assessments (homework, classroom observations, lab and group work, rough drafts, work samples, etc.) are used to measure student progress. Formative assessments are used to provide feedback and low-stake practice for students.
2. Summative assessments (oral & written tests, projects, presentations, etc.) are also used to measure student progress. Summative assessments provide measurable evidence of learning.
3. Extra credit work is not a substitute for required work and is not calculated as part of the student's grade.
4. Re-assessments, if utilized, are a privilege, not a right.
5. Effort and life skills evaluations will be measured separately from the academic achievement grade.

## HOMEWORK GUIDELINES FOR PARENTS

Walworth's teaching staff believes that homework is a valuable learning tool that can strengthen academic skills, reinforce concepts, promote the development of study skills and self-discipline, and involve parents in the learning process. We believe that homework should be developmentally appropriate and clearly defined.

### Teacher Responsibilities:

- ◆ Design homework assignments that meet appropriate learning objectives, with sensitivity to the time required to complete the assignment.
- ◆ Provide timely feedback and communication to students and parents so progress can be monitored.

### Student Responsibilities:

- ◆ Request teacher assistance to understand the homework expectations.
- ◆ Fill out assignment notebook prior to leaving the classroom.
- ◆ Manage assignments for timely completion.
- ◆ Seek to learn from homework; do not rush to complete it.

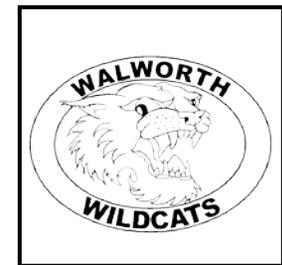
### Parent Responsibilities:

- ◆ Assure and promote quality homework by checking your student's assignment notebook.
- ◆ Help with time management.
- ◆ Review completed work.
- ◆ Provide your child with a suitable study environment.

## WALWORTH JT. DISTRICT #1

### ELEMENTARY AND MIDDLE SCHOOL

### STANDARDS BASED ASSESSMENT AND GRADING INFORMATION



**2015-2016**

**FOR MORE DETAILED  
INFORMATION:**

<http://www.walworth.k12.wi.us/>

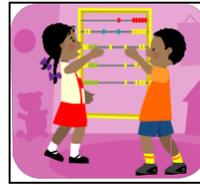
## WHAT IS STANDARDS-BASED GRADING?

Walworth's standards-based report cards are designed to provide an ongoing dialogue between teachers, students, and parents about what is expected of students in our district's academic learning environment.

The purpose of our standards-based report card is to provide parents with a clear and accurate description of their child's progress in three key areas:

- ◆ *Academic performance relative to identified content standards that align with Wisconsin Academic standards*
- ◆ *Growth in terms of how your child is progressing, academically, in terms of Walworth Jt. District #1's grade level expectations*
- ◆ *Characteristics of a successful learner*

Walworth's standards-based report cards will be mailed home four times each year at the end of each quarter.



## WHAT ARE WISCONSIN'S ACADEMIC STANDARDS?

Wisconsin's Academic Standards\* specify what students should know and be able to do, what they might be asked to do to give evidence of their learning, and how well they must perform. They include content, performance, and proficiency standards.

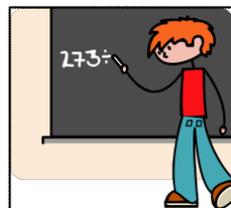
*Content standards refer to what students should know and be able to do.*

*Performance standards tell how students will show that they are meeting a standard.*

*Proficiency standards indicate how well students must perform.*

\* for more detailed information about Wisconsin's Academic Standards:

<http://dpi.wi.gov/>



## HOW DO WALWORTH'S STANDARDS-BASED REPORT CARDS ALIGN WITH THE WISCONSIN STANDARDS?

Walworth's curriculum is developed and implemented using a collaborative process with the Big Foot Area Schools Association (BFASA). Each year, Walworth appoints at least two teacher representatives to serve on each of the BFASA's Curriculum Committees. These teacher-led committees develop the curriculum that is followed at all JK-12 grade levels at all five of the BFASA districts: Big Foot High School, Fontana, Reek, Sharon, and Walworth.

The curriculum developed via the BFASA's collaborative process is aligned to Wisconsin's Academic Standards. More importantly, Walworth's report card standards, in all subject areas, and at all grade levels, are also aligned to Wisconsin's Model Academic Standards.

## WALWORTH'S STANDARDSCORE GRADING AND REPORTING SYSTEM

Walworth uses StandardsScore as a gradebook and reporting system. Students and parents have access to grades throughout the school year to monitor student work and achievement.

Annually, the district provides all families with login information to be able to locate their student's grade information at <https://login.clihome.com./login.asp>