

Redoing/Revising Coursework:

Students are allowed redos and revisions of coursework for full credit during that unit of study. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework or assessment but will replace the original student score. While a student still has an opportunity to learn and benefit from the learning, redos and revisions are possible as long as assignments are turned in during the unit of study.

Late Coursework:

Students are expected to complete missing coursework. Late coursework is accepted for full credit until the end of the unit. Once late coursework is turned in, the zero will be replaced with the score earned by the student. Late work completed during the unit of study will not result in a reduction in grade. Work that is not turned in during the unit of study will receive a score of zero. The teacher or school may make exceptions depending upon student circumstances (such as prolonged absences due to illness).

All units of study should be concluded three to five classes prior to the end of the grading period or that unit of study could be scored in the next grading period.

Missing Coursework:

Work not turned in at all will receive a score of zero.

When a student chooses not to complete early attempts at learning and receives a zero for missing assignments, the teacher will average the zeros into the final score. Use the Campus Portal to check for missing coursework.

Transfers:

Teacher discretion, with the assistance of school administration, is used when students transfer from one OPS school to another. Students who transfer from outside of OPS will have their grades from their previous schools averaged with their current scores to most accurately reflect the student's level of learning.

Late Enrollments for Out of School Students:

Determination of grades for late enrollees (who have been out of school) will depend upon the number of days and assignments missed in that grading period that cannot be made up. After-school assistance and credit recovery options will need to be considered.

Student Accommodations:

Accommodations are provided to students with special needs without adjusting or reducing grades. Accommodations for students with Individual Education Plans (IEPs) or 504 plans may change requirements for quantity of work, time allotted, presentation format, type of evidence, etc.

Student Modifications:

Modifications alter course content, assignments and assessments and are not used.



Grading Scale:

Students will receive a proficiency level of: **4/advanced**; **3/proficient**; **2/basic**; **1/below basic**; **0/insufficient or no evidence of student learning**.

Letter grades are not awarded for individual assignments or assessments. At the end of a grading period, scores will be converted to a letter grade using the secondary OPS grading scale.

OPS Grading Scale

A =	3.51-4.00
A - =	3.01-3.50
B =	2.51-3.00
B - =	2.01-2.50
C =	1.51-2.00
D =	0.76-1.50
F =	0.00-0.75

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SECONDARY GRADING PRACTICES

DEPARTMENT OF
CURRICULUM INSTRUCTION AND ASSESSMENT

Overview:

Grades for students enrolled in the Omaha Public Schools (OPS) are based on achievement of District-wide/State content standards, which specify what students should know and be able to do. Standards are the same across schools and classrooms for the same courses in the Omaha Public Schools. These grading practices are intended to ensure students have the knowledge and skills necessary for the next level of a course, the next grade or readiness for college or the workforce.

Purpose and Intended Use:

Standardized grading practices provide specific, clear learning goals for students, parents, teachers and administrators of what a student must know and be able to do to master the content of a course. They allow teachers to be consistent with common best practices from grading based on educational research. Most importantly, standardized grading practices provide tremendous clarity for students and families as to what the grading criteria and expectations are between and amongst teachers, courses, and schools in OPS.

Coursework Types:

Coursework may be expected to be completed during class time or outside of school.

- **Practice** assignments are brief. They are done to learn a new skill or to gain initial content knowledge, (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Practice work is at the student's instructional level.

- **Formative (35%)** assessments/assignments are done for learning. They are minor assignments, (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work is at the student's instructional level and/or grade level standards.

- **Summative (65%)** assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper, an oral report with a power point, science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student's progress on grade level standards.

Coursework Amounts:

Coursework that is expected to be completed at home should average no more than ten minutes per day times the student's grade level. These minutes reflect the total minutes of coursework per day for all subjects. This is a broad estimate that will vary dramatically depending upon the courses taken, the speed of completion of tasks, student ability to work independently outside of class, the number of study halls and the amount of time provided in class for coursework.

Proficiency Scales:

Proficiency scales are established levels of learning that are standardized at the District level for each course, and they are broadly written to allow teachers to use the same scale for multiple assignments/projects. Proficiency scales are available to students and parents by posting them in the classroom and publishing them in a course syllabus or on the teacher's website.

Rubrics:

Rubrics are teacher-created scoring guides that are specific to an assignment, a skill or a project and are based upon the levels in the proficiency scale for that course. Rubrics should be available to students and parents by posting them in the classroom and publishing them in a course syllabus or on the teacher's website.

Samples of Student Work:

Samples of student work that are both strong and weak should be provided by teachers and examined by students so that expectations for the basic, proficient and advanced levels of learning on the proficiency scale or rubric are clear.

Objectives/Learning Goals:

Teachers will provide clear expectations so students specifically know their learning goals. Teachers and students are asked to write learning goals using student-friendly language for a clearer understanding of expectations. This could be done by rephrasing the expectation as "I can...."

Group Grades:

Group grades are not utilized.

Bell Curve:

Grading is never based on the bell curve. Grading on a curve is not based upon an individual student's work and should never be used.

Extra Credit:

There is no extra credit.

Leveled Assessments:

All graded assignments, projects and assessments will have opportunities for students to demonstrate basic, proficient, and advanced levels of learning to ensure rigor and to ensure that students can reach the highest possible level.

Level two (Basic) tasks are basic recall and simple skills which include knowledge and comprehension.

Level three (Proficient) tasks (the target of instruction) consist of complex knowledge and skills and include application and analysis.

Level four (Advanced) tasks allow students to apply their knowledge and skills to new or related situations or scenarios. Level four tasks start with application, analysis, and move into synthesis and evaluation.

Weighted Assignment Categories:

Teachers will place scores for formative and summative coursework within Infinite Campus. Formative coursework is weighted at 35% and summative coursework is weighted at 65%. Standard-based assignments are named through common language indicating which standard is being assessed. The final score for each of these categories will then be averaged to obtain the student's final grade.

Posted Scores/Grades:

Scores are proficiency levels on an individual assessment or assignment. A grade is the final score for the course. Scores will be updated every other week in Infinite Campus. In addition, teachers communicate to students the updated progress grades bi-weekly. Check Campus Portal for updates.

Checkpoints and Final Due Dates:

For larger projects, student learning will be chunked into manageable segments with mid-unit checkpoints and feedback. Final due dates are posted in Infinite Campus.

Campus Portal Update:

Student grades may be viewed on the OPS web-based Campus Portal. Schools send home quarterly report cards to parents every nine weeks.

Student Tracking of Grades:

Teachers are strongly encouraged to have students reflect on their learning, record scores and develop a plan of action for improvement. Student tracking of goals and achievement increases student motivation and completion of work.

