

## 2022-2023 Grading Policy Changes

At Mundelein High School, we believe a grade should communicate a student’s performance against well-defined and clearly articulated standards (instructional objectives) for content and skills. Teachers work to ensure that grades clearly communicate academic achievement and minimize the impact of other factors, such as student behavior/compliance.

### Calculation of Semester Grades

- A minimum of 80% of a student’s semester grade will be based on summative evidence.
- A maximum of 20% of a student’s semester grade can be calculated from formative evidence.

Formative-“Practice the standards”	Summative- “Demonstrate the standards”
An ongoing process of learning experiences, practice, and feedback that informs instruction and monitors student progress.	A process used to measure and communicate a student’s performance of the standards after instruction and practice.

### MHS Grading Models

Because we believe grades should accurately communicate what students know and can do for the course learning targets, we have made changes to our grading structure. In the course description in PowerSchool, for each of your student’s courses, you will see one of three grading models (below) being implemented. All three models provide an accurate reflection of student performance and progress on the course learning targets.

#### Model 1: Modified One-hundred Point Scale

Rather than a scale of 100% to zero, we will have a new scale of 100% - 40%. Students who do not turn in a formative assessment (practice) can still receive a zero on those assignments. Students who do not turn in a summative assessment (tests, projects, etc.) will receive a 40%. Students who score below a 50% on any summative assessment will receive a 50% in the grade book.

#### Rationale for not including zeros for summative assessments

As you can see in the example below, a student who does not hand in two assignments at the beginning of the grading period cannot recover even with eight additional assignments at a C level. Students who receive a zero on a summative assessment have very little hope of passing because regardless of what they do for the rest of the semester, they cannot overcome the impact of that zero. Students do need to understand there are consequences to not submitting their assignments. Even with a 40%, students must work to improve their grades in order to pass the course.

0	0	D (65)	D (66)	C (73)	C (73)	C (73)	C (73)	C (73)	C(73)
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**569/1,000= 56.9%**

F (40)	F (40)	D (65)	D (66)	C (73)	C (73)	C (73)	C (73)	C (73)	C (73)
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**649/1000 = 64% = D**

### Model 2: Fifteen-point scale

For this scale, all formative and summative grades are converted to 15 points. Students can still receive zeros if they do not turn in their assignments, but this scale provides them with opportunities to recover from that failing grade. This scale also minimizes the significant impact of a zero on the overall grade.

***\*Please note - the letter grade in PowerSchool will not match the percentage. The letter grade, not the percentage, will be accurate for teachers using a 15-point scale.***

### Model 3: Standards-based grading

Standards-based grading is a system that evaluates students' progress towards course learning targets called standards. This type of grading model communicates student performance according to levels (typically on a 4-point scale) rather than percentages. Because the grade is a reflection of what students know and can do, the grade for each learning target is based on assessments only. Work done in class and at home is meant to prepare students to be successful on these assessments.

Traditional Grading Scale	Standards-based Grading Scale
A= 90-100% B= 80-89% C= 70-79% D= 60-60% F= 0-50%	4= Advanced 3= Meets expectations for the learning targets of the course 2= Demonstrates partial understanding of the learning targets often with guidance 1= Little or no mastery of the learning targets even with assistance

Example: Standards Based Reporting Algebra 1		
Learning Target #1	3 (Proficient)	To receive an A: You need a 4 on five of the targets and have no 1's or 2's.
Learning Target #2	2 (Needs Improvement)	
Learning Target #3	4 (Advanced)	To receive a B: You need a 4 on three of the targets, you may have no more than one 2, and no 1's
Learning Target #4	3 (Proficient)	

### Course Grading Information

Information on teachers' grading policies can be found in each teacher's syllabus and will be communicated to students at the beginning of the course. In the course description in PowerSchool, parents/guardians will find a link to the class syllabus. PowerSchool, not Canvas, contains students' most up-to-date, accurate grades. Always check PowerSchool.

### Reassessment

Summative assessments (tests, papers, projects, etc.) can be reassessed one time, excluding assessments given in the last ten days of the semester. Students may be required to show some type of additional evidence of learning before taking a reassessment. Students who turn in a late summative assessment forfeit their reassessment opportunity on that assessment.

## Final Exams

There are a variety of ways that course teams assess students at the end of the semester. Some have a traditional comprehensive final exam that will most likely be administered on final exam days. In other classes, students might be assessed through portfolios, projects, performances, etc. before the final exam days. **Final exams cannot be reassessed.**

## Academic Integrity Policy

Please review the [Academic Integrity Policy](#)

## Contacts

Please contact any of the individuals listed below with additional questions.

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