



## 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. Descriptive feedback provides the student with the necessary information to improve their learning. Formative work is at the student's instructional level.
- **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 speed of completion of tasks, student ability to work independently outside of class 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.

## Non-academic Factors:

Effort, work habits, attendance and behavior are tracked separately from progress on academic standards. Progress is indicated with a mark of O (Outstanding), S (Satisfactory), N (Needs Improvement) or U (Unsatisfactory).

## 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 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 know the specific 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.

## Extra Credit:

There is no extra credit.

## 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.

## Portfolios (Grades K-2)

Student work will be marked with a proficiency level of **4/** advanced; **3/**proficient; **2/**basic; **1/**below basic and; **0/** beginning. Teachers keep evidence of student progress in a portfolio that is shared with parents at conferences. Evidence in the portfolio should align with the grade the student receives on the report card.

## Posted Scores/Grades (Grades 3-6):

Scores are proficiency levels on an individual assignment or assessment. Student work will be marked with a score of **4/** advanced; **3/**proficient; **2/**basic; **1/**below basic and; **0/**failing. Scores will be updated every other week in Infinite Campus. In addition, teachers communicate to students the updated progress grades biweekly. Check Campus Portal for updates.

## Weighted Assignment Categories (Grades 3-6):

Teachers will place scores for formative (35%) and summative (65%) coursework in folders within Infinite Campus that are weighted (determined by the district with teacher input). The final score for each of these categories will then be averaged to obtain the student's final grade.

## Campus Portal Update:

**Grades K-2:** Schools send home quarterly report cards to parents every nine weeks. Report cards may also be viewed on the OPS web based Campus Portal.

**Grades 3-6:** Students' in progress grades and report cards may be viewed on the OPS web based Campus Portal. Schools also 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.

## Checkpoints and Final Due Dates:

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

## 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.

