



# West Irondequoit Central School District

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## WICSD: K-12 Grading Guidance Summary

### 3<sup>rd</sup> Quarter Report Cards:

- **Grades K-4:** No 3<sup>rd</sup> Quarter Report Card, 1 Final Report Card in June
- **Grades 5-12:** Pass or Incomplete ONLY, for Q3
  - Incompletes may be made up

### 4<sup>th</sup> Quarter Assignments:

- **Grades K-4:** For the fourth quarter, we will continue to remain standards based with our grading and report cards. Standards-based grading focuses on student learning and based on demonstrated understanding of specific concepts identified in the standards. Teachers will monitor student progress towards proficiency on identified Essential Standards.
- **Grades 5-12:** Feedback, which can include numeric grades, will be communicated to students and families through the IC portal for 4<sup>th</sup> Quarter Assignments.
  - Assignment 'status' may also be communicated using assignment flags, including 'Incomplete', 'Turned In', 'Missing' or 'Exempt'.
  - Some assignments may not be calculated into a numeric grade but are still considered required tasks in order to provide students the practice or application needed to master essential learning standards.
  - Assigned Home Learning Tasks are aligned to "essential" learning standards and will be assessed using a standards-based grading mindset. Standards-based grading focuses on student learning and based on demonstrated understanding of specific concepts identified in the standards.
  - A variety of rubrics have been developed for teachers to communicate student progress toward mastery of a learning standard or identified skill. Some tasks students will be able to resubmit after revision/response to feedback in order to demonstrate mastery.
  - No 4<sup>th</sup> Quarter Interim reports, as the IC Portal remains open to students/families.

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### Reporting 4<sup>th</sup> Quarter Grades and Final Grades, Grades 5-8:

- Final report cards will show calculated 4<sup>th</sup> Quarter Average (**Dake only**).
- Final Course grades will be represented as (**Pass with Distinction- Dake Only**), **Pass, Incomplete or Fail** and will be based on the full year of work. Students will be 'held harmless' by 4<sup>th</sup> quarter performance – meaning that they cannot perform lower in 4<sup>th</sup> quarter than they have the previous half of the year.

**Calculating 4<sup>th</sup> Quarter Grades and Final Grades, Grades 9-12 including Duke Level 1 World Language/Regents Courses:**

- Students will receive a numeric quarter 4 grade, calculated on the total point average of graded tasks during quarter 4. This grade will be reported on the 4<sup>th</sup> Quarter Report Card, grades 9-12.
- Final Course grades will be calculated in a “**hold-harmless**” approach. Students will not receive a calculated average lower than the previous semester (full year courses) or posted Q3 grades prior to 3/16 (semester courses).
- Monroe Community College and the Rochester Institute of Technology require a numeric grade from Dual Enrollment instructors, following the guidance in established course syllabi.

**Transcript and Final Reporting Information:**

- Final grades will be factored into a student's GPA.
- As is WICSD practice, GPA is NOT used to publicly rank students but will continue to be printed on final report cards/transcripts.
- At this time, no decision has been made about Honor Roll for Q4. There will not be a published Honor Roll for Q3.
- Pending course credit for Regents Courses, exempted Regents Exams will be recorded on a student's transcript. Advanced Designation and Mastery/Honors will be calculated based on exams previously taken, or those taken in the future.
- NCAA and student-selected Colleges will receive amended School "Profile" including information about grading practices during the period of "At Home Learning".
- Traditional weighting (AP Courses, Dual Enrollment courses, etc..) will also be applied per WICSD past practice to calculate a weighted (and unweighted) GPA.

**Important Messages for Secondary Students and Families:** *(provided by current 7-12 student and parent grading focus groups)*

- It is about the **learning** – finish the year strong so you are best prepared for what lies ahead.
- Colleges will still be looking at a HS Student’s transcript – and looking into how you showed resilience and perseverance during the closure. Put your best self forward, as you are able.
- Use 4<sup>th</sup> Quarter as a chance to improve your grade – focus on the essentials!
- You can get lots of feedback and support on your work in order to make it better. Apply that feedback to grow and improve.
- Be sure to complete all assignments – even those that aren’t ‘graded’ – they still lead to the important learning.

**Sample Standards-Based Rubric**

<p><b>Mastery Level Work</b></p>	<p>Work includes the correct solution(s) to the question and demonstrates a thorough understanding of the concepts and/or procedures in the task. Student work:</p> <ul style="list-style-type: none"> <li>• indicates that the student has completed the task correctly, using sound understanding of the standards</li> <li>• contains sufficient work to demonstrate a thorough understanding of the concepts and/or</li> </ul>
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	<p>procedures</p> <ul style="list-style-type: none"> <li>• may contain inconsequential errors that do not detract from the correct solution(s) and the demonstration of a thorough understanding</li> </ul>
<p><b>Proficient Level Work</b></p>	<p>Work demonstrates a partial understanding of the concepts and/or procedures in the task. Student work:</p> <ul style="list-style-type: none"> <li>• appropriately addresses most but not all aspects of the task using sound procedures and understanding of the standards</li> <li>• may contain an incorrect solution but provides sound procedures, reasoning, and/or explanations</li> <li>• may reflect some minor misunderstanding of the underlying concepts and/or procedures</li> </ul>
<p><b>Approaching Proficiency Level Work</b></p>	<p>Work demonstrates only a limited understanding of the concepts and/or procedures in the task. Student work:</p> <ul style="list-style-type: none"> <li>• may address some elements of the task correctly but reaches an inadequate solution and/or provides reasoning that is faulty or incomplete</li> <li>• exhibits multiple flaws related to misunderstanding of important aspects of the task, misuse of procedures or standards understanding, or faulty reasoning</li> <li>• reflects a lack of essential understanding of the underlying standard understandings and concepts</li> <li>• may contain the correct solution(s) but required work is limited</li> </ul> <p>Approaching proficiency feedback to indicate to a student that they should connect with the teacher through office hours and/or email for further support on the standards.</p>