

# Grading Policy for GDOE Schools

Approved by the Guam Education Board on July 20, 2021

Stakeholder Presentations, Input Sessions and Approval	
<b>Friday, April 16, 2021 at 2:00 P.M.</b> Curriculum and Grading Policy Working Group/Admin/Teachers	<b>Thursday, June 3, 2021 at 6pm</b> Parent Presentation and Input Session with SPED Parents
<b>Friday, May 07, 2021 at 2:00 P.M.</b> Curriculum and Grading Policy Working Group/Admin/Teachers	<b>Saturday, June 5, 2021 at 9am</b> Open Presentation and Input Session with Parents
<b>Friday, May 14, 2021 at 1:00 P.M.</b> Curriculum and Grading Policy Working Group/Admin/Teachers	<b>Thursday, June 10, 2021 at 2:00 P.M.</b> Joint Board Union Curriculum Textbook Committee
<b>Tuesday, May 25, 2021 at 6pm</b> Presentation and Input Session with Island-wide PTO Reps	<b>Friday, June 11, 2021 at 3pm</b> Island-wide Board of Governing Students
<b>Wednesday, June 2, 2021 at 6pm</b> Open Presentation and Input Session with Parents	<b>Tuesday, July 20, 2021 at 6pm</b> Guam Education Board regular meeting- APPROVED Policies

**Guidance to admin, teachers, parents, and students:** When participating and engaging in policy discussion, please take note of the following points:

1. Efforts to make changes to policies or procedures are meant to address concerns brought up by teachers, staff, admin, parents and students. No change in policy or procedure results in the status quo.
2. There are always multiple sides to an issue, and sometimes issues themselves conflict. Not always a right or wrong... and not always good. Sometimes we have to choose the best choice from a set of bad choices, or the “least bad” approach.
3. In the end, not everyone will be happy, but we need to be comfortable knowing that we considered as many options as we reasonably can. However, once policy is passed or decision is made, we have a duty to implement and enforce.

## Grading Policy Proposals for GEB

Kindergarten – 8 <sup>th</sup> Grade	High School
1. 1 <sup>st</sup> and 3 <sup>rd</sup> Quarter (Mid-semester) will be used as a <b>Progress</b>	1. 1 <sup>st</sup> and 3 <sup>rd</sup> Quarter (Mid-semester) will be used as a <b>Progress</b>

**Period/Grade or “Point-in-time” snapshot for each semester and NOT a summative quarter grade. Summative or Final Grades will be given at the end of 1<sup>st</sup> and 2<sup>nd</sup> semesters.**

- a. This Progress Period/Grade will be reflected as either:
  - i. **Pass (P):** Enough evidence to determine passing
  - ii. **Not Enough Evidence (NE):** Not Enough Evidence to determine passing
  - iii. **No Grade (NG):** No contact with student or no evidence submitted. This grade will remain until changed by teacher or school official and will NOT automatically convert to an “F” as per existing grading policy.

**NOTE: Administration has the discretion to allow or require tiered grading to be reported for the Progress Period/Grade.**

2. **Grading for 2<sup>nd</sup> Quarter/1<sup>st</sup> Semester and 4<sup>th</sup> Quarter/2<sup>nd</sup> Semester will reflect a Standards-Based/Tiered Grading system with 6-levels classified as the following categories:**

- 4 – Exceeds Standard
- 3 – Proficient
- 2 – Approaching Proficiency
- 1 – Needs Support
- 0 – Unable to Perform
- NE – No Grade / No Evidence

**NOTE: Increments of .5 may be used to recognize partial mastery of a level.**

3. **Criteria for each level include the following:**

**Period/Grade or “Point-in-time” snapshot for each semester and NOT a summative quarter grade. Summative or Final Grades will be given at the end of 1<sup>st</sup> and 2<sup>nd</sup> semesters.**

- a. This Progress Period/Grade will be reflected as either:
  - **Pass (P):** Enough evidence to determine passing
  - **Fail (F):** Not Enough Evidence to determine passing
  - **No Grade (NG):** No contact with student or no evidence submitted. This grade will remain until changed by teacher or school official and will NOT automatically convert to an “F” as per existing grading policy.

**NOTE: Administration has the discretion to allow or require percentage grades to be reported for the Progress Period/Grade.**

2. **Grading for 2<sup>nd</sup> quarter/ 1<sup>st</sup> Semester and 4<sup>th</sup> quarter/2<sup>nd</sup> Semester will be reflected as a percentage grade.**
3. **Students who are transferring will be given a transfer grade based on their current progress in the form of a percentage grade.**
4. **High School teachers may utilize the same Standards-Based/Tiered Grading system as K-8<sup>th</sup> grades, however, students’ final/composite grades must be reflected as a percentage grade.**
5. **There are two allowable methods for teachers to select from in order to incorporate Standards-Based/Tiered Grading into their grading system and to determine the students’ final/composite grade.**
  - b. **METHOD 1: Overall Proficiency Levels/Tiered Grades will be converted to percentages.**
    - Step 1:** Determine the overall Proficiency Level/Tier for each PSST by evaluating the body of evidence.

**4- Exceeds Standard:** In addition to demonstrating understanding and mastery of standard, content knowledge, and skills, student goes beyond what is explicitly taught or is able to apply the standard or skill to real world situations.

**3- Proficient:** Demonstrates understanding and mastery of standard, content knowledge, and skills.

**2- Approaching Proficiency:** Defines and Identifies content knowledge or uses skills alone but needs help demonstrating full understanding of standard.

**1- Needs Support:** Even with help, the student has difficulty performing basic skills or defining content knowledge and is well below grade level standard.

**0- Unable to Perform:** Even with significant help, the student is not able to perform any of the basic skills or define content knowledge.

**NE- No Grade/ No Evidence:** No Work or Not Enough Work submitted to make a final determination. (See teacher comments).

**NOTE: Increments of .5 may be used to recognize partial mastery of a level.**

**4. There are two allowable methods for teachers to select from in order to determine the final/composite grade for the course.**

a. **METHOD 1:** The final/composite grade will be the average of all Priority Standards, Skills, or Topics (PSSTs).

**Step 1:** A body of evidence is evaluated to determine the overall proficiency level for each PSST.

**Step 2:** Convert **each PSST Proficiency Level/Tier to a percentage** using the approved conversion scale noted in this policy.

**Step 3:** **Average the converted percentages of all PSSTs** to determine the final/composite grade.

c. **METHOD 2:** Proficiency Level/Tier for each artifact using a proficiency level/tiered grade **will be converted to a percentage** using the approved conversion scale.

**Step 1: Convert all grades for each artifact using a proficiency level/tiered grade** to a percentage using the approved conversion scale. This allows for PL/Tiered grades to be combined with artifacts graded using traditional percentages.

Note: **some teachers may not be using all of the artifacts to determine the final PSST level.** For example, evidence of earlier work during the semester may be removed, or resubmitted assignments may replace earlier drafts. This is fine. **In these cases, the teacher will only have to convert the artifacts that will be used to determine the final PSST level.**

**Step 2:** Determine **the overall percentage grade for each PSST by averaging all the artifacts** (or the artifacts that will be used to determine PSST level) for each PSST.

**Step 3:** Average **the overall percentage grades for all PSSTs** to determine **the final/composite grade for the course.**

**6. The weight afforded to each artifact/assignment or groups of artifacts/assignments will be at the discretion of the teacher.**

**Step 2:** To determine the final/composite grade, the overall proficiency levels for all PSSTs are averaged to the nearest tenth decimal place.

b. **METHOD 2:** The final/composite grade will be based on overall teacher judgment.

**Step 1:** A body of evidence is evaluated to determine the overall proficiency level for each PSST.

**Step 2:** The final/composite grade will be based on overall teacher judgment through a review of all PSSTs taught during a grading period.

**5. The final/composite grade will be converted to a letter grade using the following conversion scale:**

**3.6 – 4.0 = A+**  
**3.0 – 3.5 = A**  
**2.8 – 2.9 = B+**  
**2.5 – 2.7 = B**  
**2.0 – 2.4 = C+**  
**1.5 – 1.9 = C**  
**1.0 – 1.4 = D**  
**Below 1.0 = F**

**6. To allow students and teachers to focus on the core subject areas, report card grades will only be required for English Language Arts (Reading, Language, Spelling), Math, Science, Social Studies and CHamoru. All other subjects will still be taught and incorporated into regular instruction, however, final grades will only focus on the subjects noted here for SY2021-22.**

**7. Whenever utilizing Proficiency Levels/Tiered Grades and converting them to percentages, the following conversion scale shall be used:**

**4.0 = 100%**  
**3.5 = 95%**  
**3.0 = 90%**  
**2.5 = 80%**  
**2.0 = 70%**  
**Below 2.0 = 50%**

**8. Citizenship and Life Readiness Skills** will be reported in the manner noted below.

**End...**

<p>Citizenship and Life Readiness Skills will be reported in the manner noted below.</p> <p style="text-align: right;">End...</p>	
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<b>CITIZENSHIP and LIFE READINESS Skills</b>
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<b>Kindergarten – 8<sup>th</sup> Grade</b>	<b>High School</b>
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<p><b>1. Citizenship and Life Readiness Skills will be determined by the following criteria:</b></p> <ul style="list-style-type: none"> <li>a. <b>Engagement:</b> Participates in class discussions and activities, asks and answers questions, and is on-task either in-person or on video conferences, depending on model of learning or event.</li> <li>b. <b>Organization and Planning:</b> Organizes notes, handouts, supplies, and instructional materials; plans assignments, activities and tasks effectively; and manages time efficiently to meet deadlines.</li> <li>c. <b>Completion and Submission of Assignments:</b> Completes and submits assignments regularly and on time.</li> <li>d. <b>Conduct:</b> Displays respectful and appropriate conduct when communicating with teachers, peers, and others either online or during face-to-face instruction.</li> <li>e. <b>Accountability:</b> Follows school rules and takes responsibility for actions.</li> <li>f. <b>Attendance &amp; Punctuality:</b> Attends class regularly and on time.</li> </ul>	<p><b>1. Citizenship and Life Readiness Skills will be determined by the following criteria:</b></p> <ul style="list-style-type: none"> <li>a. <b>Engagement:</b> Participates in class discussions and activities, asks and answers questions, and is on-task either in-person or on video conferences, depending on model of learning or event.</li> <li>b. <b>Organization and Planning:</b> Organizes notes, handouts, supplies, and instructional materials; plans assignments, activities and tasks effectively; and manages time efficiently to meet deadlines.</li> <li>c. <b>Completion and Submission of Assignments:</b> Completes and submits assignments regularly and on time.</li> <li>d. <b>Conduct:</b> Follows school rules and displays respectful and appropriate behavior when communicating with teachers, peers, and others either online or during face-to-face instruction.</li> <li>e. <b>Accountability:</b> Takes responsibility for actions.</li> <li>f. <b>Attendance &amp; Punctuality:</b> Attends class regularly and on time.</li> </ul>
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**2. Citizenship and Life Readiness Skills will be reported using the following categories:**

- (4) Excellent**
- (3) Satisfactory**
- (2) Needs Improvement**
- (1) Unsatisfactory**
- (NE) Not Enough Evidence/No Evidence, or No Effort**

**End...**

**2. Citizenship and Life Readiness Skills will be reported using the following categories:**

- (E) Excellent**
- (S) Satisfactory**
- (U) Unsatisfactory**

**End...**

**End...**