

GALS Grading and Assessment Policy

Values and Philosophy

At GALS, we strive to ensure that our policies and practices align with our values. We believe that every student is capable of success with support and practice, and that families and students need and deserve a consistent system for grading and assessment. Grading and assessment show a student's ability to demonstrate growth over time and proficiency on academic standards.



Grading Overview

Standards-Based Grading

Grades at GALS in both the middle and high school are standards-based. Standards-based grading is an educational system that focuses on the effectiveness of instruction and the mastery of skills or standards for a specific subject. This grading system allows students to understand which standards/content language objectives they have already mastered and which of the given standards still need to be improved. At GALS, this means that every grade students earn is aligned to one of the mastery standards (Common Core or from the Colorado State Standards) named in the [GALS 6-12 Scope & Sequence](#). Individual grades within a standard will be averaged to generate one overall grade for that standard. Student report cards will show grades for each mastery standard assessed. An overall grade for the course will be generated quarterly (in middle school) and semesterly (in high school) by averaging the scores for each standard.

Grading Structure

Grades will be composed of formative assessments (during the learning process) & summative assessments (at the end of the learning process). Assessment grades demonstrate academic performance and reflect evidence of the learning of standards & competencies. Students will also receive classwork/homework grades, which demonstrate the intentional academic behaviors students need to be college and career ready. Formative assessments will make up 55% of a student's overall grade in any standard, summative assessments will make up 35%, and classwork/homework grades make up 10%.

Standards-Based Grading Scale

Grades will use a 4.0 standards based scale. General descriptions for each score are below; more detailed rubrics by content and standard are at teacher discretion.

Grade	Description
4	Advanced: Student independently demonstrates mastery of an above grade-level standard.
3.5	Advanced Proficient: Student demonstrates some mastery of an above grade-level standard.
3	Proficient: Student independently demonstrates mastery of a grade-level standard.
2.5	Approaching Proficient: Student demonstrates some mastery of a grade-level standard, but may require revision and/or adult help.
2	Partially Proficient: Student demonstrates partial mastery of a grade-level standard.

1.5	Not Yet Proficient: Student demonstrates limited mastery of a grade-level standard, but may require revision and/or adult help.
1	Not Yet Proficient: Student has not yet demonstrated mastery of a grade-level standard.
0 - 0.5	No Evidence: Student has not shown enough evidence to support an understanding of their mastery of a grade-level standard.

How We Will Grade: The Mechanics

Please see this document for [school-wide rubrics](#)

Naming Assignments in Illuminate

Assignment names will include a descriptor indicating the assignment type as a formative assessment (F), summative assessment (S), or classwork/homework (CH). Assignment names will also include a brief description of the assignment. The assignment names shall be structured as follows: [assignment type]-[assignment description]. For example, a formative assessment entry in the gradebook may be “F - Vehicle Maintenance Essay”.

Homework Grades and Expectations

Students are expected to complete homework to reinforce their content knowledge and ensure they have mastered the skills necessary to be college and career ready. At GALS, students are assigned reading and math homework four days each week (Monday-Thursday), and may have additional homework, per the chart below. Students in middle school will not receive homework on weekends; students in high school may receive weekend homework at teacher discretion.

Grade	6	7	8/HS
Minutes Independent Reading/Night	20	25	30
Minutes of Math Skills Practice/Night	20	25	30
Minutes of Additional Homework/Night	Up to 20	Up to 25	Up to 30
Total Minutes/Night	40-60	50-75	60-90

ELA: Independent Reading

Students will read independently for a set number of minutes each night (Monday-Thursday), and complete a [reading log](#) to show their comprehension using: “**CCSS.ELA-LITERACY.CCSS.R.10** Read and comprehend complex literary and informational texts independently and proficiently.”

Math: Skills Practice

Students will work on math skills for a set number of minutes each night (Monday-Thursday). Grades will be given in math courses for this homework using: **CCSS.Math.MP.1** Make sense of problems and persevere in solving them.”

Frequency of Grading - Content Courses

Students will be given a formative or summative assessment grade at least once per week (with exceptions for the first week of a quarter or any week with three days or less), aligned to the standards taught in a course. Students should have multiple attempts to show mastery of a standard; this means each standard should have at least two or more associated grades per academic quarter. In addition, students will receive a classwork/homework grade at least once per week (again, with exceptions for the first week of a quarter or any week with three days or less). Staff are expected to update gradebooks weekly.

Frequency of Grading - Movement

Students will be given two grades for movement each week: one aligned to each of the CDE Physical Education standards listed below:

- Movement Growth & Challenge
Standard 1. Movement Competence & Understanding - Apply movement concepts, principles, strategies, and tactics to learning and performing physical activities.
- Leadership & Collaboration
Standard 3. Social & Emotional Well-being - Demonstrate collaboration, cooperation, and leadership skills.

Frequency of Grading - MS Intervention and Elective Courses

Students will be graded once per week in MS intervention and elective courses. These courses will use the GALs 6-8 Habits of Balance & Focus.

Frequency of Reporting

Formal progress reports will be given to students during Wellness Squad halfway through each quarter. Students will be required to bring these home and have them signed. Report cards will be mailed home to student families at the end of each academic quarter; middle school grades are final at the end of each quarter, high school grades are final at the end of each semester.

Standards-Based Grading | Overall Course Grades

Middle School Grades

Standard grades for each course will be averaged at the end of each quarter to generate an overall course grade, which will be entered in Infinite Campus for transcript reporting.

High School Grades

Standard grades for each course will be averaged at the end of each semester to generate an overall course average. This average will then be translated to a letter grade using the table below (the Marzano method), which will then be translated to a GPA via the DPS scale below. The DPS GPA is what will be reported on student transcripts and entered into Infinite Campus.

Marzano Method	
Avg. Standard Scores	Traditional Grade
3.75 - 4.00	A+
3.26 - 3.74	A
3.00 - 3.25	A-
2.84 - 2.99	B+
2.67 - 2.83	B
2.50 - 2.66	B-
2.34 - 2.49	C+
2.17 - 2.33	C
2.00 - 2.16	C-
1.76 - 1.99	D+
1.26 - 1.75	D
1.00 - 1.25	D-
0.00 - 1.00	F

DPS Letter Grade → GPA

Letter Grade	DPS GPA
A/A+	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
F	0

Revision Opportunities

- Students will be allowed to revise/retake any formative assessment within a window of time, determined by the individual teacher.
- Students will be allowed to revise summative assessments provided that they have first set-up a conference with the teacher within a week of receiving their original feedback. Summative assessment revisions will not be accepted without this feedback conference first.

Late and Missing Work

Individual teachers will have a clear policy regarding late and missing work. This policy will be communicated to students and families via the course syllabus. In order to allow support staff & communicate with families, each

teacher will document their policy in this document: [23/24 Late/Missing Work Policies](#). If a student proactively communicates with a teacher that there are circumstances that will result in an assignment being turned in late, the teacher shall use their discretion to appropriately accommodate the student.

An example of a policy may read as follows:

“All assignments will be given a due date. The grade on the assignment will be adjusted by -10pts for each week that is late. The final deadline for all assignments is two weeks after the original due date. After that date, the assignment may not be turned in for credit and the assignment will be marked as Missing, which receives a grade of zero.”

Course Syllabus

Each course will have a syllabus document given to students & families during the first week of school. The syllabus should include the following components:

- **Course Description**
The things a student may expect to learn during the course: topics, big ideas, essential questions, and kinds of activities & assessment.
- **Teacher Contact Information**
- **Google Classroom Code**
- **Grading Information**
The teacher’s late/missing work policy, revision opportunities, and grade calculations
- **Classroom Policies**
Important routines, course materials, etc.