

The Woodlands College Park High School

5 pt. Grading System

The 5 pt. grading system has been developed, recommended, and approved by the teachers of College Park High School. The staff has spent an extensive amount of time working on this project and researching the benefits of the new system. The grading system only determines the grade in a course. We hope that this change in the grading system works to benefit all students.

The following is the impact of the new grading system:

- Allows students to learn the course material through the daily work process and then demonstrate their knowledge on the major grade assessment. Students are able to falter and learn from the mistakes in the daily work without receiving a major penalty for poor performance early in the process.
- Allows students to manage their homework and time better as they make choices on what they can accomplish each night. This makes the decision a little easier as they will learn that a “0” on a daily assignment is not as detrimental as it has been in the past.
- **Reflects** the students’ **mastery** of curriculum and reduces the impact that behavior (ex. not turning in an assignment) has on a grade.
- Allows students the opportunity to improve a subpar average due to low grades or missing assignments. Instead of a 69-point interval for failure, as with a 100-point system, the 5 point system has only a 20 point interval for failure. This provides the students opportunity to show mastery and to bring up a grade. Students will be less likely to shut down / quit because of the inability to bring up their grade = fewer discipline issues.
- Allows for an increase in the **RIGOR** of the class without crushing the lower performing student.
- Allows for a teacher to give zeros, but at the same time is an appropriate and a mathematically fair system.
- Shifts to a grading process used by College Board Advanced Placement Exams as well as many college and Universities.

The grading system ***does not*** impact the following: (It is a system for determining only individual class grades)

- Grade point system (5+)
- GPA
- Class rank

Questions and Answers to common questions:

Q: What will my child's report card look like?

A: It will look as it always has. The grading system is easily converted to a percentage grade as you have always seen.

Q: If my student transfers in or out of College Park, how will the grade work?

A: The grade will look just as it always has. The only grade that transfers is a percentage grade.

Q: Why does it seem to help the level classes more than the AP or Honors/Pre-AP classes?

A: The category weight for the AP (80 major/20 daily) and Honors/Pre-AP (75 major/25 daily) courses is different from level (70 major/30 level), so the impact is greater as the category weights move closer to each other as more behavior is associated with the daily grades than the major grades.

Q: Why make this change? And what impact will a "0" have on my student's grade?

A: The change allows for the grade to reflect more of the learning of a student rather than focusing on behaviors. Examples would be students that get a 100 for trying or a "0" for not doing an assignment.

Students who do not complete assignments will receive a zero on the assignment. However, as they improve their work habits and other assignments are submitted and receive a grade, the "0" will have less of an impact than the traditional 100 pt. system.

Q: Do I need to change how I grade assignments or can I grade like I always have and convert it to a grade on the 5 pt scale?

A: The first year of the grading system you can grade as you always have and convert the grade to the 5 pt. system. However, it is recommended that you recalibrate your grading to the 5 pt. scale as soon as you can. It will give a better picture of the students' knowledge and weigh the mastery level at the same percentage as in the past.

Before, an exam usually consists of low level skills, middle level skills, and higher level skills. The lower level skills usually moved the student from a 0 to a 50-60 grade range and then the other skills move the student's grade higher as they know the material. With the new system, the lower level questions can take on a lower value as you already have a safety net for the students. You are able to evaluate the middle and higher level skills to determine mastery of content therefore, giving a better picture of the student's true knowledge.

Parent Access Center(PAC)/Student Access Center (SAC)

Date Due	Assigned	Assignment	Category	Score	Weight	Weighted Score	Total Points	Weighted Total Points	Percentage
7/29/2016		Major 2	MAJOR	2.70	1.00	2.70	1	1.00	77%
7/28/2016		Daily 2	DAILY	3.45	1.00	3.45	1	1.00	85%
7/28/2016		Daily 3	DAILY	4.50	1.00	4.50	1	1.00	95%
7/28/2016		Major 1	MAJOR	4.00	1.00	4.00	1	1.00	90%
7/28/2016		Daily 1	DAILY	1.90	1.00	1.90	1	1.00	69%
7/28/2016		Daily 4	DAILY	X	1.00		1	1.00	
Totals:				16.55				5.00	

Annotations in the image:

- Average uses the categories and converts the score to the average (points to the 'Score' column)
- Assignment Grade (points to the 'Score' column)
- Pts. now are number of assignments (points to the 'Total Points' column)
- Converted percentage based on score. (points to the 'Percentage' column)

All grade notifications in PAC/SAC are sent on the Percentage not the score.

Grading Policy

Grades per 9 Weeks

Summative (Major)= Four (4) per 9 weeks (Can be 4 tests – one does not have to be a project) (1st grading period may be 3 major grades)

Formative (Daily) = Nine (9) per 9 weeks (at least 1 formative assignment per week)

Category break down by course level

Level of the Course	Formative Assessment (Daily)	Summative Assessment (Major)
Level	30	70
Honors/Pre-Advanced Placement	25	75
Advanced Placement/Dual Credit	20	80

Retest / Reassessment Policy

AP & Dual Credit	No retest - unless PLC decides to offer
PreAP / Honors	1 Retest <u>or</u> 1 cumulative 9 weeks exam (replace lowest summative grade) determined by the PLC for that subject.
Level	2 Retests <u>or</u> 1 Retest and 1 cumulative 9 weeks exam (replace lowest summative grade) determined by the PLC for that subject.

Examples/Scenarios

Struggling Student 1:

Formative Assignments (Daily)	100 pt scale	5 pt scale (100-50/0)
	52	0.2
	100	5
	0	0
	72	2.2
	0	0
	0	0
	100	5
	53	0.3
	0	0
	100	5
	477	17.7
Formative Avg.	47.7	1.77
Summative Assignments (Major)		
	52	0.2
	70	2
	64	1.4
	60	1
	246	4.6
Summative Avg.	61.5	1.15
9 wks Average (Lev)	55.98	1.398
Grade / Letter	56 F	64 F
9 wks Average (Hon)	57.36	1.336
Grade / Letter	57 F	63 F
9 wks Average (AP)	58.74	1.274
Grade / Letter	59 F	63 F

B/C Student:

Formative Assignments (Daily)	100 pt scale	5 pt scale (100-50/0)
	92	4.2
	42	.04
	0	0
	76	2.6
	0	0
	93	4.3
	100	5
	67	1.7
	50	.05
	100	5
Total	620	22.89
Formative Avg.	62	2.29
Summative Assignments (Major)		
	77	2.7
	94	4.4
	86	3.6
	91	4.1
Total	348	14.8
Summative Avg.	87	3.7

9 wks Average (Lev)	77	3.132
Grade / Letter	77 C	81 B

9 wks Average (Hon)	79.5	3.274
Grade / Letter	80 B	82 B

9 wks Average (AP)	82	3.416
Grade / Letter	82 B	84 B

Struggling Student 2

Formative Assignments (Daily)	100 pt scale	5 pt scale (100-50/0)
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
	100	5
Total	1000	50
Formative Avg.	100	5
Summative Assignments (Major)		
	52	0.2
	50	.05
	45	.04
	53	0.3
Total	200	0.59
Summative Avg.	50	0.148

9 wks Average (Lev)	70	2.075
Grade / Letter	70 D	71 D

9 wks Average (Hon)	65	1.5875
Grade / Letter	65 F	66 F

9 wks Average (AP)	60	1.1
Grade / Letter	60 F	61 F

A/B Student

Formative Assignments (Daily)	100 pt scale	5 pt scale (100-50/0)
	100	5
	100	5
	94	4.4
	100	5
	92	4.2
	93	4.3
	0	0
	88	3.8
	94	4.4
	100	5
Total	861	41.1
Formative Avg.	86.1	4.11
Summative Assignments (Major)		
	82	3.2
	92	4.2
	97	4.7
	88	3.8
Total	359	15.9
Summative Avg.	89.75	3.975

9 wks Average (Lev)	88.29	4.029
Grade / Letter	88 B	90 A

9 wks Average (Hon)	88.655	4.0155
Grade / Letter	89 B	90 A

9 wks Average (AP)	89.02	4.002
Grade / Letter	89 B	90 A