

Approved Grading System Policy-MFHS
Revised: January 10, 2011

The purpose of grades at the secondary level (6-12) is to accurately reflect and communicate individual student achievement of learning outcomes for the subject. Grading is part of a larger system of assessment that includes formative assessments (purpose is to identify student needs and improve learning) and summative assessments (purpose is to allocate a grade and prove learning). Grades offer an efficient way of summarizing a student's level of achievement. Alone, this is not enough. A comprehensive grading system provides more chances for success, more guidance, feedback, re-instruction, and encouragement. While grading may be a social norm, it is not essential for learning.

Monitoring grades long-term has traditionally been done using a scale with Menomonee Falls currently using a three-tiered scale (basic, regular, accelerated). With the change in weighted grades with the class of 2014 and the integration of co-teaming to place special education students in the least restrictive environments, the need for three scales has become obsolete. Beginning with the Class of 2014, students graduating from Menomonee Falls High School may receive a weighted grade in post-secondary credit and core subject honors classes required for graduation. Each weighted grade course shall be given an additional grade point value of .025 on a 4.0 scale. The additional grade point value shall be added after the students' grades are averaged at the end of each course.

Menomonee Falls High School now has over 20 sections of courses that are co-taught. Students who have special needs are receiving the same content/instruction with some potential modifications. The need to place students with special needs on a separate scale that reflects a lesser curriculum is no longer necessary. Modifications with grading if necessary can come through the IEP team.

The following uniform scale will determine grade point averages for the Class of 2014 and beyond:

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-	.67
F	0

Beginning in the second semester of the 2010-2011 school year, the following uniform grading scale will be used to determine overall grades for courses:

Grade	Percentage	Criteria
A	93-100	<ul style="list-style-type: none"> Assessments indicate a high level of understanding of concepts and skills. Assignments are complete, high quality, well organized, and show a high level of commitment. Almost all of the learning goals are fully or consistently met and extended.
A-	90-92	
B+	87-89	<ul style="list-style-type: none"> Assessments indicate good grasp of concepts and skills. Assignments are generally complete, thorough, and organized. Most of the learning goals are fully or consistently met. All learning goals are partially met.
B	83-86	
B-	80-82	
C+	77-79	<ul style="list-style-type: none"> Assessments indicate satisfactory acquisition of skills and concepts. Assignments are generally complete but quality, thoroughness, and organization vary. More than half of the learning goals are fully or consistently met. Most of the other learning goals are partially met.
C	73-76	
C-	70-72	
D+	67-69	<ul style="list-style-type: none"> Assessments indicate weak acquisition of skills and concepts. Assignments show poor quality and are frequently incomplete. Few or almost none of the learning goals are fully or consistently met. Some are partially met.
D	63-66	
D-	60-62	

F	Less than a 60%	<ul style="list-style-type: none">• Assessments indicate no or little progress with acquisition of skills and concepts.• Assignments show no attempt to understand the skills and concepts.• None or almost none of the learning goals are even partially met.
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