

Benefits for Students

Ensures that grades reflect what they know and are able to do, rather than compliance

Provides feedback and recognition for non-academic behaviors:

- Effort
- Participation
- Attitude
- Behavior
- Homework
- Attendance
- Citizenship

Late work is graded based on achievement; the lack of punctuality is reported separately.

If the student reaches the goal, he/she gets the grade. Good grades are not artificially limited by the success of some.

Allows homework to be a risk-free chance to experiment with newly learned skills without penalty, and the opportunity to strive for perfect practice of a skill.



Benefits for Parents

Ensures that grades reflect what their child knows and is able to do, rather than compliance. Avoids the mixing of achievement and effort, giving parents a distorted picture of both.



Benefits for Teachers

Incorporates both assessment **for** learning (formative assessments) and assessments **of** learning (summative assessment) into classroom practice, but only use summative assessments for the determination of a grade.

Provides collaboration in developing a variety of assessment methods:

- Projects
- Essays
- Investigations
- Tests

Includes only evidence from assessments related to a student's mastery of specific grade level standards, benchmarks, and/or reporting categories in a student's academic grade.

Intermediate School and High School Changes

Students will receive an academic grade representing their achievement and performance during that marking period. They will also receive numeric grades for motivation, cooperation, communication, and responsibility which are defined in this way:

- Motivation - Self-directed learning; high level of engagement; effort with difficult or complex activities; stays on task and maintains attentiveness
- Cooperation - Self-control; respect for others; collaborative teamwork; positive attitude
- Communication - Initiates and sustains conversations; participates in discussions; listens and provides appropriate responses; asks questions
- Responsibility - Brings learning materials; completes assignments on time; arrives on time; is organized

The behavioral grading uses this scale:

- 4 Commendable - demonstrates behaviors consistently and takes initiative
- 3 Effective - demonstrates behaviors consistently
- 2 Developing - demonstrates behaviors inconsistently
- 1 Limited - demonstrates behaviors rarely

Elementary Changes

Reading Levels will be reported each marking period to give parents a clear understanding of the level at which their child is reading compared to grade level expectations.

Fountas & Pinnell Continuum (shaded column=end of year target) * = indicates reading level obtained																												
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		
Sept.																												
1																												
2																												
3																												
	Kdg.			1st Grade					2 nd Grade					3rd Grade					4 th Grade					5 th Grade				

Grading Scale Rather than grading students with A, B, C, or S (satisfactory) and N (needs improvement), they will be graded on attainment of standards using the scale below. The “3” is use to show that a student is proficient in a particular skill or content area. The “3+” indicates that a child exceeds grade level expectations.

Achievement and Performance Grading Scale	
3+	Your child excels in this area.
3	Your child demonstrates a thorough understanding of this skill as presented this trimester. He/she is able to perform this skill consistently and independently.
2	Your child demonstrates an understanding of this skill as presented this trimester. He/she needs assistance and/or practice to perform this skill consistently and independently.
1	Your child is in the process of building his or her understanding of this skill. He/she is not yet able to perform this skill consistently and independently.

In art, music, physical education, and library, students will receive two grades: one grade representing achievement, and the other reflecting their habits and behaviors. Habits and behaviors will be reported using the following scale:

Habits and Behaviors Descriptors in Specialty Subject Areas	
Your child demonstrates expected classroom habits and behaviors, participates in all activities, is prepared for class and shows good effort.	
(*) Demonstrates Consistently	(+) Making Progress
(I) Needs Improvement	

Administrators

Dr. Barbara Rupp, Superintendent

Dr. Jill Wenrich
Assistant Superintendent

Dr. Cynthia Renehan,
Assistant to the Superintendent

South Western High School
Mr. Walter Graves, Principal
Mr. Christopher Bowman, Asst. Principal
Mrs. Judy Berryman, Asst. Principal

E.H. Markle Intermediate School
Dr. Kevin Duckworth, Principal
Mr. Daniel Hartman, Asst. Principal
Mr. Jeffrey Smale, Asst. Principal

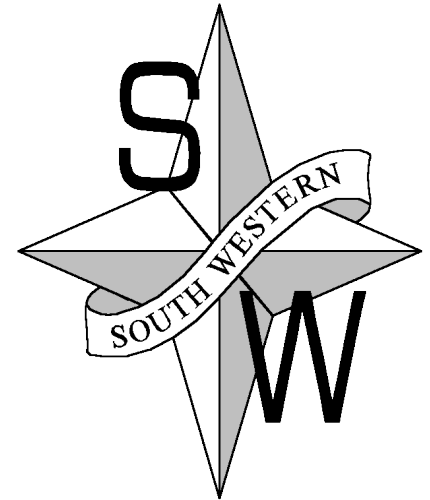
Baresville Elementary School
TBA, Principal

Manheim Elementary School
Dr. Mary Kay Kelly, Principal
& Elementary Supervisor

Park Hills Elementary School
Mrs. Kristine Strausbaugh, Principal

West Manheim Elementary School
Mr. Brian Cromer, Principal

South Western School District Report Card Changes 2012-2013



The purpose of grading in the
South Western School District
is to communicate achievement
to all stakeholders.