

### 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.

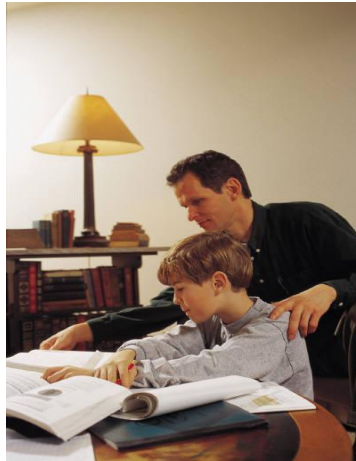
If the student reaches the goal, he/she gets the grade. Good grades are not artificially limited by the success of some.

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					2nd Grade					3rd Grade			4th Grade			5th 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 equivalent to an “A” or “O” on our previous elementary grading scale. The “4” is similar to an A+ since it indicates that a child exceeds grade level expectations.

Achievement and Performance Grading Scale	
4	Student exceeds expectations on the standards in this grading period.
3	Student meets expectations for the standards in this grading period.
2	Student is approaching expectations for the standards covered in this grading period.
1	Student is experiencing difficulty understanding and/or meeting the skills for the standards covered in this grading period, even with interventions.

In art, music, physical education, and library, students will receive two grades: one grade representing achievement, and the other reflecting citizenship.

Citizenship Grading Scale	
4	Student consistently demonstrates expected habits and behaviors, participates in all activities, and shows great effort.
3	Student demonstrates, with occasional exception, expected habits and behaviors, participates in most classroom activities, and shows good effort.
2	Student occasionally demonstrates unacceptable habits and behaviors, and/or limited participation in some classroom activities, and/or limited effort.
1	Student frequently demonstrates unacceptable habits and behaviors, and/or does not actively participate in classroom activities, and/or shows minimal effort.

## Administrators

Dr. Barbara Rupp, Superintendent

Dr. Barbara Kehr,  
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**

Dr. Kathleen Lambe, 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 2011-2012



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