

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 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 Changes

Grading Scale EHMIS has transitioned to a standards-based grading scale. Each department has pre-determined reporting categories or clusters that best categorize the content of their curriculum and are aligned to standards. Students will receive a grade on the 3+ grading scale for each of the reporting categories. The scale descriptors are as follows:

Achievement and Performance Grading Scale	
3+	Performance exceeds expectation.
3	Child demonstrates a complete understanding of the skills presented in this marking period. He/she is able to perform these skills independently.
2	Your child demonstrates an understanding of the skills presented this marking period. He/she needs additional support and practice to perform independently.
1	Your child is in the process of building his or her understanding of the skills presented in this marking period. He/she is not yet able to perform independently.
I	Student has not produced or has refused to produce evidence of their mastery towards this skill despite multiple and varied teacher attempts have been exhausted.
Blank	A blank indicates your child was not assessed this marking period on this skill.

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 (Habits of Learning) 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 Habits of Learning 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 columns=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
Kindergarten				1st Gr.				2nd Gr.				3rd Gr.				4th Gr.				5th Gr.					

- Reading fluency will be assessed through guided reading.
- Social studies will be assessed through on-grade level reading.

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 used 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.
Blank	A blank indicates your child was not assessed this marking period on this skill.

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
(/) Needs Improvement	

Administrators

Dr. Barbara Rupp, Superintendent

Dr. Daniel Hartman
Assistant Superintendent

Dr. Cynthia Renehan
Assistant to the Superintendent

South Western High School

Dr. Judy Berryman, Principal
Mr. Ryan Melhorn, Asst. Principal
Ms. Shalana Coleman, Asst. Principal

E. H. Markle Intermediate School

Mr. Jeffrey Smale, Principal
Mrs. Lori Billman, Asst. Principal

Baresville Elementary School

Mr. Eric Klansek, Principal

Manheim Elementary School

Dr. Mary Kay Kelly, Principal
& Elementary Supervisor

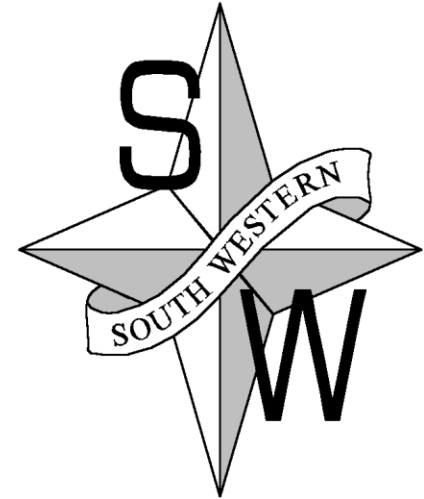
Park Hills Elementary School

Mr. Eric Seibel, Principal

West Manheim Elementary School

Mr. Brian Cromer, Principal

South Western School District Report Card Changes 2013-2014



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