



PARENT INFORMATION: TARGET-BASED GRADING AND REPORTING

At West Salem High School (WSHS) and West Salem Middle School (WSMS), student progress is measured by academic and behavioral/life skills learning targets.

In the West Salem School District, we believe that the purpose of grading is to provide students and parents with a snapshot view of a student's proficiency on academic and behavioral/life skills at a particular time.

The foundational beliefs of this system include:

- Academic grades are dependent upon student proficiency against identified learning targets and are not influenced by non-academic factors.
- Academic grades reflect the student's level of proficiency attained on identified learning targets, as measured by specific assessments aligned to the learning targets.
- Behavioral/life skills grades are also assessed and reported using defined rubrics.
- Students receive a separate grade for current academic scores and behavioral/life skills scores.
- To ensure accuracy in reporting what students know and can do against identified learning targets, extra credit as a way to increase a student's academic grade is not offered.
- Homework is a tool that helps learning, but is not used to determine a student's summative score for academics.

Target-Based Grading and Reporting System

The target-based grading and reporting system is a snapshot of each student's proficiency in academic learning targets and behavioral/life skills targets.

Definitions

- **Academic Standards:** Broad statements of what students should know and be able to do in each content area taught in our schools.
- **Targets:** Clearly stated goals that students should become proficient in, based on a larger academic standard.
- **Target-Based Grading and Reporting:** A process that indicates how well the student is progressing on each of the targets. The descriptors used to describe student progress are proficient, approaching, or needs support.
- **Behavioral and Life Skills:** West Salem School District believes that life skills and behaviors are critically important in the overall development of our students. Therefore, teachers will report on life skills and behaviors that influence learning. However, life skills and behaviors are reported separately and not as a part of academic proficiency.

At WSMS and WSHS, we expect our students to **PAW**:

West Salem Middle School

- Practice kindness
- Act respectfully
- Work hard

West Salem High School

- Practice excellence
- Act respectfully
- With integrity

Expectations of these behavioral/life skills targets are clearly and age-appropriately defined, shared with students and parents, and reported as a separate item on the grade report.

Proficiency Criteria

(specific to each learning target)

- **Proficient (3) - You Got It!**
Student has fully demonstrated content proficiency and skill application of the outcomes for the particular target at this point in the school year.
- **Approaching (2) - Almost There!**
Student has demonstrated partial proficiency of the expected content/skills in the assessment. Partial development indicates a progress with gaps in understanding or perhaps certain misconceptions
- **Need Support (1) - Not Yet!**
Student has demonstrated little or no evidence of content proficiency of outcomes. The student has large gaps in understanding and/or application and is able to show success only with significant adult assistance.

Frequently Asked Questions

What are the key principles of Target-Based Grading?

- Deemphasizing grading formative practice as a part of an academic grade (homework, quizzes)
- Allowing for reassessment to occur on summative assessments.
- Removing non-academic factors from an academic grade and reporting life skills/behaviors separately on report cards and transcripts.
- Using student proficiency against specific learning targets to determine students' academic grades.

What hasn't changed?

- Letter grades
- Grade Point Average (GPA) and class rank
- The use of Skyward as our reporting tool

Questions? Please contact:

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