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Oak Park School District

ADMINISTRATION BUILDING: 13900 GRANZON • OAK PARK, MICHIGAN 48237-2799
TELEPHONE: (248) 336-7712 • TELEFAX (248) 336-7738

Stan Trompeter
Executive Director of Curriculum & Title Programs

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Dear Oak Park School District Parents/Guardians:

Communication is important between school and home, while grades tend to be the most important. They are used to communicate a child's academic progress. They diagnose weak areas that need improvement, identify strengths that need further development and ultimately assist in planning for future academic interventions.

The District has had many conversations around grading and the following letter is to outline the districts actions as it relates to a standardized K-12 student grading policy.

We have a new electronic grade book called MiStar which is dedicated to improving our reporting of your child's grades. This year we are introducing a new standardized kindergarten report card which reports specific standards of achievement your child is expected to accomplish during the year.

The focus this year is to have consistent grading and assessments practices K-12, and link our grading practices to a clearly defined curriculum, instruction, and assessment.

In order to move forward we will begin to implement the following grading guidelines:

- All instruction practices will include formative and summative assessments.
- For the overall grade report at marking periods and/or semester grade reporting, homework will be weighted at 10% and summative assessments of learning will be 90% (divided into three categories of 25% for projects; 25% for assignments; and 40% for quizzes and tests) of the overall grade reported at marking periods and/or semesters, etc. (The scale is pre-populated and locked in MiStar – 10% Homework; 25% Projects, 25% Assignment; and 40% Quizzes/Tests which equals 10% Homework + 90% Summative Assessments = 100% of Grade Based on Clearly Defined Learning)
- Grades will be based on clearly defined standards linked to curriculum, instruction, and assessment.
- Elimination of extra credit (instead allowing opportunity for re-dos for better results and mastery of content). Re-dos can be allowed in partial form, in its' entirety, or in a different format.

- Elimination of the zero (“0”). For example, on a 100 point scale, the 1 – 49 is eliminated, which means the lowest score a student can receive is a 50. All scales used for grading purpose must have equal intervals. Any scores below 50 will reflect an “R” for redo.
- The opportunity for re-dos, when a student has not achieved proficiency, will be afforded throughout each marking period. There is no penalty assessed to re-dos to achieve proficiency.
- The opportunity for late work submission (not a redo opportunity, but an opportunity for the first time submission) is afforded throughout each marking period.
- The cutoff period for submission of any re-do and/or late work is the Friday before the close of each marking period.

Throughout the 2013-14 school year a committee of students, parents, teachers and administrators will continue to review and revise grading and assessment practices for the District. The goal is to implement a standards based reporting system K-12.

We look forward to this new grading system helping us better assess your child’s academic progress and improve communication between home and school.

Educationally Yours,



Stan Trompeter
Executive Director of Curriculum
& Title Programs