Student Tracking of Grades
Teachers are strongly encouraged to have students reflect on their learning, record scores, and develop a plan of action for improvement. Student tracking of goals and achievement increases student motivation and completion of work. Student grades can be viewed online using the Campus Portal at campus.ops.org. Contact your school to sign up for Campus Portal access for both families and students.

Checkpoints and Final Due Dates
For larger projects, student learning is chunked into manageable segments with mid-unit checkpoints and feedback. Final due dates are posted in Campus Portal.

Samples of Student Work
Samples of student work that are both strong and weak should be provided by teachers and examined by students so that expectations for advanced, proficient and basic levels of learning on the proficiency scale or rubric are clear.

Posted Scores/Grades
Scores of 4/Advanced, 3/Proficient, 2/Basic, 1/Below Basic, and 0/Failing are proficiency levels on an individual assignment or assessment. A grade is the culmination of all scores for the course. Scores will be updated every other week in Infinite Campus (district grade book). In addition, teachers communicate to students the updated progress grades bi-weekly. Check Campus Portal for updates.

Campus Portal Update
Student grades may be viewed on the OPS web-based Campus Portal. Schools send home quarterly progress reports and report cards to parents every nine weeks.

Group Grades
Group grades are not utilized.

Extra Credit
There is no extra credit.

Bell Curve
Grading is never based on the bell curve. Grading on a curve is not based upon an individual student’s work and should never be used.

Learning Goals
Teachers will provide students clear learning goals that reflect the content standards and how they will show their teacher mastery of the content. Teachers are asked to write learning goals using student-friendly language. This could be done by rephrasing the expectation as “I can…” The verb selection in a learning goal reflects the rigor of the learning.

Student Accommodations
Accommodations are provided to students with special needs without adjusting or reducing grades. Accommodations for students with Individual Education Plans (IEPs) or 504 plans may change requirements for quantity of work, time allotted, presentation format, type of evidence, etc.

Modifications
Modifications that alter course content or assessments are not used.

Transfers
Students who transfer from outside of OPS will have their grades from their previous school’s averaged with their current scores to more accurately reflect the student’s level of learning. Teacher discretion, with the assistance of school administration, is used when students transfer from one OPS school to another to determine placement and acceptance of prior credits.

Late enrollments for Out of School Students
Determination of grades for late enrollees (who have been out of school) will depend upon the number of days and assignments missed in that grading period that cannot be made up. Afterschool assistance will need to be considered.
Overview
Grades for students enrolled in the Omaha Public Schools (OPS) are based on achievement of District-wide State content standards which specify what students should know and be able to do. Standards are the same across schools and classrooms for the same courses in the Omaha Public Schools. These common grading practices are intended to ensure students have the knowledge and skills necessary for the next level of a course, the next grade or readiness for college or the workforce.

Purpose and Intended Use
Common grading practices provide specific, clear learning goals for students, parents, teachers and administrators of what a student must know and be able to do to master the content of a course. They allow teachers to be consistent with best practices from grading beyond educational research and research on effective grading practices provide clear expectations for students and families as to what the grading criteria and expectations are between and amongst teachers, courses and schools in OPS.

Proficiency Scales
Proficiency scales are established levels of learning that are standardized at the district level for each course, and they are broadly written to allow teachers to use the same scale for multiple assignments/projects. Proficiency scales are done for learning. They are minor assignments, (e.g., a three-paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison/contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Descriptive feedback provides the student with the necessary information to improve their learning. Formative work at the student’s instructional level and/or grade level standards. It is suggested to have three to five formative assessments for every one summative assessment. Formative assessments may be assigned to be completed at home or at school.

Summative (65%) assessments/assignments are major end of learning unit tests or projects, (e.g., a research paper with an oral presentation, a science fair project). Summative assignments are graded for accuracy. Summative assessments assess the student’s progress on grade level standards. Summative assessments may be assigned to be completed at home or at school.

Coursework Types
Coursework that is expected to be completed at home should average no more than ten minutes per day times the student’s grade level. These minutes reflect the total minutes of coursework per day for all subjects. This is a broad estimate that will vary drastically depending on the courses taken, the speed of completion of tasks, student ability to work independently outside of class, the number of study halls and the amount of time provided in class for coursework.

Level 4 (Advanced) tasks allow students to apply their knowledge and skills to new or related situations or scenarios. Level 4 tasks start with application, analysis, and move into synthesis and evaluation.

Level 3 (Proficient) tasks (the target instruction) consist of complex knowledge and skills and include application and analysis.

Level 2 (Basic) tasks are basic recall and simple skills which include knowledge and comprehension.

Weighting Assignments (Using a Multiplier)
When entering grades in the grade book, teachers may assign greater weight to some assignments. For example, the final exam may impact a student’s summative grade more than a unit test. Teachers have the option to use a whole number multiplier to weight both formative and summative assessments to a maximum of four. If a weight of two or more is applied to an assessment, this information will be communicated to students at the time of the assessment announcement.

Grades Calculations
Students will receive a proficiency level of: 4/Advanced; 3.5/Approaching Advanced; 3/Proficient; 2.5/Approaching Proficient; 2/Basic; 1.5/Approaching Basic; 1/Below Basic and 0/Failing on scored assignments and assessments.

Teachers will score grades for formative and summative coursework in folders within Infinite Campus (district grade book) that are weighted 35% of the final grade for formative and 65% of the final grade for summative. The final score for each of these categories will then be averaged to obtain the student’s final grade.

At the end of a grading period, the final scores in the formative and summative categories will be used to determine a student’s overall grade for the course. The overall grade will be determined using the OPS Grading Scale.