

**Whitnall School District**  
**Grading Scales & Reporting Indicators**  
**2017-18**

<b>Whitnall School District</b> <b>Grades K-8 Level Indicators &amp; Criteria (WMS, HCE, EES)</b>	
<b>Level Indicators</b>	<b>Level Descriptions</b>
<b>Exceeding (E)</b>	<p>A student achieving this level will <i>independently</i> demonstrate learning that is significantly and consistently <u>above</u> targeted expectations as evidenced by:</p> <ul style="list-style-type: none"> <li>● Ability to transfer learning into multiple content areas or situations</li> <li>● High levels of complex reasoning</li> <li>● Multiple approaches to solving problems</li> </ul> <p>Student Indicator of Success:            "I'm very confident with this. I can teach someone how to do this."</p>
<b>Proficient (P)</b>	<p>A student achieving this level will <i>independently</i> demonstrate mastery of all grade-level standards and targeted expectations as evidenced by:</p> <ul style="list-style-type: none"> <li>● Application of specific skills to related standards and other content areas</li> <li>● Solid foundational skills for future learning</li> <li>● Communication of understanding to others</li> <li>● Complex reasoning and problem-solving skills</li> </ul> <p>Student Indicator of Success:            "I can do this independently. I can demonstrate my understanding."</p>
<b>Developing (D)</b>	<p>A student achieving this level will demonstrate partial progress toward meeting grade-level standards and targeted expectations as evidenced by:</p> <ul style="list-style-type: none"> <li>● Foundational skills that are either incomplete or inconsistent</li> <li>● A need for deeper or more specific instruction</li> <li>● A need for more time and practice in order to demonstrate independent and consistent mastery</li> </ul> <p>Student Indicator of Emerging Success:            "I can do this with support, prompting or an example in front of me"</p>
<b>Beginning (B)</b>	<p>A student achieving this level will demonstrate:</p> <ul style="list-style-type: none"> <li>● Limited or no understanding of grade-level standards or targeted expectations</li> <li>● A need for additional support to develop knowledge and understanding</li> <li>● A requirement for further practice and significant assistance in order to acquire foundational skills</li> </ul> <p>Student Indicator of Limited or Inadequate Progress:            "I'm starting to get it, but I'm still confused."</p>

## Whitnall High School

### Traditional 100% Grading Scale (used optionally by WHS teachers)

Level Indicator	Letter Equivalent	Percent Displayed		Percentage Range	Span
A	A	92.50%		92.5 - 100	7.5
A-	A-	89.50%		89.5 - 92.49	2.99
B+	B+	86.50%		86.5 - 89.49	2.99
B	B	82.50%		82.5 - 86.49	3.99
B-	B-	79.50%		79.5 - 82.49	2.99
C+	C+	76.50%		76.5 - 79.49	2.99
C	C	72.50%		72.5 - 76.49	3.99
C-	C-	69.50%		69.5 - 72.49	2.99
D+	D+	66.50%		66.5 - 69.49	2.99
D	D	62.50%		62.5 - 66.49	3.99
D-	D-	59.50%		59.5 - 62.49	2.99
F	F	0.00%		0.0 - 59.49	59.49

## Whitnall High School

### 5 - Point Standards-Based Scale (used optionally by WHS teachers)

Level Indicator	Letter Equivalent	Percent Displayed		Modified Percent	Percentage Range	Span
5	A	100.00%		100.00%		
4.76	A	95.20%		93.00%	93.32 - 99.99	6.67
4.666	A-	93.32%		90.00%		
4.333	B+	86.66%		87.00%		
4	B	80.00%		83.00%	80.00 - 86.65	6.65
3.666	B-	73.32%		80.00%	73.32 - 79.99	6.67
3.333	C+	66.66%		77.00%	66.66 - 73.31	6.65
3	C	60.00%		73.00%	60.00 - 66.65	6.65
2.666	C-	53.32%		70.00%	53.32 - 59.99	6.67
2.333	D+	46.66%		67.00%	46.66 - 53.31	6.65
2	D	40.00%		63.00%	40.00 - 46.65	6.65
1.666	D-	33.32%		60.00%	33.32 - 39.99	6.67
1	F	20.00%		50.00%	20.00 - 33.31	13.31

## WHS 5-Point Standards-Based Scale Indicators & Criteria

	Level Indicator	Level Descriptors
<b>Proficient</b>	<b>5</b>	Exceeding targeted content and level expectations by: <ul style="list-style-type: none"> <li>• Demonstrating original and creative thinking</li> <li>• Offering strong explanation of reasoning</li> <li>• Consistently using multiple strategies or multiple approaches</li> </ul> Student Indicator of Success: "I'm very confident with this. I can teach someone how to do this."
	<b>4</b>	Meeting targeted content and level expectations by: <ul style="list-style-type: none"> <li>• Independently demonstrating appropriate use of strategies and content application</li> <li>• Offering complete and detailed responses in a variety of formats and settings</li> <li>• Engaging in dialogue and activities which convey thorough understanding of content and concepts</li> </ul> Student Indicator of Success: "I can do this independently. I can demonstrate my understanding."
	<b>3</b>	Meeting targeted content and level expectations by: <ul style="list-style-type: none"> <li>• Demonstrating appropriate use of strategies and content application with occasional support</li> <li>• Offering complete and detailed responses in comfortable formats or settings</li> <li>• Engaging in dialogue and activities which convey a basic understanding of content and concepts</li> </ul> Student Indicator of Success: "I can do this with occasional support or prompting."
<b>Not Yet Proficient</b>	<b>2</b>	Approaching targeted content and level expectations by: <ul style="list-style-type: none"> <li>• Demonstrating ability to use strategies and content application when assistance and support is provided</li> <li>• Offering accurate responses when given prompts or cues</li> <li>• Answering questions which will lead to basic understanding of content and concepts</li> </ul> Student Indicator of Emerging Success: "I can do this with help or with an example in front of me"
	<b>1</b>	Not Yet Meeting targeted and level expectations: <ul style="list-style-type: none"> <li>• Cannot identify strategies, or needs a great amount of assistance</li> <li>• Inadequate responses, or incomplete explanations of thinking</li> </ul> Student Indicator of Inadequate Progress: "I'm starting to get it, but I'm still confused."

