

## **Grading Expectations**

The EUT, in partnership with parents and communities, engages and supports all students in diverse and challenging learning opportunities to prepare them to graduate as healthy, responsible, and productive citizens, ready to succeed in our global societies. All students enrolled in the district's schools will have access to a challenging curriculum and instructional strategies that promote high expectations, improve educational performance, and maximize engagement inside and outside the classroom. The EUT believes that all students must be exposed to a variety of engaging learning opportunities, and we expect our schools to develop an array of learning pathways that hold every student to high educational standards.

Our schools will use the EUT-approved state and national standards to determine academic expectations and proficiency levels in a given course, learning experience, subject area, or grade level.

Standards, principles, and practices will guide our teachers as they work to ensure that each student acquires the knowledge, skills, and work habits that are essential to success in school, higher education, careers, and adult life.

The following principles will guide the EUT's approach to education:

1. All learning expectations will be clearly and consistently communicated to students and families, including long-term expectations, short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).
2. The primary purpose of the grading system is to accurately assess and clearly communicate learning progress, academic achievement, and habits of work to students, families, and others, in order to foster growth and guide future learning for all students.
3. Students are given multiple opportunities to demonstrate their mastery of content standards.
4. All students are given equal opportunities to earn grades that demonstrate learning progress and achievement in multiple ways through differentiated assessments, established alternative learning pathways, or approved personalized-learning options.
5. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways to demonstrate progress toward proficiency on a given learning target.

Adopted, November 22, 2022