DATA School Grading Policy

Purpose and Philosophy

The purpose of this grading policy is to ensure that student grades at DATA are equitable, standards-based, transparent, and mathematically sound, while clearly communicating levels of proficiency to students, families, and stakeholders.

Traditional 100-point grading systems disproportionately weight failure by allocating 59 numerical points to failing grades (0–59) and only 10 points to an A (90–100). This imbalance magnifies the academic impact of missing work and early mistakes, often making it mathematically impossible for students to recover—even when learning eventually occurs.

At DATA, one of our Graduate Aims is *students taking ownership of their own learning (Academic Operative)*. As such.we believe grades should:

- Reflect what students know and can do, not simply compliance or point accumulation
- Encourage growth, revision, and persistence
- Reduce mathematical distortions that penalize students beyond the level of demonstrated learning
- Align with standards-based grading best practices

To that end, DATA uses a proficiency-based grading system, supported by a standardized grade conversion matrix in all courses taught.

Grading Overview

Letter Grade	Percentage Range	Proficiency Level	Description
A	90%–100%	Proficient / Exceeding	Exceeds all requirements; work is exemplary and demonstrates deep understanding; Above Proficient – exceeds expectations and standards
B	80%–89%	Proficient / Meeting	Meets expectations and standards; may need minor clarification or improvement; Proficient – meets expectations and standards
C	70%–79%	Nearing Proficient / Developing	Does not fully meet expectations but shows partial understanding and progress; Approaching Proficient – meets some expectations
D	60%–69%	Not Proficient / Below Average	Does not meet expectations or standards; Not Proficient – does not meet expectations
F	Below 60%	No Evidence of Proficiency	Not turned in or no evidence of learning ("Did you put your name on it?"); No evidence of proficiency

Missing Work Policy

- Any missing or not-turned-in assignment will receive a minimum score of 40%.
- A 40% is still a failing grade; however, it prevents a single missing assignment from mathematically overwhelming a student's overall grade.
- This approach preserves accountability while maintaining fairness and the possibility of academic recovery.

Incomplete Work Policy

- Any assignment that is submitted but incomplete (e.g., missing required questions, problems, sections, or minimum word counts) will receive a 50%.
- Incomplete work indicates partial engagement and effort, which is distinct from work that is not submitted at all.

DATA Grade Conversion Matrix

- The attached Grade Conversion Matrix shows the alignment of a variety of grading scales/options.
- This grading scale helps provide consistency across the school.

Teacher Responsibilities

Teachers are expected to:

- Apply the grading scale and matrix consistently
- Clearly communicate expectations, proficiency criteria, and feedback to students
- Distinguish between missing work, incomplete work, and demonstrated levels of proficiency
- Use grades as a tool for learning, feedback, and growth
- Enter at least one grade per class each week; this grade will assist with Progress Monitoring activities completed in Advisory classes

DATA Grading by Points Cheat Sheet

	-/10	-/20	-/30	-/40	-/50	-/60	-/70	-/80	-/90	-/100
4+ AMAZING! Above	10/10	20/20	30/30	40/40	50/50	60/60	70/70	80/80	90/90	100/100
4 YES Meets	9/10	18/20	27/20	36/40	45/50	54/60	63/70	72/80	81/90	90/100
3 Yes, But... Meets Most	8/10	16/20	24/30	32/40	40/50	48/60	56/70	64/80	72/90	80/100
2 No, But... Meets Some	7/10	14/20	21/30	28/40	35/50	42/60	49/70	56/80	63/90	70/100
1 No Does not Meet	6/10	12/20	18/30	24/40	30/50	36/60	42/70	48/80	54/90	60/100
Incomplete	5/10	10/20	15/30	20/40	25/50	30/60	35/70	40/80	45/90	50/100
Not Turned In	4/10	8/20	12/30	16/40	20/50	24/60	28/70	32/80	36/90	40/100

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