



Hamilton High School Report Card Guide

Grades

Student grades at 6, 12 and 18 weeks of each semester will be accessible via Infinite Campus. At 15 weeks of each semester, progress reports will also be accessible via Infinite Campus for students earning a C- or below. All progress reports and report cards, including final semester report cards will be available through Infinite Campus. Please contact the high school's Student Services office if you need a hard copy of grade reports mailed to your home.

Grade	%	Rubric or Letter Grade Score	Rubric % Equivalency	Range Calc.	GPA	Weighted Courses
A	93-100	4.0	100	3.6-4.0	4.00	5.00
A/B	88-92	3.5	90	3.3-3.599	3.50	4.50
B	83-87	3.0	85	2.8-3.299	3.00	4.00
B/C	78-82	2.5	80	2.3-2.799	2.50	3.50
C	73-77	2.0	75	1.8-2.299	2.00	3.00
C/D	68-72	1.5	70	1.3-1.799	1.50	2.50
D	60-67	1.0	65	0.7-1.299	1.00	2.00
F (incomplete evidence)	0-59	0.5	50	0.3-0.699	0.0	0.0
F (no evidence)		0.0	0	0.0-0.299	0.0	0.0

Incomplete Grades

If a student receives an incomplete "I" grade at the end of any grading period, he/she will have two weeks to make up the work. It is his/her responsibility to contact the appropriate teachers to make the necessary arrangements. If work is not made up, the incomplete grade may result in an "F" for the semester. If an extension is needed due to medical reasons, it is the student's responsibility to make prior arrangements with each teacher and the Student Services Office.

Learner Behaviors

Learner Behaviors are not reported separately in Personal Fitness 9, Fitness 10 and Modified Fitness courses because the learner behaviors are embedded within their course-specific standards

Academic Behaviors

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
Even with guidance, does not yet consistently utilize organizational strategies, exhibit engagement, or meet academic classroom expectations	Exhibits organizational strategies and academic behaviors to maintain focus and attention in class	and works toward meeting academic expectations consistently by routinely engaging in class	and manages personal responsibilities, exhibits perseverance by responding effectively to academic feedback, and elevates learning in the classroom community.
<i>possible examples of student behaviors (look-fors, not checklist)</i>			
Learner requires frequent reminders to attend class on time/with needed supplies. Learner does not consistently focus on the task at hand despite prompting and other available support. Learner does not effectively organize materials, even with support from an adult (e.g. checklists, tools, agenda that the teacher provides) Needs reminders to get started on work, complete work, and use supplies appropriately	Learner accepts help from instructor or peers when it's offered Learner attends class on time with necessary materials Learner may need some reminders to pay attention, focus on the task at hand, and meet classroom and academic work expectations Learner completes most assigned class work, but inconsistently challenges self when provided with opportunities for enrichment or extension	Learner consistently meets deadlines Learner self-advocates for support when needed (e.g. asking for a pass during Advisement, seeking feedback during class) Learner sets attainable goals Learner consistently engages in class (e.g. taking notes, taking part in tasks, participating in discussion, asking questions, etc.) Learner displays satisfactory work ethic Learner is willing to try and attempt tasks and assignments, even when they're challenging	Learner exhibits perseverance to be responsive to academic feedback and is realistic about where he/she may need to improve Learner creates a plan and follows through on specific steps to meet goals Learner effectively and independently manages time and responsibilities (school, work, extracurricular activities, personal responsibilities, etc.) Learner's participation advances his or her own learning, as well as the learning of other students (high level of participation and engagement leads to more learning for others, too)

Wisconsin DPI Social Emotional Learning Competencies #4, #7, #11, #17, #23

Relational Capacity

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
Even with guidance, does not yet respond appropriately to behavioral feedback or contribute to an inclusive and collaborative classroom community.	Responds to constructive behavioral feedback; however, may need to change behaviors for improved consistency in contributing to an inclusive and collaborative classroom community.	Exhibits behavior aligned to school expectations, utilizing feedback and/or environmental cues to contribute to the personal growth of oneself and others	and demonstrates self-awareness, inclusivity/empathy toward others (including those who have different views and beliefs) and collaborates to contribute to a sense of belonging in the classroom community.
<i>possible examples of student behaviors (look-fors, not checklist)</i>			
Learner is resistant to changing his or her behaviors in order to progress in learning. Learner requires frequent reminders about behavioral expectations in the classroom community.	Learner acknowledges behavioral choices made that impact the classroom community or personal growth, but may not self-reflect to make behavioral changes independently. Learner may need support from others to implement feedback about behavior and/or change behavior when necessary.	Learner self-reflects to assess their behavior for authenticity, honesty, and respect Learner advocates for themselves and attempts to problem-solve interpersonal conflicts independently Learner understands the behavioral expectations of the learning environment and independently changes behavior if given feedback by others Learner embraces high expectations by setting goals, evaluating progress, and setting new goals based on their evaluation to develop greater ownership in what they are doing. Learner accepts failure, responds to criticism positively, and uses feedback to improve when necessary Learner is aware of their thoughts and emotions and has the ability to manage them independently	Learner asks deep questions, develops ideas and solutions, and seeks out/considers the value of multiple perspectives Learner is willing to work with peers to model a task or explain a concept or strategy Learner takes into consideration the feelings, experiences, and perspectives of others before responding to ideas Learner participates in developing trust and honest communication in the classroom, adhering to a shared vision for the classroom community