

GRADING STANDARDS FOR GRADES 6-12

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STANDARD 1

Grading practices should serve to provide accurate, specific and timely feedback designed to improve student performance.

The purpose of grading is to provide a fair and accurate reflection of a student's learning in a course of study. The evidence used to determine a grade must be accurate in order to communicate correctly about the student's learning. Timely and specific feedback is necessary to promote continued learning and growth.

STANDARD 2

Grading procedures shall be related directly to stated learning goals for the course.

A student's grade should reflect his or her mastery of the content standards established for the subject matter. Therefore, grading practices must be aligned to the standards and should not include other factors that are unrelated to the standards.

STANDARD 3

Individual achievement of the stated learning goals shall be the only basis for grades.

"Group grades" shall not be used to determine a student's grade. Only individual achievement of the learning standards will be the basis for grades. Check-ins along the way during the project are encouraged so issues can be addressed before a grade is marked.

STANDARD 4

Students should be producing their own work and evidence of learning. The grade should reflect their work.

Academic dishonesty is in the student code of conduct under scholastic dishonesty and can be dealt with through administrative disciplinary action. Cheating may also impact a student's grade.

STANDARD 5

Effort, participation, attitude and other behaviors shall not be included in grades, with the exception of performance based classes (examples but not limited to: Performing Arts, CTE, PE, PLTW, etc.). Extra Credit will not be given.

A student's behavior and attitude are very important components in the learning process. However, if the purpose of grading is to communicate a student's mastery of the learning standards, behavior and attitude should be handled outside of the grading process. In such courses that are more performance based where effort and participation are necessary to be successful in the course, they can impact a grade. Citizenship, behavior grades and a school's discipline policy are alternate ways that these factors can be managed in school for other courses.

STANDARD 6

Teachers may set due dates and deadlines for all marked work that will be part of student grades.

Teachers have the freedom to establish due dates for work and will have discretion for marking late assignments. Care should be taken when marking late work so as not to distort a student's learning.

STANDARD 7

Absent students shall be given make-up opportunities for all marked work that will be a part of student grades.

Students that are absent shall be given appropriate opportunities to make up all marked work so as to avoid distorting a student's grade of what they have learned.

The Student handbook reads:

Students who are absent shall be given appropriate opportunities to make up work. Make up work will be completed in a timely fashion under the direction of the classroom teacher. The student will be permitted the same number of days as he or she was absent to turn in the makeup work. The student is responsible for obtaining assignments from his or her teachers.

STANDARD 8

Teachers will provide students and parents a written overview of grading for the course in clear, understandable language.

At the beginning of each new course or semester changes of teachers, students and parents shall be provided a copy of the grading procedures for the course. Wherever possible, a teacher's grading procedures should be posted on their classroom Schoology site and syllabus.

STANDARD 9

Retakes will be at the discretion of the teacher but will be consistent within the "PLC" or common course and continuity among department.*

*AP courses are college courses and rarely are retakes allowed at the college level. The AP teacher has the discretion to give retakes in AP classes.

The retake score (most recent evidence of learning) will be the one that is represented in the gradebook.

There might be certain summative assessments that can't be retaken such as a performance or lab. This needs to be clearly communicated to students and parents at the beginning of the year in the course syllabus.

STANDARD 10

The breakdown for grades will remain 80% summative and 20% “other”

The purpose of summative assessment is to evaluate how well a student has learned the material. Summative assessment can take many forms, including, but not limited to: tests (written or oral), student performance, quizzes, final drafts of student writing (term papers, essays, stories, etc.), projects, exit tickets and presentations. These types of assessments will count for 80% of a student’s overall grade.

When a student learns new material, he or she goes through a time of wrestling with the content before eventually mastering the information or skills. It is expected that a student will make some mistakes during the learning process. Work and assessments completed during this learning period should be used by the student and teacher to instruct learning and will be considered in the “other” category.

The teacher must determine the purpose of the assignment and communicate with students whether it fits in the “other” category (20%) or summative (80%). Assignments that are summative, such as lab reports, processed papers, and projects, may require time at home to complete.