

Grading Policy: Draft #4

1. Late Work Policy

Rationale: We want all students to turn in their work as an established intervention so that we may

- a. form our immediate instruction and
- b. determine learning.

Quick Assessments for Immediate Instructional Purposes:

No late work will be accepted for daily homework that immediately drives instruction. For example, a daily homework assignment that asks students to answer math problems or answer immediate reading questions would qualify in this category. The immediacy of the homework is needed for the teacher to make immediate instructional adaptations. However, every situation is unique, so students and parents should advocate for their needs as appropriate to the teacher or administration.

Assessments to Determine Learning:

- Late work will be accepted for assignments that determine learning and/or measure learning. For example, reports, projects, essays, tests, and summative quizzes would qualify in this category. The purpose of this is to determine what learning has occurred and measure progress towards the major learning goals/objectives of the class.
- Late work in this category will be accepted at least 5 days after the due date.
- The student should meet with the teacher to resolve the late work and complete an Extension Contract, if appropriate.
- Late work submitted after the window has closed may be accepted at teacher discretion.
- Late work will receive at least 75% of the original earned credit.

Infinite Campus Recording:

IC Letter	Calculation	Description
“M” = missing	Calculates as zero credit	Student can still submit the assignment
“blue corner” and “L” = late due to excused absence	Calculates as no grade (does not count as a zero)	The work has been turned in and received a grade, and the teacher is indicating that the work was submitted late.
“I” = incomplete	Calculates as no grade (does not count as a zero)	Student has submitted the work but did not meet standards and the work is returned to student for revision
“E” = exempt	Calculates as no grade (does not count as a zero)	Student is excused from the assignment.
“0” = zero	Calculates as zero credit	Student cannot make up the work
Blank	Calculates as no grade	The assignment has not yet been

	(does not count as a zero)	graded.
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2. Criteria-Referenced Assessments

Rationale: We believe that students should be measured against the criterion, not each other.

Guidelines:

1. Assessments should be aligned to the state and/or national standards.
2. Each student should be evaluated based on these standards, not the class average.
3. Grading on a curve should be avoided.

3. Weighted Grades

Rationale: We believe that participation, formative assessments, and summative assessments should be weighted so that the student's final grade is indicative of what the student knows and/or can demonstrate. We believe that assessments should be varied in formats to address different learning styles.

Guidelines:

Academic Course Weighted Grades:

Summative assessments = 55% - 90%

(The final exam is a summative assessment and should be 15-20% for it to be statistically significant.)

Formative assessments = 10% - 30%

Practice/Participation, Attendance, Effort (non-mastery skills) = 0% - 15%

Performance Course Weighted Grades:

Summative assessments = 10% - 30%

(The final exam is a summative assessment and should be 15-20% for it to be statistically significant.)

Formative assessments = 0% - 15%

Practice/Participation, Attendance, Effort = 55% - 90%

Extra credit may be given, as long as the extra credit aligns to the standards of the course. Extra credit that does not align to the standards should be avoided. Extra credit should not provide enough points to shift the student's grade beyond what the student's natural grade indicates he or she has mastered. Extra credit must be equitable to all students so that all students have an equal opportunity to access it.

4. Re-do Work Policy

Rationale: We believe that students should not be penalized for multiple attempts at mastery.

Assessments are used to monitor students' progress and adjust instruction accordingly. Students should give their best effort on their first attempt. However, students who do not master the assessments are required to meet with the teacher and/or attend Tutor Time with the teacher. After one or multiple Tutor Times or meetings with the teacher, the student will be eligible to take a re-assessment. The re-assessment grade will replace the previous grade.

Guidelines:

1. Must meet with the teacher and/or attend a Tutor Time with the teacher before a re-do is given. This provides for a re-teaching opportunity.
2. The re-do replaces the previous grade.
3. Teachers may decide how often an assignment may be attempted for mastery.
4. The student will complete an "Extension Contract" with the agreement of the teacher to outline the "re-do" opportunity and illustrate that the student is ready for the "re-do."
5. The "re-do" should be completed within one week of the original assessment being returned.
6. The teacher decides how many attempts at a "re-do" are appropriate for each student and the situation.

1. I want to take _____ again.

2. I want to re-take it, because _____

3. My plan to prepare and do better on the re-take is _____

4. I will re-take it at the following time _____.

5. Teacher Notes: _____

Name/Date

Print Name (if hard to read)

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