

MHS High School Grading Policy: Draft

1. Relative Weight of Grading Categories

The faculty and staff at Monarch High School will use the following guidelines for the relative weighting of categories used to determine grades.

- Assignments in the “preparation and production” category will count for no more than 25% of the student’s overall grade. (a 10% weight for this category is recommended)
- Assignments in the Formative and Summative categories will count for at least 75% of the student’s overall grade. The relative weight between the Formative and Summative categories is left to teacher discretion.

The Monarch High School Relative Weighting Policy is intended to be consistent with the following definitions and philosophies:

- Preparation and productions refers to grading of non-academic factors or, items that, although essential to learning, are not specifically part of the curriculum for a particular subject area. Examples include (but are not limited to) effort, participation, homework and/or practice assignments assessed for completion, behavior, timeliness, attendance, tardiness. Teachers provide the support necessary to maintain/improve these skills but the grading of these items should have minimal impact on the overall academic grade.
- Formative assignments refer to items that are designed to determine whether students are learning what is being taught. Formative assessments guide instructional decisions by revealing to what extent students are learning.
- Summative assignments refer to items that are designed to determine student mastery of curriculum. They should be given after students have had several Formative opportunities that include detailed feedback related to performance.
- Many assessments have both Formative and Summative characteristics.
- Teachers are encouraged to use a variety of formats for both Formative and Summative assessments.
- Feedback to students should be frequent and timely.
- The overall academic grade should recognize student progress throughout the term of instruction. Accordingly, an appropriate balance on the weighting of assignments throughout the grading period should be maintained. The relative weight of work done early in the grading period should not fail to recognize content mastery that occurs by the end of the term of instruction.

2. Late Work

The faculty and staff at Monarch High School will accept late work from students in accordance with the following guidelines:

- Assignments in the “preparation and production” category must be turned in on time. Teachers are not expected or required to accept late work in this category. Failure to submit work in this category may result in a “zero” grade.
- Assignments in the Formative and Summative categories will be accepted late as follows:
 - Late work will be accepted when it is submitted within a time window defined by either (as determined by the teacher) -
 - a) the date when the assignment has been graded, recorded, and returned to other students in the class; or,
 - b) 4 school days after the original deadline.
 - Late work will receive at least 75% of the original credit.
 - Work submitted after the window has closed may be accepted at teacher discretion.
- Students with special circumstances should work with teachers to determine alternate individualized due dates when appropriate. Extensions to original due dates are subject to teacher discretion.

The Monarch High School Late Work Policy should not be used to compromise the following sound educational practices:

- Students are expected to take tests, make classroom presentations, and/or demonstrate mastery and competence through performances when they are scheduled. The Late Work Policy does not grant students an implied extension simply because they feel unprepared.
- The best educational practice is for students to complete work to the best of their ability and to submit this work on the due date. Additional interventions and consequences may be appropriate for students who are habitually late with assignments.
- Extensions for due dates should be requested in advance. Asking for an extension on or after the due date is not acceptable practice.

3. Reteach/Relearn/Reassess

The Monarch High School Reteach/Relearn/Reassess Policy is intended to be consistent with the following guidelines:

- Students are expected to meet with teachers to determine an appropriate plan of action when faced with evidence that student mastery is not satisfactory.
- Reassessment plans should reflect efforts of reteaching and relearning that occur prior to any reassessment.
- Reassessment efforts may be limited to specific areas of concern and are not expected or required to reassess all topics covered by the original assessment.
- Reassessment grades should replace and/or modify original grades so that they are reflective of current levels of mastery.
- Reassessment opportunities should be available to all students. This does not imply that reassessment opportunities are identical for all students or that they use the same format as the original assessment.
- Opportunities for reassessment are limited by teacher discretion.

4. Equitable grading practices designed to limit the influence of single assessments

The Monarch High School Equitable Grading Policy is intended to be consistent with the following guidelines:

- Students are expected to complete all assignments in accordance with the grading policies outlined above.
- Teachers are expected to gather evidence to document student learning. Policies surrounding late work and/or reassessment should not be used to prevent the collection of this evidence.
- Teachers may use a variety of methods to limit the overall influence of single assessments such as; 50% for zero, 4 point scale, dropping the lowest score, averaging, etc.
- Grades should reflect the level of mastery of standards.