

Middle School Homework and Grading Procedures

South Washington County Schools
 7362 East Point Douglas Rd. S.
 Cottage Grove, MN 55016



PROCEDURE NAME	Middle School Homework and Grading			
PURPOSE	The purpose of this procedure is to communicate to students and parents the rationale, value, and importance of age-appropriate use of homework.			
EFFECTIVE DATE	Fall 2022			
DEPARTMENT / ADMINISTRATOR RESPONSIBLE	Assistant Superintendent		CONTACT INFORMATION	651-425-6203
APPLIES TO apply group names to define applicable areas of staff				
MS Students	MS Administrators			
MS Staff				

DEFINITIONS

- Homework – homework includes learning tasks assigned to students that are meant to be completed outside of class hours most often at home. Students may also complete homework during non-classroom school time.
- Formative assessment (20% of the total academic grade) – a learning task such as homework problems, practice tests, or review problems meant to help students practice their skills and gauge their level of mastery and understanding of a learning target. Examples of practice include homework, class work, assignments, study guides, class activities, quizzes, etc. Formative assessment is a venue for teachers to give feedback to students in regard to their learning.
- Summative assessment (80% of the total academic grade) – a summative assessment is meant to evaluate the culmination of learning at the end of an instructional unit or course and is considered the measure of what a student knows or is able to do. Examples include tests, labs, projects, mid-term or final exams/projects, etc.
- Personalized – An assignment created or modified to complement a student’s abilities and interests that focus on improving a skill set or knowledge base needed to demonstrate mastery of a specific learning target, benchmark, or standard.

HOMEWORK

1. Homework should have an identified specific learning need. Homework is beneficial when it is intended to enhance prior knowledge; when the assignment is not at the appropriate level of rigor, there is potential to create an adverse effect on student motivation.
 - a. Prior to assigning homework, the teacher should take into account the age of the student, schedule, and how long each assignment may take the average learner.

- b. The purpose of homework should be identified and communicated to students and parents by the classroom teacher.
 - c. When possible, students may be allowed choice in how they demonstrate their learning. For example, a written assignment may be altered to an oral or graphic product to demonstrate the student has mastered the learning objective.
 - d. When possible, teachers should coordinate for big projects, intensive homework, or group projects so that multiple projects do not fall on the same date to avoid over burdening students from completing the projects well.
2. The importance and effectiveness of homework varies between grade levels. As students enter middle school, the amount and regularity of homework may increase as needed.
3. Group projects are not homework and should be done during class.
4. Homework should be practice for the student and not an introduction of new content and learning. However, when a homework assignment includes research, new learning is inherent in that process.
5. If mastery can be demonstrated with fewer problems or prior to the assignment of homework, the student should have a modified homework assignment, or no homework at all.
6. Students should be able to complete all homework assignments with limited assistance.
7. Homework should be considered a “formative” assessment and only classified in the formative component of the total academic grade.
8. Feedback on homework (not necessarily an assigned grade) is essential for student learning. All assignments should receive meaningful feedback from the teacher before any relevant quizzes or tests are given.
9. The role of parents should be to provide a supporting environment for students to complete their homework with limited assistance. If more than limited assistance is required or students struggle to complete homework in a timely manner, parents are encouraged to contact the teacher.
10. The completion and/or success rate for homework should not be a deciding factor in the assignment of a passing or failing summative grade in the course or class.

GRADING

- Final grades will be posted at the end of each trimester.
- Parent Portal is available for parents to access their child’s grades, scores and task completion on a regular basis.
- Parents will not receive paper copies of trimester reports.
- Students will be taught how to use Schoology to develop independence in self monitoring and responsibility for their academic progress and performance.
- The professional judgment of teachers should be respected.
- Teachers will not offer extra credit in order to improve academic grades.
- Teachers will provide a clear explanation of all formative practice and summative assessments.
- Academic dishonesty will be addressed with behavioral consequences, not academic penalties.
- Individual assessment and practice scores below 50% will be adjusted to 50% (a failing grade) in the grade book with the earned score noted as a comment in the teacher’s grade book.

- Summative Retakes: All students are allowed *at least* one retake on summative assessments (additional retakes are at the discretion of the teacher). Students receiving a grade of a “D” or an “F” on any assessment will be highly encouraged to re-test in order to show additional learning and understanding of the stated outcomes. Students are allowed to earn a score up to 100% on the first re-take for their grade to accurately reflect what the student knows and can do. Students will be provided the opportunity to retake only if they have completed all of their practice work/new learning (as defined by the classroom teacher) prior to the date of the retake. Retakes will resemble the original assessment in content, rigor and format. Students are expected to initiate any retake they choose to complete. Reassessment beyond tests in the cases of quizzes and projects, etc. are left to the discretion of the teacher.
- Missing Work will be marked 50% in the gradebook with the and “M” (missing) in the comment section. This is so parents/students recognize how missing work is impacting a student’s learning/grade until completed. We will allow two weeks for missing work and retaking of tests.

The grading scale below is being utilized at all District 833 middle schools.

A	94%	to	100%
A-	90%	to	93%
B+	87%	to	89%
B	84%	to	86%
B-	80%	to	83%
C+	77%	to	79%
C	74%	to	76%
C-	70%	to	73%
D+	67%	to	69%
D	64%	to	66%
D-	60%	to	63%
F	50%	to	59%

VERSION HISTORY			
REVISION DATE	APPROVED BY	DESCRIPTION OF CHANGE	AUTHOR
05/09/2022	Executive Cabinet	Initial Draft	Kelly Jansen

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