



LAKE MARY

PREPARATORY SCHOOL

LMP Grading and Reporting Policy

Grades 3-12

Grading Periods

The school year is divided into two semesters. At the midway point of each semester, students will receive a Progress Report, and LMP will host Student-led Conferences to discuss strengths and areas of growth. This conference enables students, parents, and teachers to reflect on progress made and how to improve learning for the rest of the semester.

Semester and Final Exams

Learning happens over time, not as a snapshot in time. At LMP, students do not take comprehensive semester exams. However, classes may assess skills learned throughout the semester to show comprehensive learning over time in a final product.

Grade Reporting

The reporting system will have two categories for communicating student achievement- Practice (Grades 3-5), Formative Feedback (Grades 6-12) and Performance Tasks (Grades 3-12.) The purpose of Practice/Formative Feedback is to provide information as to where the student is in the learning process. Practice/Formative Feedback is reported using a proficiency level that represents a student's progress toward mastering a standard.

There are four proficiency levels: Exceeding Expectations (EE), Mastering Expectations (ME), Approaching Expectations (AE), and Below Expectations (BE.) Teachers use this feedback to communicate with students and adjust their instruction as needed while learning is taking place. Formative work is designed for learning and is not included in a student's cumulative grade.

Exceeding Expectations	A student earning an "EE" demonstrates academically superior skills that exceed the course standards being assessed.
Meeting Expectations	A student earning an "ME" demonstrates proficiency of the course standards being assessed.
Approaching Expectations	A student earning an "AE" demonstrates partial understanding of the course standards being assessed.
Below Expectations	A student earning a "BE" demonstrates minimal understanding of the course standards being assessed.

All formative work is designed in preparation for summative Performance Tasks. Performance Tasks provide students the opportunity to demonstrate their mastery of course standards. Performance Tasks count toward a student's cumulative grade.

Late Work Guidelines

Students are expected to meet any and all deadlines provided by each teacher to receive feedback throughout the learning process. Once a student misses the deadline for submission, it is up to the student to communicate with the teacher to determine next steps. If an assignment is not turned in, it will be entered as "BE" and marked as "Missing" in Griffin Connect. If a Performance Task is turned in after the deadline, the teacher has the discretion to deduct up to 20% from the final grade.

Retake Guidelines

The retake policy allows students to earn the opportunity to retake each Performance Task once. The student must complete all of the following to qualify for a retake:

- Complete all assigned work in a timely manner, as determined by the teacher.
- If a student is Approaching Expectations (AE) or Below Expectations (BE) as documented in Griffin Connect, the student must attend tutoring prior to the Performance Task, or as required by the teacher.
- Complete Performance Task reflection, as required by the teacher.
- Complete the retake within **five** school days from the day grade was reported, or as determined by the teacher.

The retake policy is open to all students. The teacher reserves the right to only reassess the portions of the assessment on which standard(s) are not met by the student. If the teacher determines the student only needs to be reassessed on certain standard(s), the points earned from those standards will be applied to the final grade. Otherwise, retakes are for full credit. Teachers may ask students to show their understanding in a variety of formats including essays, interviews, presentations or written tests, regardless of the format of the initial assessment.

Student Dispositions/Traits

A student's collaboration, determination, and commitment all contribute to a successful learning experience in any classroom. Our goal is to instill a love for learning, and the dispositions allow each student to reflect on how learning can be improved.

- Determination: the student takes ownership of his/her learning by setting goals, striving to improve and consistently submitting work that reflects his/her best ability.
- Collaboration: The student contributes to a positive learning environment in the classroom, contributing original ideas and showing concern for others.
- Commitment: the student shows professionalism through responsible use of class time and timely completion of work.

Assessment Calendar (Grades 6-12)

All staff are responsible for including any Performance Tasks on the assessment calendar. No more than 2 Performance Tasks per day are allowed, and prior notification to students is required, with no more than 4 Performance Tasks programmed per week.