



FAIRFIELD PUBLIC SCHOOLS

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Dear Parent(s) and Guardian(s):

As we begin a new school year, this letter will serve to help you understand some current grading practices we use in the Fairfield Public School as well as highlight some new practices that will begin this year.

The purpose of grades is to communicate a student's learning progress. As a school and district, we are committed to examining our grading practices to ensure a more equitable system, which includes being clear, accurate, consistent, and fair. The Fairfield Public Schools is implementing grading/assessment regulations for the 2023-2024 school year. The complete regulations document can be found [here](#). We believe these changes get us closer to that goal.

These regulations, for middle and high school students, will provide clear guidelines and expectations in communicating grades, due dates and deadlines, minimum number of assessments per term, reassessment guidelines (for courses earning high school credit), and when 'zeros' may be calculated in a student's grade.

Your child's teachers will communicate individual course expectations, including assessment and grading guidelines, during the first few days of school. If there are any grading/assessment concerns throughout the school year that require resolution, please contact your child's classroom teacher first. The grading/assessment chain of command documents can be found linked below. If resolution does not occur with your child's classroom teacher, please follow the next steps as outlined in the document.

We are hopeful that these regulations will provide consistency in documenting your child's learning throughout the year. Finally, the proceeding page of this document outlines a few critical characteristics and definitions of our grading system for your review. If you have any additional questions or concerns, please do not hesitate to contact me.

Sincerely,

James Zavodjancik, Ed.D.
Chief Academic Officer

Chain of Command Document Links

[Fairfield Ludlowe High School](#)

[Fairfield Warde High School](#)

[Walter Fitzgerald Campus](#)

[Fairfield Woods Middle School](#)

[Roger Ludlowe Middle School](#)

[Tomlinson Middle School](#)

Key definitions and a description of how final grades are calculated:

1. *Formative Assessments* - these are tools that allow teachers and students to monitor progress toward the lesson or unit objective. Usually small in point value, they take place during the course of a unit. They provide a practice opportunity and give feedback to the student as well as to the teacher to make decisions about next steps in the learning/teaching process.

2. *Summative Assessments* - these are tools that allow teachers to evaluate the students' mastery of content and skills. They usually take place at the end of a unit and are much higher in point value. Assessments deemed as summative indicate that students should place a high value on the learning necessary to perform well.

3. *Cumulative Grading* - Cumulative grading is a system that provides the most accurate feedback to students regarding their progress in class. When students view their "grade in progress," it takes into account all prior assignments and grades up to that point in time from the start of the course. Systems that average separate quarterly grades can skew grades by disproportionately weighting some grades more or less than they should be. Cumulative grading informs students and parents exactly what their final grade would be at that moment and eliminates the guessing as to how previous performance may factor in. It also allows teachers to weight assignments in proportion to their importance for student learning.

Grading in Full Year Courses -

Summative assessments count as 90% of the quarterly mark and formative assessments count as 10%. The culmination of all summative and formative assessments throughout the year count as 80% of the final grade while the mid-year assessment counts 10% and the final assessment counts 10% of the final grade. These percentages are universal to all courses, providing a level of consistency across all departments and courses within the department.

Grading in Semester Courses -

Summative assessments count as 90% of the quarterly mark and formative assessments count as 10%. The culmination of all summative and formative assessments throughout the semester count as 90% of the final grade while the final assessment counts as 10% of the final grade (there are no mid-year assessments in semester courses). These percentages are universal to all courses, providing a level of consistency across all departments and courses within the department.