

Rogers Heritage High School

"Relentless Pursuit to Excellence"



GRADING AND ASSESSMENT



Category	Weight	Points	Frequency	Description
Agency (Assisted) Practice	15%	Varies	Varies	Tasks/activities which encourage supplemental practice and enhance learning . Additional tasks, assignments, learning checkpoints, etc. are AGENCY grades which guide the CFAs and CSAs.
Assessment* (Unassisted) Common Formative	55%	20-25	2-3 per Learning Cycle	Assessment for learning used to check for understanding, influence instruction, and determine interventions. Aligned to one essential standard. Students can retake.
Common Summative	30%	50	1 per Learning Cycle	Assessment of learning used to assess all or most standards from the unit (not just essential). Students cannot retake once taken. All formative & summative assessments need to be COMMON ASSESSMENTS & COMMON GRADING.

Codes	Meaning	Description
AB	Absent (Placeholder)	Grade is temporarily excused. (Not calculated into overall grade.) "AB" may not be left in gradebook permanently. <u>At the end of the learning cycle, teacher replaces "AB" with a 0%.</u>
NS	Needs Support (50% value)	Effort is given and used for any value less than 50%. If "NS" is on a CFA, intervention time in eagle period should occur.
X	Exempt (No grade impact)	Use at teacher's discretion to exempt a student from a grade.
Z	Zero - (0% value)	No effort on task/assessment. If not reattempted, grade is left as a "Z".

Beyond the codes above, only values greater than 50% should be recorded in the gradebook.

Additional Information:

Grades Per Learning Cycle

2-3 Formative Assessment Grades

1 Summative Assessment Grade

Grade is recorded within 1 week after due date.

Minimum of 1-2 recorded grades per week.

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GRADING Frequently Asked Question



What is our purpose in grading?

1. Evaluation & communication tool of student performance to students and their families.
2. Feedback of student learning clarifying what they understand, what they don't understand, and where they can improve.
3. Feedback to educators on student learning and information to inform future instruction.

What is reflective in our grades?

Grades reflect students' current status of proficiency in their learning of content standards.

What is the HHS grade reporting practice?

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AB	Absent (Placeholder)	Grade is temporarily excused. (Not calculated into overall grade.) "AB" may not be left in gradebook permanently. <u>At the end of the learning cycle, teacher replaces "AB" with a 0%.</u>
NS	Needs Support (50% value)	Effort is given and used for any value less than 50%. If "NS" is on a CFA, intervention time in eagle period should occur.
X	Exempt (No grade impact)	Use at teacher's discretion to exempt a student from a grade.
Z	Zero - (0% value)	No effort on task/assessment. If not reattempted, grade is left as a "Z".

These codes apply to Agency, CFA, and CSA categories.

Why will these codes be implemented?

In our efforts to improve equity and our commitment to reflect proficiency of learning, we have implemented the codes to create clarity and consistency in our grading practices.

AB: To maintain an accurate depiction of student performance, this placeholder indicates a student's absence without impacting the student's grade prior to the opportunity to demonstrate proficiency of learning (when "no attempt" has been made yet).

NS: Learning is in progress. Student is progressing toward proficiency and currently "needs support".

X: An exemption from a student's reported grade. Used at teacher discretion.

Z: Differentiates between "no effort" from an AB (absence) or NS (needs support).

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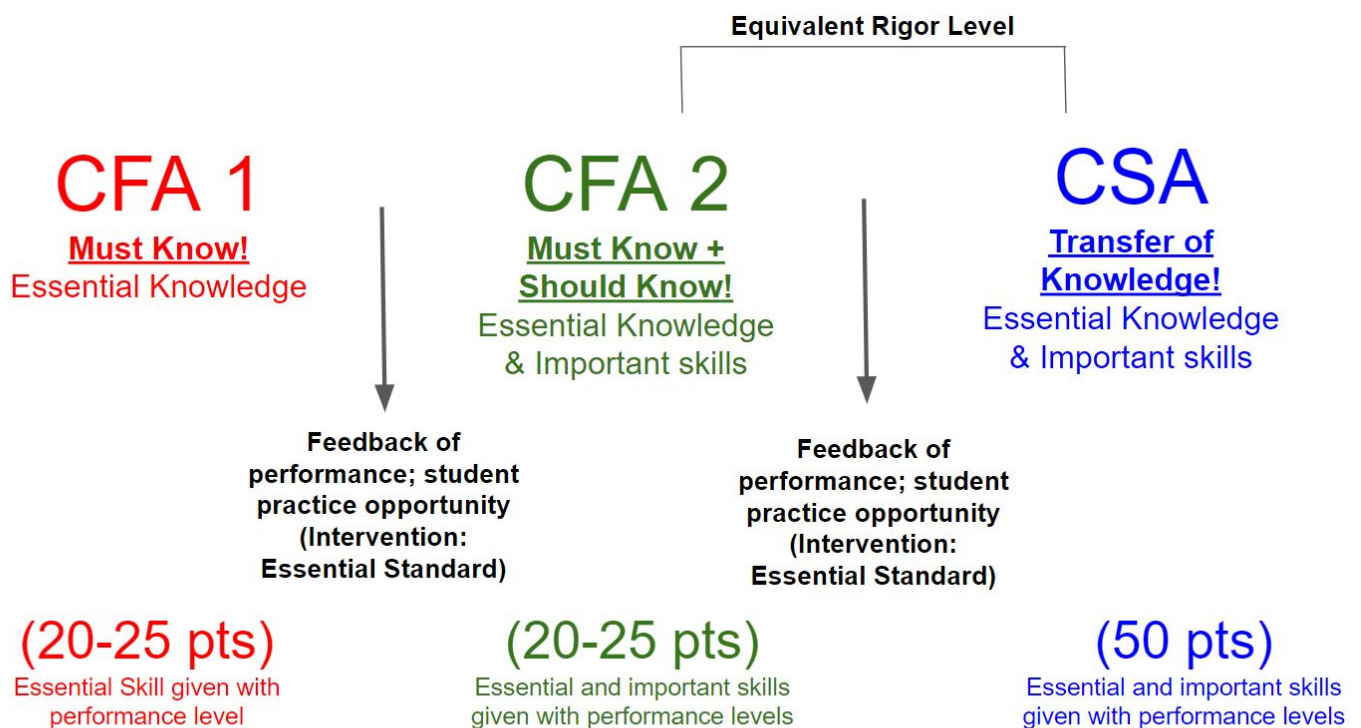
GRADING AND ASSESSMENT



Goals

- 1) At least 80% of learners achieving CFA proficiency performance.
- 2) ALL students achieving proficiency performance of essential standards on CSAs.

Standard Assessment Design



Standard: Each collaborative team will provide learners with 2-3 CFAs and a CSA each learning cycle and give timely feedback, essential standard intervention and student practice opportunities.

Common Formative Assessments (CFA) provide checkpoints of essential and important learning for actionable learning responses.

Common Summative Assessments (CSA) provide an evaluation of the learner's understanding using a transfer of knowledge (same skill set applied to a new situation).