



# District Grading Policy Journey



**Patchogue-Medford School District**

*Where Education is Met With Excellence!*

# PROCESS

This work started in the Fall of 2022.

Committee meets monthly.

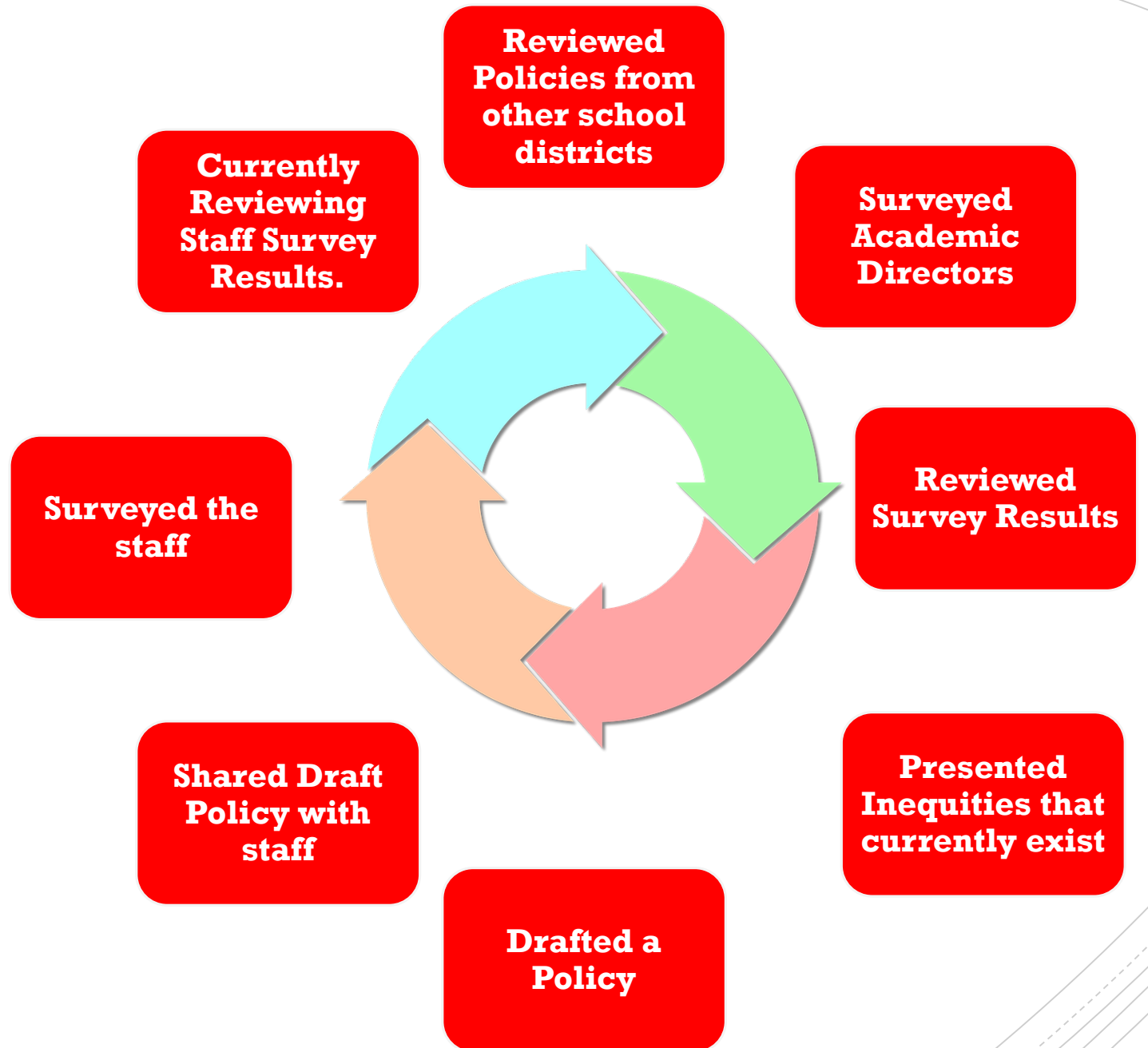
Members of the committee include a Board Trustee, Community Members, Students, and Faculty.

The goal is to have a final draft Grading Policy to share with the Board of Education by February so it can go through the official adoption process.

The committee's work is shared at the monthly public Board of Education meetings.

Minutes of our meetings are sent to all Trustees.

# Our Journey



# Director Survey Questions

- Does the same course within your department have the same grading policy?
- What is the breakdown of weighting for courses? (ex. 50% tests, 30% quizzes, 20% participation, 10% HW).
- Do courses within your department offer make-ups for tests?
  - All offer
  - Some offer
  - None offer
- What are the procedures for make-up tests?
  - Students receive half-credit
  - Average the two tests
  - Other
- Do teachers within your department drop the lowest test and/or quiz grade?
- Do teachers within your department offer extra credit?
- Do teachers within your department allow work to be handed in late? If so, how does late work impact a student's grade?
- Do teachers within your department at all three middle schools have the same grading policy?
- Should there be a uniform grading policy allowing each department some flexibility?

| <b>Student A</b>  |     |
|---|-----|
| <ul style="list-style-type: none"> <li>✓ Gives half-credit for test corrections.</li> <li>✓ Assignments can be turned in late. There is a 2-week grace period, but 20 points are deducted.</li> <li>✓ Extra credit- allows for additional assignments to increase the final average.</li> <li>✓ Does not drop the lowest quiz grade.</li> </ul> |     |
| Tests/projects  | 50% |
| Classwork/Quizzes   | 30% |
| Participation   | 15% |
| Homework  | 5 % |

| <b>Student B</b>   |     |
|--|-----|
| <ul style="list-style-type: none"> <li>✓ Average of two test grades.</li> <li>✓ 5 points off per day- only will be accepted within 4 days.</li> <li>✓ Extra credit- Bonus questions on tests.</li> <li>✓ Does not drop the lowest quiz grade.</li> </ul> |     |
| Tests  | 60% |
| Quizzes  | 20% |
| Participation  | 10% |
| Homework   | 10% |

| <b>Student C</b>   |     |
|--|-----|
| <ul style="list-style-type: none"> <li>✓ Does not allow for test corrections/retests.</li> <li>✓ Assignments can be turned in late. There is a 2-week grace period, but 20 points are deducted.</li> <li>✓ No extra credit.</li> <li>✓ Does not drop the lowest quiz grade.</li> </ul> |     |
| Tests  | 40% |
| Quizzes  | 30% |
| Participation  | 20% |
| Homework   | 10% |

|                            |   |   |
|----------------------------|---|---|
| <b>Tests</b><br>80, 75, 90 | <b>Classwork/Quizzes</b><br>80, 80, 90, 100, 70 | <b>Homework</b><br>10 assignments. Four assignments were turned in 3-days late. Six assignments were turned in on time. All HW assignments receive 100 unless late. |
|----------------------------|---|---|

|   | Student A | Student B | Student C |
|---|-----------|-----------|-----------|
| <b>Summative Exams</b><br><b>80, 75, 90</b><br>Avg= 81.7  |           |           |           |
| <b>Classwork</b>  |           |           |           |
| <b>Participation</b>  |           |           |           |
| <b>Homework</b><br>10 assignments <ul style="list-style-type: none"> <li>4 assignments were turned in 3-days late</li> <li>6 assignments were turned in on time.</li> </ul> *all HW assignments receive 100 unless late |           |           |           |
| Calculation of Final Grade  |           |           |           |

**Student A**  
**90.0**

What if this was an AP class? Average would be 99%

Is this Equitable?

**Student B**  
**86.4**

**Student C**  
**81.88**



How does this impact  
“At-Risk” students?



|   | Student A | Student B | Student C |
|---|-----------|-----------|-----------|
| <b>Summative Exams</b><br>70,65,55<br>Avg= 63.3   |           |           |           |
| <b>Classwork</b>  |           |           |           |
| <b>Participation</b>  |           |           |           |
| <b>Homework</b><br>10 assignments <ul style="list-style-type: none"> <li>4 assignments were turned in 3-days late</li> <li>4 assignments were turned in 1-day late.</li> <li>2 assignments were turned in on time.</li> </ul> *all HW assignments receive 100 unless late |           |           |           |
|   |           |           |           |

## Highlights of Draft Policy

- Teachers will enter grades into the electronic grading program as formative or summative measures. All schools must establish grading policies at the department and course levels. All middle schools within the district must establish the same grading policies at the department and course levels. Grading policies must apply to all students, including students with disabilities and English Language Learners (ELLs). The range of percentages allows each department to determine the appropriate percentage for a specific course. If a course is offered at both the high school and middle school levels and receives high school credit, the percentage must be the same for this course at both levels. Weighting will be as follows:

**Formative 30%**

**Summative 50%**

**Department Discretion 0-20%**

**HW 0-10%**

Each department and/or course has various needs that must be reflected in the grade book allocation. Examples included but are not limited to labs, music lessons, portfolios, and participation. If including participation, a department-approved rubric must be used to assign a score at least every two weeks and noted in the **grade book**.

## Highlights of Draft Policy

- As no single grade shall count more than 20% of the semester grade. There must be a minimum of three summative assessments for grades 6-12. There is a minimum of two formative assessments.
- Teachers must adhere to the Patchogue-Medford School District's Comprehensive Attendance Policy # 5110, which dictates that absent students, whether excused or unexcused, are encouraged to make up work, tests, quizzes, complete assignments, and submit homework within a reasonable amount of time. A reasonable amount of time is defined for each class session missed. The student will have two days to make up missing assignments for each class missed. (ie. If a student is absent on Monday and returns to school on Tuesday, assignment(s) are due upon entering class on Thursday. If a student is absent on Monday and Tuesday and returns to school on Wednesday, assignments are due upon returning to class the following Tuesday... A teacher may extend this time if the student is progressing toward completing assignments.

## Highlights of Draft Policy

- If students are given the opportunity for Extra credit assignments, the assignment must be handed in and graded during the same marking quarter in which they were assigned. For example- extra credit opportunities given to a student in the first quarter must be completed by the end of the first quarter). Extra credit opportunities are limited to additional student work that provides extended learning that directly matches the content standards or grade-level expectations and should be offered to all students. Activities such as bringing school supplies, attending an event, or completing a task unrelated to achievement do not meet the guidelines of extra credit.
- Test corrections are permitted but must be consistent between teachers teaching the same course within the same department. At the middle school level, the test correction procedures for a course must be consistent between all three middle schools. (For example, all teachers teaching English 9 must have the same procedures for test corrections). Test corrections are limited to one summative assessment per marking quarter.

1. The policy proposes the following range of percentages: Formative 30%, Summative 50%, Homework 0-10% and Department Discretion 0-20%. Do you feel the range of percentages is appropriate?

● Yes 20  
● No 12



3. The draft policy includes language that no single grade can count as more than 20% of a quarter's grade. Given this language, if the Summative percentage is 50%, there would need to be **at least three** assessments in this category. If Formative is 30%, there would need to be **at least two** assessments in this category. Do you think the minimum number of assessments in each category should increase?

● Yes 8  
● No 24



4. The Instructional Committee discussed Extra-Credit. The draft policy indicates that if students are given the opportunity for extra credit, it **MUST** be offered to all students, handed in and graded during the marking quarter it was assigned, and aligned to the content standards taught during that marking quarter. Do you feel this should be consistent within a department/course or left up to each teacher?

● Should be an individual teacher ... 18  
● Should be consistent within a d... 9  
● Students should not be assigne... 5



● Students should be able to com... 11

● Test corrections should be limite... 21



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6. The draft policy includes language regarding missed assignments for an excused or unexcused absence. The draft policy defines a reasonable amount of time as "two class sessions" to hand in work. Do you feel the timeframe is adequate?

● Yes 23

● No, more days should be given ... 9





QUESTIONS