

EDYTHE J. HAYES MIDDLE SCHOOL

FIRST READING: AUGUST 8, 2006

SECOND READING: AUGUST 8, 2006

APPROVED ON: AUGUST 8, 2006

AMENDED ON: MAY 21, 2012

REVIEWED ON: JANUARY 28, 2014

REVIEWED ON: JANUARY 27, 2015

REVISED ON: AUGUST 23, 2016

REVIEWED ON: JANUARY 30, 2018

REVIEWED ON: JANUARY 30, 2019

REVISED ON: JANUARY 28, 2020

REVISED ON: JULY 28, 2020

REVIEWED ON: JANUARY 26, 2021

REVISED ON: FEBRUARY 3, 2022

REVIEWED ON: JANUARY 31, 2023

GRADING POLICY

REQUIRED LAW THAT POLICY MEETS (IF APPLICABLE)

FCPS Board Policy 08.221, as specifically pertains to "...grades shall reflect actual academic performance and shall not be increased or decreased for reasons not directly related to the instructional process, including, but not limited to, points deducted or added for attendance, charitable donations, and fundraising efforts."

POLICY

Edythe J. Hayes Middle School's policy of grading for students has been developed to establish guidelines for consistent school-wide standards in order to measure student learning. Furthermore, this policy is designed to provide accurate assignment of grades with the intent to demonstrate a clear relationship between student performance and student learning.

Definition of Grade Book Assignments:

School-wide, two umbrella categories of grade distribution will be used: Summative and Formative.

Summative assignments are the demonstration of student mastery of content, measured against established criteria. Tasks that may fall under the **Summative** category include, but not limited to, summative assessments, research projects, book reports, scientific lab reports, quizzes, summative writing assignments (LDC, DBQ, ERQ), written pieces taken through the writing process, or artistic performances.

Formative assignments are the activities used to build understanding and lead to content mastery. Tasks that may fall under the Formative category include, not limited to, bell ringers, daily practice assignments, vocabulary assignments, journals, or comprehension questions from readings.

Scoring and Point Values of Grade Book Assignments:

The Summative category in the teacher's online gradebook will be worth 70% of the student's final grade. A teacher must post a **minimum** of three (3) summative assignments each grading period.

The Formative category in the teacher's online gradebook will be worth 30% of the student's final grade. A teacher must post a **minimum** of twelve (12) formative assignments each grading period.

Communication of Grades:

Teachers shall enter an average of one grade per week recorded in their online grade book program, with at least 15 graded assignments for a nine week grading period. A teacher may not wait until grades are due to enter them into their online grade book program.

Reworking of Assignments:

Students will be provided the opportunity to rework assignments when the student has not demonstrated mastery on an assignment, as outlined below.

Summative Assignments

1. Students must be provided an opportunity to rework if the student scored below an 80%. At teacher discretion, a summative assignment may be reworked if a student scores above 80%. Please note that this does not mean a student will **earn** an 80%, but **will be given an opportunity** to earn at least an 80%.
2. A teacher may require a student to complete all **Formative** assignments that are directly correlated with the **Summative** assignments before the reworking occurs.
3. The reworking of the **Summative** assignment must be available once the student has reworked or has been retaught the content assessed.
4. The student must complete an error analysis on the **Summative** assignment in a format decided by the department.
5. The student will receive the higher grade between the original **Summative** assignment and the reworked **Summative** assignment.
6. The teacher will note in their online grade book that the assignment was reworked.
7. The reworked **Summative** assignment will cover the same material, but it may have different questions and/or different format. This will be decided annually by each department.

Formative Assignments

1. May be reworked if the student failed the assignment.
2. The **Formative** assignment must be reworked within one week of the student receiving the graded assignment from the teacher.
3. If the student did not do the **Formative** assignment at all, it must be submitted within three days of the original due date.
4. The student will receive the higher grade between the original **Formative** assignment and the reworked **Formative** assignment.
5. The teacher will note in their online grade book that the assignment was reworked.
6. The reworked **Formative** assignment will cover the same material, but it may have different questions and/or different format.

Communication of Grading Policy:

1. A course syllabus shall be sent home at the beginning of each course, including but not limited to the following areas:
 - a. Identification of grade scale
 - b. Identification of grade distribution
 - c. Notation of board policies concerning extra credit and make-up work
2. A mid-term grade report will be distributed to students through their assigned team.
3. An end of nine-week term grade report will be distributed to students through their assigned team.

Grading Scale:

Edythe J. Hayes Middle School shall adopt the following grading scale:

90 - 100	A
89 - 80	B
79 - 70	C
69 - 60	D
59 and below	F

NTI/Remote Learning Addendum

During situations of long term NTI/remote learning, students will have two weeks from an assignment due date to submit for full credit. After the two week window has expired, the grade may be entered as a zero.

This does not apply to "NTI for Weather days". Students will have three days to submit an assignment for an "NTI for Weather days," per district policy.

Assignment due dates will be no less than two days after the initial assignment date.