



High School Grading Guidelines Overview for Teachers, Students, and Parents

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High School Grading Guidelines - Introduction and Purpose

The High School Grading Guidelines are intended to:

- promote research-based practices in grading
- ensure fair, consistent and equitable practices across SUSD, and
- provide students and families with the most meaningful information to reflect student's learning.

Shared Responsibilities to Ensure Students' Success

To ensure the most meaningful and successful learning experiences for students – teachers, students, parents and administrators are encouraged to assume the following responsibilities.

Teacher responsibilities:

- Communicate and follow grading guidelines – assigning relevant and meaningful coursework aligned to the academic standards and/or learning objectives of the class.
- Provide clear directions, purpose and expectations of coursework assignments.
- Utilize a system for communicating coursework expectations with students and parents.
- Provide timely and meaningful feedback to students.

Student responsibilities:

- Manage time and organize coursework expectations (including due dates and materials).
- Ask questions and clarify expectations to allow successful completion of course assignments.
- Submit quality assignments.
- Utilize available resources to monitor your progress.
- Communicate as necessary with course instructors.

Administrator responsibilities:

- Communicate grading guidelines to all stakeholders and promote and monitor practices at the school.

Parent responsibilities:

- Provide a learning environment to promote learning and support a routine for completion of coursework.
- Regularly monitor students' academic performance and completion of assignments in Synergy.
- Discuss academic progress with your student and celebrate successes.
- Communicate as necessary with course instructors.

Guidelines for Determining Grades (Please consult teachers' course syllabi for more information.)

"Academic" grades are recorded on report cards – informing students, parents and others of students' progress toward the mastery of academic standards and course outcomes. Mastery is defined as the fluent application of content knowledge and skills in contexts commensurate with and measured by acknowledged high standards.

Academic grades on report cards at the high school level are determined by the following:

- Semester grades are to be determined by a running total throughout the semester and a final examination.
- **Assessment: 65%** of the running total may include unit and course assessments, quizzes, performance tasks, portfolios, presentations, projects, essays, and other demonstrations of learning.
- **Checks for understanding: 20%** of the running total represents coursework that are checks for understanding.

- Each course is to administer a **final examination** (or final project, etc.). Weighting of finals at the high school level is established at **15%**.

Note: For students eligible under Individuals with Disabilities Education Act or Section 504, accommodations per the Individualized Education Plan (IEP) or Section 504 plan will be implemented so that students have access to the general curriculum. In addition, students receiving special education services will be allowed to demonstrate mastery using alternative methods as indicated in the IEP.

Academic grades will not include rewards and punishments for behaviors, attitudes and/or work habits.

Conduct codes are based on student behaviors. **HS teachers are encouraged but not required to assign conduct codes.** Indicators for conduct are reflected in the O, S, N, and U scale on the SUSD report card. Quarterly conduct codes are recommended. Indicators of N and U require the provision of additional comments.

Indicators for conduct include:

- O – Outstanding
- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

Guidelines for Coursework (Please consult teachers' course syllabi for more information.)

Best Practice Rationale: Coursework plays an important part in student learning when assigned and assessed appropriately – providing students with opportunities to prepare for, practice, and/or extend their learning.

Actual time required to complete coursework will vary with each student's study habits, academic skills and selected course load. (Independent reading assignments and projects may be in addition to coursework.)

Guidelines for Retakes/Redos (Please consult teachers' course syllabi for more information.)

Best Practice Rationale: Best practice research indicates that high performing schools and teachers focus on students' growth and mastery and allow designated assessments to be redone.

The following best practices regarding redos/retakes provide teachers and principals a framework and serve as a resource for determining how to address the needs of students at individual sites. Departments within schools have latitude to create their own policies for Redos/Retakes, but are to be consistent among teachers of the same course and with the following:

- When a teacher offers a reassessment, all students may be reassessed if they meet the following requirements: completion of the original task/assessment, completion of required assignments, and completion of reteaching/relearning activities as determined by the teacher.
- When assessments are reassessed, they may be reassessed partially, entirely, or in a different format by the teacher. If reassessed in its entirety, students should receive the higher mark earned.
- Not all checks for understanding and assessments are eligible for redos/retakes. Reassessment opportunities are identified and communicated by the teacher before the original assessment.
- Grading procedures for reassessment must be fair and consistent and promote achievement of learning goals.
- Teachers will communicate course specific procedures in writing to students and parents at the beginning of semester/school year.
- Students are expected to contact teacher(s) to schedule opportunities for redos/retakes.

Guidelines for Late Work (Please consult teachers' course syllabi for more information.)

Best Practice Rationale: Best practice research indicates that students are better prepared to approach mastery when

they are expected to complete all required work and are given opportunities and support to do so.

The following best practices regarding late work provide teachers and principals with a framework and serve as a resource for determining how to address the needs of students at individual sites. Departments within schools have latitude to create their own policies for Late Work, but are to be consistent among teachers of the same course and with the following:

- Individual departments within high schools will designate and communicate respectful timelines, guidelines, and support systems for late work policies for checks for understanding and assessments.
- Penalties for late work will be fixed as opposed to escalating. Penalties are not to exceed one letter grade of the original value of the scored item and will not change a passing grade to a failing grade for the scored item.
- There is consistency among all teachers of the same course at individual schools.

Assignments not completed will be indicated as not submitted (NS). "NS" designations are considered zeros until the assignment is completed for a grade.

Guidelines for Extra Credit (Please consult teachers' course syllabi for more information.)

Extra Credit can skew the meaning of a student's grade by rewarding them for extra effort as opposed to achieving mastery. Therefore:

- Students are not to be awarded extra credit in the determination of any high school grades.
- Consideration should be given to the department adopted guidelines for Redos/Retakes as the best practice for giving students opportunities to demonstrate mastery.