

Policies

Secondary Grading Policy Rationale: The necessity for this policy grows out of a desire to support consistency of grading practices, to hold students accountable for the production of high-quality work, to make clear that the purpose of grading is to periodically report on and indicate the degree of attainment of academic expectations in any scenario (e.g. distance or in-person), and to provide timely feedback to students and parents on both progress and ultimate achievement. Thus, grades must be related to the attainment of standards as indicated in the curriculum.

Purpose of Grades: All grading practices will support the learning process (i.e. the instructional core) and promote student success. The primary purposes for providing frequent, actionable feedback and for grading student work and eventually assigning a summative (final) grade is to communicate progress and achievement status against the curriculum to students, parents/guardians, and other stakeholders, (including instructional staff themselves), during, and at the conclusion of each grading period. At the close of a marking period, an incomplete (INC) may be issued by the principal or designee if there are insufficient grades available and due to extenuating circumstances (e.g., medical, withdrawal from school) to determine the degree of attainment of academic expectations.

Communication with Students and Parents/Guardians: At the beginning of each course (following approval by the principal or his/her designee), teachers must share grading practices with students and parents/guardians. This communication must be in writing and include (1) a statement regarding the purpose of grades (mirroring or using the language above), (2) the plan for the weighting various assessments, (3) a description of the process for the determination of final grades, (4) an explanation of assessment retake guidelines (if any), (5) any late work submission procedures, (6) incomplete and missing work procedures, (7) homework policy, and (8) instruction for parent/guardian access to grades and the school's learning management system. Applying best instructional practice, teachers will provide ongoing, timely and actionable feedback to students. In all instances, communications will begin no later than following the first significant assessment. Additionally, parents/guardians must receive a logged communication from the teacher whenever the degree of attainment of academic expectations falls below 70%. Grades for shorter-length assignments will be recorded in Skyward within one week of receipt from students; grades for more substantive assignments will be recorded within two weeks of receipt from students (except when grade reporting is required for the close of a marking period). Any exceptions that extend these timelines will be at the direction of the building principal.

It is the responsibility of parents/guardians to access information about student grades and assignments by utilizing Skyward, the school's learning management system, however, as indicated above, parents are to be notified of any instances of student grade average falling below 70%. No student is to be assigned a final failing grade without such prior notice having been provided to parents.

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Grading Factors: Grades should reflect what students know and are able to do. Their purpose is to report on the progress towards and attainment of key knowledge and understandings, dispositions and habits of mind as described in the standards, curriculum and course syllabi. Unless specifically part of the curriculum, behavior, class participation and/or attendance, attitude, attendance at an event, covering books, and the like will not be factored into summative quarterly, semester, or end of the year grades. Grades will primarily be based upon assessments (e.g., major course assessments, quarterly common assessments, mid and end of unit assessments, district assessments, performance tasks, major projects, research papers), which measure large chunks of learning.

*Additional learning opportunities for extra credit may be offered to all students when these opportunities extend learning that directly aligns with course curriculum. "Extra credit" is not to be offered as an option for the purposes of addressing a lack of quality work or grades due to a failure on the part of the student to meet the expectations of the course.

Adopted: August 19, 2020