



Sumter School District

Best Practices in Grading: A Guide for Teachers
2024-2025

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Purpose and Committee Information

The purpose of this manual is to outline the information that teachers and administrators need to implement the board's vision for grading and assessment of student academic progress. Special thanks to committee members listed below for their hard work on the manual.

Year 1 (2015-2016) Draft Committee

Kelly Anderson	Chris Gradwell	Michael Riggins
Bill Austin	Debra Henderson	Lori Smith
Heather Clemmons	Allison Hines	Tarsha Staggers
Theresa Cousar	Michelle McBride	Bertha Timmons
Teresa Dennis	Jade' McLeod, Chairperson	Robert Thompson
Leslie Dowling	Roberta Montgomery	Angela Tomlin-Hart
Jenaii Edwards	Tammie Morris	Debra Wilkinson
Dana Fall	Mary Kay Norton	Dana Williams
Heather Farthing	Monica Pate	Maggie Wright
Nicole Fuller	Barrington Pearson	
Courtney Geddings	Pam Rhodes	

A review by principals resulted in essential clarifications. Special thanks to the second review committee for providing additional clarification.

Barbara Ardis	Jamie Lessard
Rachel Ardis	Jade' McLeod, Chairperson
Donna Brunson	James Sanders
Carla King	Keisha Scriven

Year 2 (2016-2017) Revision Committees

Elementary School Committee

Sarah Barnes	April Geddings	Melissa Morris
Delcia Harper Baxter	Courtney Geddings	Tammy Morris
Dwan Beach	Henrietta Green	Maria Newton-Tabon
Laura Brown	Stella Hall	Monica Pate
Tammy Carlisle	Jeannie Hill	Cornelia Pinckney
Christine Carnes	Jennifer Howard	Tina Shaw
Liz Compton	Phillip Jackson	Lori Smith
Theresa Cousar	Emily Kimpton	Angela Tomlin-Hart
Stephanie Craven	L'ara McAllister	Cheryl Triplett
Leslie Dowling	Michelle McBride	Joan Tye
Shelly Eron	Anne McFadden	Debra Wilkinson
Teresa Dennis	Vivian McGhaney	Maggie Wright
Suzanna Foley	Beth Moore	

Year 2 (2016-2017) Revision Committees Continued

Middle School Committee

Shamekia Adams
Stephanie Barrineau
Marlene DeWit
Robert Easley
Nicole Fuller

Deirdre Hicks
Anita Hunter
Ayesha Hunter
Elaina Lemon
Jeannie Pressley

Michael Riggins
Cindy Seckel
Lori Smith
Tamra Smith
Tarsha Staggers

High School Committee

Shamekia Adams
Ann-Francis Brown
Shirley Gamble
Emily Kimpton

Carla King
Shirrie Miller
Nicholas Pearson
Lisa Sanderson

Tamra Smith
Bertha Timmons
Jill Winter

Year 3 (2017-2018) Revision Committees

K-1 Standards Based Report Card

Barbara Anders
Bill Austin
Dwan Beach
Sherry Beaman
Michelle Beckford
Jeannie Bradham
Tammy Carlisle
Barbara Coker
Anja Comerford
Aleashia Conyers
Maria Dantzler
Bev Davis
Susan Faddis
Suzanna Foley
Amber Frye
Shelly Galloway
Joan Gault
Donna Geddings
Courtney Geddings
April Geddings

Jessica Greene
Emily Hatfield
Stephanie Hickmon
Jeannie Hill
Emily Kimpton
Carla King
John Koumas
Cornelius Leach
Tracey Lear
Laura Lyles
Tiffany Marshall
Robin Martin
Annette McCaffrey
Monica McClam
Pamela McCoy
Pennie McLeod
Jade' McLeod
Claudia Medlin
Beverly Mitzenheim
Susan Mixon

Melissa Morris, Chairperson
Monica Pate
Catherine Perry
Cornelia Pinckney
Linda Robinson
Tina Shaw
Stephanie Sims
Lynn Sims
Kimberly Singletary
Cynthia Smiley
Lori Smith
Tina Sorrells
Debbie Sweat
Angela Tomlin-Hart
Brandi Wescott
Debbie Wilkinson
Wanda Williams
David Wright

Parent Representatives

Shelly Blake, Wilder
Stephanie Creek, Cherryvale
Fatina Dwyer, Crosswell Drive
Taheshi Fortune, Oakland
Barry Greer, Cherryvale
Debra Martin, Shaw Heights

Stacey McCray-Richardson, Lemira
Felicia Patterson, Manchester
Quiana Puwalowski, High Hills
Kayla Sharpe, Oakland
Lilly Williams, Kingsbury
Denise Wells, Willow Drive

Arthena Woods, Oakland

2020-2021 Revision Committees

K-2 Standards Based Report Card

Pre-K

Kelly Welch
Kendaley Ridgeway
Suzanne Morris
Renee Terrell
Juanice McLaurin

Kindergarten

Cristin Coleman
Cristin Coleman
Katara Stafford

First Grade

Tara Lyles
Tracy Spigner
Shayla McLeod
Jennifer Mains

Second Grade

Sharon Johnson
Addison Risinger
Shauntay Alston
Beverly Mitzenheim
Sharon Lewis

2023-2024 Revision Committees

K-2 Standards Based Report Card

Shauntay Alston
Olivia Ardis
Sarah Bell
Lindsey Breeden
Erica Butler
Christine Carnes

Heather Clemmons
Taheshi Fortune
Danisha Griffin
Michelle Hanenkrath
Erica Harrell
Emily Kimpton

Susan Faddis
Kierra McFarlan
Beverly Mitzenheim
Rebecca Osteen
Monica Pate
Carolyn Phillips

Sherrill Ray
Addison Risinger
Karen Ressler
Christina Rodgers
Chantelle Rogers
Taylor Stokes

Christina Talbert
Allison Tyner
Lauren Weathers

2024-2025 Revisions

On August 12, 2024, the Sumter School District Board of Trustees amended Policy IKA Grading/Assessment Systems to remove the 50% grading floor.

Introduction

Sumter School District Policy IKA for Grading and Assessment Systems is that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Mission of Sumter School District

Sumter School District is committed to providing a safe, nurturing, and high-quality educational environment that supports diversity and equips students for local and global success.

Vision of Sumter School District

Sumter School District is committed to educating, empowering, and enriching the lives of all students to reach their full potential.

Motto of Sumter School District

To Educate, Empower, and Enrich!

Values and Beliefs of Sumter School District

Commitment to Excellence: Educational excellence requires that all stakeholders strive for continual growth and improvement.

Unyielding Ethical Standards: Build and maintain an abiding sense of honor and integrity that is characterized by high standards.

Accountability: All stakeholders are accountable for their actions and will be responsive to the needs of others.

Educating the Whole Child: All students are granted the opportunity to succeed based on individual needs.

Providing a Safe Learning Environment: Students have the right to learn in an environment conducive to learning.

Collaboration and Support amongst Stakeholders: Pervasive and valuable collaborative efforts create meaningful strategies and solutions.

Sumter School District Grading Philosophy

To achieve the goal of ensuring an accurate measure of progress and level of achievement, grades are used to reflect a student's mastery across all educational settings within Sumter School District. Grades reflect a district-wide, standard representation of academic achievement in an educational setting and are vital in ensuring effective communication between school and home. Assignments and assessments that are meaningful, standards-based, fair, and a reflection of a student's growth and mastery of grade-level standards are used for grading purposes. Grades are weighted to reflect the importance of assessments, classroom assignments, and student ability.

On February 9, 2015 the South Carolina Education Oversight Committee (EOC) approved a list of various indicators and measurements to report on student academic performance. The Profile of the Graduate serves as the overall objective of the state's public education system.

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills



Statewide uniform grading scale

On Tuesday, April 12, 2016, the State Board of Education (SBE) unanimously voted to implement a 10- point grading scale effective in the 2016–17 school year. The new uniform grading scale is accompanied by a new conversion chart that will also be implemented in the 2016–17 school year. The school district will follow the statewide uniform grading scale as approved by SBE. This uniform grading scale and the system for calculating GPAs and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high level.

The uniform grading scale is as follows.

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

All report cards and transcripts will use numerical grades.

Best Practices

1. Students will have multiple opportunities to demonstrate mastery through a variety of channels such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios.
2. Behavior, effort, and attendance are evaluated and reported separately from the academic grade.
3. Grades are based on impartial, consistent observation of the quality of student work and mastery of the South Carolina College- and Career-Ready Standards and the South Carolina Academic Standards.
4. Grades will reflect student achievement toward mastery of course content standards.
5. Grades are based on students' demonstration of proficiency of course content standards at grade level rigor.
6. Students will receive assessment feedback that is timely, specific, understandable to the receiver, and formed to allow for self-adjustment on the student's part.

Marzano, R. (2000). *Transforming classroom grading*. Alexandria, VA: ASCD.

O'Connor, K. (2007). *A repair kit for grading: 15 fixes for broken grades*. Portland, OR: ETS.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

Wormeli, R. (2006). *Fair isn't always equal: Assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse.

Pre-Kindergarten through Grade Two Reporting

Pre-Kindergarten Reporting

Student progress in pre-kindergarten is reported on a developmental checklist based on the South Carolina Early Learning Standards twice a year. Four parent conferences are made during the school year. Parent Conferences are held quarterly. The following codes are used to report student progress on the standards:



S - Satisfactory - Demonstrates skill independently

P - Progressing - Beginning to demonstrate with help but not consistently

N - Needs Improvement

Kindergarten through Grade Two Reporting

Student progress in kindergarten through grade two is reported each quarter on a district report card based on mastery of the South Carolina College- and Career-Ready Standards for English Language Arts and Mathematics and South Carolina Academic Standards for Science and Social Studies, as well as all support areas (physical education, art, and music). The following codes are used to report student progress:

M = met

P = progressing

N = not met

/ = not introduced

In addition, each kindergarten student's readiness for school will be measured within the first 45 days of the school year across multiple domains (social foundations, language and literacy, mathematics, and physical well-being and motor development) by the state mandated Kindergarten Readiness Assessment (KRA). The KRA provides a snapshot of a student's abilities at the beginning of the school year which helps kindergarten teachers best meet the child's needs.

District Common Assessments

District common assessments are developed to track and monitor student progress with targeted skills and concepts to ensure grade-level standard/indicator fulfillment. The common assessments serve as one component of a comprehensive assessment system to help schools track progress over time, set goals for improvement, and make data-driven decision in an effort to improve student achievement. District common assessments will be delivered to MasteryConnect trackers. Administration guidelines can be found in the SSD MasteryConnect User Guide. See content area curriculum and pacing guides for timeline.

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP), unless modified by their IEP.

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations.

Communicating Progress

Online Record of Student Progress: MasteryConnect and PowerSchool

Individual Student Reports will be sent home to parents:

- Progress report at 2 ¼ week mark (2 – 4 grades included)
- Interim report at 4 ½ week mark (4 – 8 grades included)
- Progress report at 6 ¾ week mark (6 – 11 grades included)
- Report card at 9 week mark (9 or more grades included)

Measures of Academic Progress (MAP) results will be reported to parents.

Elementary Grading

Grades 3-5 Reporting

Student progress at the elementary level is reported on progress reports, interim reports, and report cards for the core academic subjects

of English/language arts, mathematics, science, and social studies. The Measures of Academic Progress (MAP) Growth and Reading Fluency results will be reported to parents. The following codes are used to report student progress on the standards:



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

Grades for assignments are based on mastery of South Carolina Academic Standards. Grades for elementary students are entered in the teacher's grade book using percentage points. Teachers will update a minimum of one grade per week in PowerTeacher Pro Gradebook. These percentages are averaged in the grade book to determine the report card letter grade

Weight of Grades

Major – 40% (required 3-6 per quarter)	Minor – 60% (minimum of 6 per quarter)
Major assessment may include: • mastery assessments (oral, written, and/or performance), • presentations, • demonstrations of proficiency, • portfolios, • formal/final draft writing assignments, • inquiry-based projects, • major/formal labs, and • major performances.	Minor assessments may include: • quizzes, • classwork, • interactive notebooks, • journals, • exit slips, and quick writes • spelling or vocabulary checks, and • math fluency

Visual and Performing Arts, Health and Safety, and Physical Education

Student progress on the South Carolina Academic Standards for Visual and Performing Arts, the South Carolina Health and Safety Academic Standards, and South Carolina Academic Standards for Physical Education in grades 3-5 is based on the required number of grades (9) reported by the following grading categories:

M = met

P = progressing

N = not met

Related arts, health and safety, and physical education teachers will input one grade each quarter which is the final grade for the quarter. Related arts grades will be reflective of mastery of the following academic standards:

Art and Music - South Carolina Academic Standards for Visual and Performing Arts

Physical Education – South Carolina Academic Standards for Physical Education

Health and Safety - South Carolina Health and Safety Academic Standards

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP), unless modified by their IEP.

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations.

District Common Assessments

District common assessments are developed to track and monitor student progress with targeted skills and concepts to ensure grade-level standard/indicator fulfillment. The common assessments serve as one component of a comprehensive assessment system to help schools track progress over time, set goals for improvement, and make data-driven decision in an effort to improve student achievement. District common assessments will be delivered to MasteryConnect trackers. Administration guidelines can be found in the SSD MasteryConnect User Guide. See content area curriculum and pacing guides for timeline.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. Sumter School District Policy IKB states that homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge.

Additionally, because homework can be used as a tool to aid in the development of positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned, and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners, and link applications of content to student interests.

Students should be assigned homework on a regular basis to reflect the following purposes:

- reinforce and supplement classroom learning experiences
- encourage accountability and responsibility
- foster student initiative and independence
- enable the successful completion of more curricular material
- reinforce home-school interaction
- extend the learning environment into the reality of the outside world
- should not be assigned for disciplinary reasons

Elementary level homework guidelines:

- Homework should be 10 minutes per night in the first grade, and an additional 10 minutes per grade level thereafter.
- Homework will be checked and feedback given to students.
- Homework will be formative in nature and no grade will be recorded in PowerSchool.

Extra Credit

Providing extra credit opportunities is not a research-based best practice. Sumter School District provides students multiple opportunities to demonstrate mastery over time through reteach/retest and other methods, when necessary.

Transfer Students

Transfer information is addressed in the uniform grading policy.

Reteach/Retake Opportunity

Students scoring below 60 on an assessment in the major grading category must be given an opportunity to be retaught and reassessed. A student who fails an assessment in the major category will be given an additional opportunity to earn a passing grade on the same grade level standards/indicators after the student has participated in intervention aimed at improving student mastery of targeted standards/indicators. Interventions are data informed, targeted instruction that supports the core instruction. Interventions can be delivered in small group or one-on-one settings inside of the general education classroom or outside the general education classroom. Based on an individual student's needs, teachers will determine the appropriate intervention used to assist the student in mastering the standards/indicators. The teacher will determine, based on the circumstances, if a student should retake the entire assessment, a portion of the assessment, or an alternative assessment on the same grade level standards/indicators. The student will receive the higher of the two scores (original assessment grade v. re-assessment grade).

Communicating Progress

During each nine weeks grading period:

Online Record: PowerSchool Gradebook Portal

- Teachers will publish updated grades weekly to the portal (minimum of one grade per subject area) to keep students and parents informed of ongoing progress. Principal or designee will monitor gradebooks weekly.
- Parents/guardians may also access student progress information through the student/parent PowerSchool Parent portal.
 - Appendix C: PowerSchool Parent Acceptable Use Policy
 - Appendix D: Public Portal Parent Access Request Form
 - Parents may access the portal by logging on to <https://powerschool.sumterschools.net/public/home.html>
 - Parents/guardians may contact the school for additional access information.
- Individual Student Reports will be sent home to parents:
 - Progress report at 2 ¼ week mark (2 – 4 grades included)
 - Interim report at 4 ½ week mark (4 – 8 grades included)
 - Progress report at 6 ¾ week mark (6 – 11 grades included)
 - Report card at 9-week mark (9 or more grades included)
- Send D/F letters to parents at the end of the 1st Semester and at the end of the 3rd Quarter.
- Measures of Academic Progress (MAP) results will be reported to parents following each administration.

Make Up Work

In order to provide the total assessment "picture" of a student's academic progress a student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Students shall be permitted to make up assignments and tests within 3 days following any absence.

Makeup Work Guidelines:

- Makeup work is available to all students.
- When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.
- The zero is averaged by PowerSchool until the teacher updates the electronic gradebook after the student submits makeup assignments.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.

Extenuating circumstances are at the discretion of the school.

Middle Level Grading Procedures

Student progress at the middle level is reported on progress reports, interim reports, and report cards. All nine-week averages will be calculated on a percentage system for each type (category) of assignment. Grades for assignments will be based on mastery of South Carolina Standards. Each department will communicate grading expectations to students and parents via the class syllabus with the categories listed below. Middle school students taking high school credit courses will be graded on high school procedures for categories and weights. Teachers will update a minimum of two grades per week and a minimum of three major grades per quarter in PowerTeacher Gradebook. In addition, the Measures of Academic Progress (MAP) results will be reported to parents.



The following grade codes that align with the South Carolina Uniform Grading Policy are used:

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

Weight of Grades

Major – 40% (required 3 or more per quarter)	Minor – 50%	Homework – 10%
Major assessment may include: • mastery assessments (oral, written, and/or performance), • presentations, • demonstrations of proficiency, • portfolios, • formal/final draft writing assignments, • inquiry-based projects, • major/formal labs, and • major performances.	Minor assessments may include: • quizzes, • classwork, • interactive notebooks, • journals, • exit slips, and quick writes • vocabulary checks,	See homework guidelines

Dressing Out (Physical Education)

Wear appropriate tennis shoes and socks, shirt, shorts that fit dress code, warm-up pants/sweat pants in school colors or school PE uniform. No leggings/jeggings.

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP), unless modified by their IEP.

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations.

District Common Assessments

District common assessments are developed to track and monitor student progress with targeted skills and concepts to ensure grade-level standard/indicator fulfillment. The common assessments serve as one component of a comprehensive assessment system to help schools track progress over time, set goals for improvement, and make data-driven decision in an effort to improve student achievement. District common assessments will be delivered to MasteryConnect trackers. Administration guidelines can be found in the SSD MasteryConnect User Guide. See content area curriculum and pacing guides for timeline.

Homework

Homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge. Additionally, because homework can be used as a tool to aid in the development of positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned, and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners, and link applications of content to student interests.

Students should be assigned homework on a regular basis to reflect the following purposes:

- reinforce and supplement classroom learning experiences
- encourage accountability and responsibility
- foster student initiative and independence
- enable the successful completion of more curricular material
- reinforce home-school interaction
- extend the learning environment into the reality of the outside world
- Homework should not be assigned for disciplinary reasons.

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. Homework should never be a disciplinary measure, but should be used to enrich and strengthen classroom experiences.

Middle level homework guidelines:

- Homework for all subjects combined should not exceed 8 hours per week for grades 6th-8th.
- Graded assignments should be returned to the student in a timely manner.
- Homework will be recorded in PowerTeacher Pro Gradebook and be averaged as 10% of the nine weeks grade.

Extra Credit

Providing extra credit opportunities is not a research-based best practice. Sumter School District provides students multiple opportunities to demonstrate mastery over time through reteach/retest and other methods, when necessary.

Transfer Students

Transfer information will be addressed in the uniform grading policy.

Reteach/Retake Opportunity

Students scoring below 60 on an assessment in the major grading category must be given an opportunity to be retaught and reassessed. A student who fails an assessment in the major category will be given an additional opportunity to earn a passing grade on the same grade level standards/indicators after the student has participated in intervention aimed at improving student mastery of targeted standards/indicators. Interventions are data informed, targeted instruction that supports the core instruction. Interventions can be delivered in small group or one-on-one settings inside of the general education classroom or outside the general education classroom. Based on an individual student's needs, teachers will determine the appropriate intervention used to assist the student in mastering the standards/indicators. The teacher will determine, based on the circumstances, if a student should retake the entire assessment, a portion of the assessment, or an alternative assessment on the same grade level standards/indicators. The student will receive the higher of the two scores (original assessment grade v. re-assessment grade).

Make-up Work

In order to provide the total assessment "picture" of a student's academic progress a student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Students shall be permitted to make up assignments and tests within 3 days following any absence.

Makeup Work Guidelines:

- Makeup work is available to all students.
- When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.
- The zero is averaged by PowerSchool until the teacher updates the electronic gradebook after the student submits makeup assignments.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.

Extenuating circumstances are at the discretion of the school.

Recording and Communicating Progress

During each nine weeks grading period:

Online Record: PowerSchool Gradebook Portal

- Teachers will publish updated grades weekly to the portal (minimum of two grades per subject area) to keep students and parents informed of ongoing progress.
- Principal or designee will monitor gradebooks weekly.
- Parents/guardians may also access student progress information through the student/parent PowerSchool Parent portal.
 - Appendix C: PowerSchool Parent Acceptable Use Policy
 - Appendix D: Public Portal Parent Access Request Form

- Parents may access the portal by logging on to
<https://powerschool.sumterschools.net/public/home.html>
- Parents/guardians may contact the school for additional access information.
- Individual Student Reports will be printed from the portal and sent home to parents:
 - Progress report at 2 ¼ week mark (minimum of 4 grades included)
 - Interim report at 4 ½ week mark (minimum of 8 grades included)
 - Progress report at 6 ¾ week mark (minimum of 12 grades included)
 - Report card at 9 week mark (minimum of 18 grades included)
- Individual Progress Reporting Calendar
- Send D/F letters to parents at the end of the 1st Semester and at the end of the 3rd Quarter.

High School Grading Procedures

Grade Reporting

All nine-week averages shall be calculated on a percentage system for each type (category) of assignment. Grades for assignments will be based on mastery of South Carolina Standards. Each department will communicate grading expectations to students and parents via the class syllabus with two categories listed below. Teachers will update a minimum of two grades per week and a minimum of three major grades per quarter in PowerTeacher Gradebook.



Weight of Grades

Major – 60% (required 3 or more per quarter)	Minor – 40%
Major assessment may include: • mastery assessments (oral, written, and/or performance), • presentations, • demonstrations of proficiency, • portfolios, • formal/final draft writing assignments, • inquiry-based projects, • major/formal labs, and • major performances.	Minor assessments may include: • quizzes, • classwork, • interactive notebooks, • journals, • exit slips, and quick writes • vocabulary checks, and • homework

AP/IB classes will continue to follow the program requirements for grading. Dual enrollment is based on the college criteria.

Special Education

Students will be instructed and graded on grade level with the accommodations outlined in the Individual Education Plan (IEP), unless modified by their IEP.

Multilingual Learners (ML)

Teachers are encouraged to maintain high expectations for student learning and should accommodate and adapt lessons and assignments so that Multilingual Learners (MLs) can progress. However, a student may not be assigned a failing grade in a content area on the basis of lack of English language proficiency. Appropriate grading should be based upon appropriate instructional accommodations.

District Common Assessments

District common assessments are developed to track and monitor student progress with targeted skills and concepts to ensure grade-level standard/indicator fulfillment. The common assessments serve as one component of a comprehensive assessment system to help schools track progress over time, set goals for improvement, and make data-driven decision in an effort to improve student achievement. District common assessments will be delivered to MasteryConnect trackers. Administration guidelines can be found in the SSD MasteryConnect User Guide. See content area curriculum and pacing guides for timeline.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework can be a necessary part of the instructional process that

begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational program. In order to ensure that homework practices are efficient and effective, consideration for the amount of time per night an average student should expect to spend on homework for all subjects combined, based on the research, should include the following:

- Homework should not exceed 10 hours per week in ninth through twelfth grades.
- Homework should never be a disciplinary measure but should be used to enrich and strengthen classroom experiences.
- Homework will be recorded as a Minor/Formative grade.
- Exceptions may apply for special projects and advanced academics. If a student chooses to participate in AP, Pre-AP, or Dual Credit classes, additional homework time may be required.

Grading Homework

Homework should be assigned as reinforcement to classroom instruction by providing time for practice and application of knowledge. Additionally, because homework can be used as a tool to aid in the development of positive behavioral traits such as self-discipline and intellectual independence, homework should be an expectation on all grade levels.

Homework assignments should be meaningful, relevant to the current lesson, carefully planned, and differentiated. Differentiated homework can provide a great opportunity for students to master missing skills, extend content, challenge advanced learners, and link applications of content to student interests.

Students should be assigned homework on a regular basis to reflect the following purposes:

- reinforce and supplement classroom learning experiences
- encourage accountability and responsibility
- foster student initiative and independence
- enable the successful completion of more curricular material
- reinforce home-school interaction
- extend the learning environment into the reality of the outside world
- should not be assigned for disciplinary reasons

Graded assignments should be returned to the student in a timely manner.

Extra Credit

Providing extra credit opportunities is not a research-based best practice. Sumter School District provides students multiple opportunities to demonstrate mastery over time through reteach/retest and other methods, when necessary.

Transfer Students

Transfer information will be addressed in the uniform grading policy.

Make-up Work

In order to provide the total assessment "picture" of a student's academic progress a student missing classroom instruction should be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study.

Students shall be permitted to make up assignments and tests within 3 days following any absence.

Makeup Work Guidelines:

- Makeup work is available to all students.
- When students are absent, a zero will be recorded by the teacher until the student completes his/her makeup assignments.

- The zero is averaged by PowerSchool until the teacher updates the electronic gradebook after the student submits makeup assignments.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Makeup work, including tests, may be an alternate version to assess what the student has learned.

Extenuating circumstances are at the discretion of the school.

Communicating Progress

During each 9 weeks grading period:

Online Record: PowerSchool Gradebook Portal

- Teachers will publish updated grades weekly to the portal (minimum of two grades per subject area) to keep students and parents informed of ongoing progress.
 - Each nine week period there should be at least 3 major grades.
 - Principal or designee will monitor gradebooks weekly.
- Parents/guardians may also access student progress information through the student/parent PowerSchool Parent portal.
 - Appendix C: PowerSchool Parent Acceptable Use Policy
 - Appendix D: Public Portal Parent Access Request Form
 - Parents may access the portal by logging on to <https://powerschool.sumterschools.net/public/home.html>
 - Parents/guardians may contact the school for additional access information.
- Individual Student Reports will be printed from the portal and sent home to parents:
 - Progress report at 3 week mark (minimum of 6 grades included)
 - Interim report at 6 week mark (minimum of 12 grades included)
 - Report card at 9 week mark (minimum of 18 grades included)
- Send D/F letters to parents at the end of each quarter.

Reteach/Retake Opportunity

Students scoring below 60 on an assessment in the major grading category must be given an opportunity to be retaught and reassessed. A student who fails an assessment in the major category will be given an additional opportunity to earn a passing grade on the same grade level standards/indicators after the student has participated in intervention aimed at improving student mastery of targeted standards/indicators. Interventions are data informed, targeted instruction that supports the core instruction. Interventions can be delivered in small group or one-on-one settings inside of the general education classroom or outside the general education classroom. Based on an individual student's needs, teachers will determine the appropriate intervention used to assist the student in mastering the standards/indicators. The teacher will determine, based on the circumstances, if a student should retake the entire assessment, a portion of the assessment, or an alternative assessment on the same grade level standards/indicators. The student will receive the higher of the two scores (original assessment grade v. re-assessment grade). (Exclusions: EOC tests and final examinations).

Final Examination Exemption Policy

All students must have a 90 or above average to exempt final exams, or students may have an 80 or above average with perfect attendance to exempt final exams. (Exclusions: EOC tests).

Appendix A: Teacher Acknowledgement Sumter School District Grading Guidelines and Teacher Acknowledgement Form

My signature acknowledges receipt of my personal copy of the Instructional, Grading, and Reporting Guidelines. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Instructional, Grading, and Reporting Guidelines manual is available to me on-line at the district's website located at www.sumterschools.net. I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name

Signature

School/Department

Date

Signed forms are due to your principal on or before October 10, 2024.