

The Academies of Bryan Station will be a community of continual learners preparing students for postsecondary success.

The Academies of Bryan Station High School
Grading and Assessment Procedures

Purpose Statement: Grades at The Academies of Bryan Station High School will consistently communicate what a student knows and can do to students and their families.

Non-Negotiable Grading Beliefs:

- 1) [Academic grades reflect only individual academic performance. Formative work informs the learning process and summative work provides the proof of learning.](#)
- 2) [All student learning will reflect academic integrity.](#)
- 3) [Teachers will collaborate in the PLC process to provide common and clear standards, instructional outcomes, assessment criteria, reassessment, and feedback to students.](#)

Procedures for Belief 1: Academic grades reflect only individual academic performance. Formative work informs the learning process and summative work provides the proof of learning.

Both formative and summative work will be documented in the gradebook

- Students will reassess practice (formative) work before taking a performance (summative) assessment. All students will take the performance (summative) assessment on the day it is assigned, regardless of practice (formative) work completion and reassessment.
- We will not deduct points for behavior.
- We will not award extra credit to inflate academic grades.
- We will not assign group grades.
- At least one practice (formative) grade must be assigned, updated, and accurate in Infinite Campus every week.
- At least one performance (summative) grade must be assigned, updated, and accurate in Infinite Campus every 4 weeks (minimum of 5 per semester).
- All grades must be documented in IC one week before finals.

Grading Scale:

- 4 = A (Distinguished)
- 3 = B (Proficient)
- 2 = C (Apprentice)
- 0.1 = F (Novice)
- 0/M = F (No Attempt/Absent)

Grading Categories:

All assignments/assessments will be worth 100 points in order to calculate grades correctly per our grading scale.

- Practice (formative assessments), weighted 20 %



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- Performance (summative assessments), weighted 60%
 - Subcategories should be aligned by PLC.
- Final Exam, weighted 20%

Note: Dual Credit courses taught in partnership with a post-secondary educational institution will follow the grading policies and procedures outlined by that College or University, in accordance with contractual agreements.

Procedures for Belief 2: All student learning will reflect academic integrity.

Teachers will promote academic integrity.

1. Teachers will proactively teach about academic integrity
 - First 3 Days PBIS slides
 - Class syllabus
 - PLC/Content area-specific lesson within the first three weeks of each semester
2. Teachers will communicate academic expectations that allow students clear, consistent opportunities to demonstrate learning.
 - Deadline specifics
 - Deadlines must be put into place for General, Advanced, AP, and Dual Credit courses.
 - Deadlines must be clearly communicated with students and enforced.
 - Testing procedures
 - Teachers will ensure students have opportunities to complete and reassess practice (formative) work before taking a performance (summative) assessment on the assigned class date.
 - Teachers will collect student technology (phones, watches, etc) during performance (summative) assessments.
 - Reassessment procedures
 - Students will only reassess practice (formative) work.
 - Teachers will develop a process for relearning opportunities before performance (summative) assessment.

Students will demonstrate academic integrity.

1. Academic dishonesty/plagiarism/cheating includes, but is not limited to:
 - Copy and pasting from the internet
 - Using an AI chatbot
 - Claiming others' words or ideas to be your own
 - Copying a student's work on another document
 - Using phones to take pictures of others work
 - Having another student complete work for you
2. If student work does not reflect academic integrity:
 - Academic dishonesty/plagiarism/cheating will be documented in Infinite Campus



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- Comment in Infinite Campus that the student “Cheated”\
- Receive a 0.1 (“F”/“Unsuccessful”)
- Matching papers will both receive a a 0.1 (“F”/“Unsuccessful”)
- Teachers will write a behavior referral, tagging all the student’s teachers, for the behavior.
- Teachers will make home contact regarding the student’s behavior.
- Academy principals will pursue disciplinary action, working with the student, the student’s family, and administrators to discuss the behavior and determine appropriate consequences at a parent conference. Consequences can range from redoing the assignment to receiving a failing grade on the assignment or in the course.

Procedures for Belief 3: Teachers will collaborate in the PLC process to provide common and clear standards, instructional outcomes, assessment criteria, reassessment, and feedback to students.

All teachers at Bryan Station will participate in the PLC Process by meeting the following expectations (in order):

1. Create team norms and SMART goals. All PLCs will determine a common vision/purpose and set smart goals before the school year begins and again at the beginning of second semester.
2. Determine power standards (essential knowledge, skills, dispositions) using state standards and district documents.
3. Review and revise curriculum maps to reflect common pacing, and power standards with student friendly learning targets.
4. Design common formative and summative assessments with **success criteria**.
 - Align all assessments to instructional outcomes (and standards).
 - Set the same deadlines within the PLC related to assessments in order to create an environment for learning.
 - Ensure the validity and reliability of assessments
 - Embed student choice, agency, and self-reflection as much as possible.
 - Provide students with assessment criteria via a rubric, exemplar, or other means.
5. Determine strategies for effective feedback on assessments.
 - Provide informal feedback, written on student work and orally via conferences.
 - Provide formal feedback documented in our grade books as numeric grades and comments.
 - Provide feedback on practice (formative) assessments as soon as possible after



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students submit them and at least **within one week.**

- Provide formal feedback on performance (summative) assessments **within two weeks** of submission.

6. Design a plan and procedures for reassessment of practice (formative) work

- Deadline to reassess practice (formative) assessments is **BEFORE** the date of the assigned performance (summative) assessment.
- Develop a process for relearning opportunities prior to reassessment of practice (formative) work.
 - Reassessment can take many forms, including discussions, exit slips, the writing process, reflection, activities using teacher/peer feedback, etc

7. Analyze the results of the common assessment (**both formative and summative**) including areas of strength and strategies for addressing areas of concern.

- Use assessment data via the instructional process of Plan, Do, Study, Act.

Note:

- We will work with students who have excused absences and/or extraordinary circumstances to ensure they complete make-up/missing assignments/assessments per District policies and procedures.
- Assessment and the instructional process will honor a student's accommodations and/or modifications as indicated by an Individualized Education Plan, 504 Plan, English Learning Plan, and/or documented medical issue.

Counseling Department Specifics

Report Cards

We will post progress reports in Infinite Campus using the following schedule each semester:

- At 5 weeks
- At 10 weeks
- At 15 weeks
- At end of the fall semester, grades will be printed and given to students
- At the end of the spring semester, grades will be printed and mailed home to families.

Transfer Students

- The Registrar and Counselors receiving transfer grades will convert traditional course grades, using a Grade Conversion Chart, to our scale for each class then send those scores to teachers to input for any practice and performance assignments/assessments in the grade book completed prior to the transfer. *For example, if a student enrolls at our school with a grade of "88% B" in English 2, the Registrar/Counselor will send the grade of "3.6" to the student's new English 2 teacher. This teacher will then input "3.6" as the grade earned on any assignments/assessments in the grade book up to the student's date of enrollment.* This remains the only circumstance where we could potentially enter a score other than 4, 3, 2, 0.1, or 0.



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- The Registrar and Counselors sending transfer grades will convert course grades from our scale to that of traditional grading (0-100), then send the converted grades to the receiving institution.
- [Transfer Grade Conversion Chart](#)

AP Grade Changes

- After the receipt of College Board exam scores each summer, we will replace students' grades in their corresponding Advanced Placement classes as follows: **If the exam score is higher than the student's grade in the course, the student's grade will go up by no more than one letter grade.** For example, if a student earns an exam score of 4 or 5, but earns a B in the course for the year, it will result in an A for both semesters. If a student has a C in the course, and an exam score of 3, their grade will be changed to a B for both semesters. A student's grade will not go up more than one letter grade, and a student who scores below their earned grade will not have their grade lowered. For example, if a student has earned As for both semesters of AP Biology, and the student takes the College Board exam and earns a 3, we will not change the student's grade to a B. Students will always keep the higher grade on their transcripts.

Resources Influencing Our Work:

- Ken O'Connor's *15 Fixes for Broken Grades: A Repair Kit for Grading*
- W. James Popham's *Instruction that Measures Up: Successful Teaching in the Age of Accountability*
- Grant Wiggins and Jay McTighe's *Essential Questions: Opening Doors to Student Understanding*
- Matt Townsley and Nathan L. Wear's *Making Grades Matter: Standards-Based Grading in a Secondary PLC at Work*
- Dr. Tom Guskey's website: <http://tguskey.com/>
- Rick Wormeli's website: <http://www.rickwormeli.com/>
- Formative vs. Summative Assessment slideshare: <https://www.slideshare.net/jcheek2008/formative-assessment-vs-summative-assessment>

