



Secondary Grading Guidelines 2025-2026

As a district, we believe we should meet students at their instructional levels and move them to the next level through rigorous and challenging coursework aligned with each student's individual needs. Additionally, we want to communicate as clearly and often as possible about how each child is doing and our expectations for student success. Specifically, we believe students, teachers, and parents are partners in the learning process and everyone involved needs to understand where each student is performing academically and how to help them reach their individual goals. In this endeavor to begin the shift to mastery-based assessment practices in order to provide more accurate information (grades) to parents and students about a student's knowledge/mastery of grade level content, we have developed a set of district-wide assessment and grading practices for students in grades 6-12. Based on research and best practices, mastery has been defined as a grade of 80 or above.

Grade Categories and Weights:

Grading Category	Grading Weights
Check for Understanding/Homework	5% of quarter grade
Formative Assessments	35% of quarter grade
Summative Assessments	60% of quarter grade

Note: At the beginning of the year, a teacher may choose to opt out of the Check for Understanding/HW category, which would result in a grading scale of 40% formative and 60% summative. Teachers will decide this at the beginning of the year and seek administrator approval.

Assessment Definitions & Descriptions:

- **Check for Understanding/Homework (CFU/HW): 5%**

CFU:

- Assignments used to guide instruction and the instructional needs of students (i.e., exit tickets, homework; and/or verbal and written responses, etc.)
- Graded for completion
- Given at the teacher's discretion

Homework: (Per [ECSD School Board Policy IKB](#))

Assigned homework should be a quality learning opportunity that prepares students for engaging learning experiences and provides opportunities for students to practice necessary skills to reinforce learning outside of the classroom.

The following practices will be applied to homework assignments:

- Graded for completion;
- A continuation of classwork, unfinished classwork or reinforcement of skills/content;
- May be assigned at any time based on instructional needs; and
- Assigned homework grades will be included in the CFU/HW category which is weighted 5%;
- The following will be considered when assigning homework:
 - online/offline resources,
 - paper/pencil options,
 - resources at home, and
 - support at home.
- Dual Credit courses will follow the homework policy of the host university or technical college.
- **Formative Assessments: 35%**
 - Formative assessments are defined as assessments for students to practice and to inform instructional steps towards mastery of standards/skills. (i.e., quizzes, initial drafts, minor lab assignments, and other practice assignments, etc.)
 - **Q1-Q3: Students will have between 6-12 formative assignments per nine weeks**
 - **Q4: Students will have between 4-10 formative assessments**
- **Summative Assessments: 60%**
 - Summative assessments are defined as “end performance” assessments that are used to determine student mastery of a set of standards and/or skills. (i.e., tests, final drafts of writing assignments, projects, major lab assignments, performance assessments, and presentations, etc.)
 - **Q1-Q3: Students will have between 3-5 summative assessments per nine weeks**
 - **Q4: Students will have between 2-4 summative assessments**

Grading Practices:

- All assignments will be converted to a 100 point scale prior to being recorded in the gradebook.
- Assignments will only be entered into Gradebook one time and may not be duplicated or recorded more than once.
- Teachers use professional judgment when designing their assessments in order to effectively promote learning for each student and to determine if reassessment is most appropriate to accurately reflect the student's mastery of the learning objectives.
- Retakes
 - Any summative may be retaken if the original score is below an 80 **and** the student completes remediation/tutoring.
 - Students can be disqualified from a retake if any of the following occurred:
 - Cheating/Plagiarism
 - First attempt was incomplete or unsatisfactory (student left items blank, wrote IDK, etc.)
 - Formatives have been consistently turned in past deadlines

- Student has not participated in class (sleeping, refusal to complete assignments, etc)
 - Students must make arrangements with the teacher within 5 school days of grade being posted in PowerSchool and must retake summative assessment within 10 school days of the grade being posted in PowerSchool. Students maintain eligibility for retakes on assignments and assessments in which grades are not posted by the teacher in the required timeframe. See final bullet of this section for teacher deadlines to post grades.
 - The retake should be scored for accuracy. The accurate grade should be recorded. Since research indicates that a minimum score of 80 represents mastery, and in an effort to maintain the integrity of strong work ethic while also checking for mastery, **the maximum grade that can be earned on a retake is an 80**. The retake grade should replace the original grade if it is higher than the original grade.
 - High School Credit Final Exams and Major Projects are excluded from retakes.
 - Teachers have the discretion on whether or not to offer retakes on any formative assessments, following the same criteria for summative retakes.
 - For students with disabilities, it is the responsibility of the classroom teacher to administer retakes. Retakes should not be given to the Resource/Special Education teacher to administer, as their time **must** be spent providing services outlined in the student's IEP.
- Extra credit and group grades will **not** be given.
 - Final grades at the end of quarter, semester, and year should reflect the grade earned.
 - Grades/Feedback should be provided to students and entered into Powerschool grade book within **seven** school days of due date or assessment. An exception will be made when a student is absent and [Policy JH](#) has been applied for makeup work purposes.

Deadlines

- If Absent:
 - Students must make arrangements with the teacher within 5 school days of returning to school and complete work within 10 school days.
- If Present and assignment is not submitted (late work):
 - For graded assignments, a grace period of 1 school day will be given (after one day, teacher discretion will apply)
 - If work is not submitted by the teacher's deadline, assignment will drop a letter grade each day after; the highest grade will be a 50;
 - If assignment is still not submitted, the zero stays;
 - Grades are final when quarter is locked.

It is the school's responsibility to provide time **within the school day and outside of the school day for remediation and tutoring. Procedures should be in place to notify parents of these opportunities and communicate progress (or concerns) at various times throughout the year including Parent Portal, Interims, Report Cards and individual student notifications as needed (Ex. phone calls or emails). If a student is performing below grade level standards, parents should be informed and kept abreast, prior to the interim and/or report card distribution.*