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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. virtual 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 in the Westerly Public Schools will support the learning process and promote student success. The primary purpose for grading student work and eventually assigning a summative grade is to communicate to students and families the achievement status against the instruction and curriculum of the Westerly Public Schools to students, parents, and others during and at the conclusion of each grading period. Through instruction, reteaching, feedback, and assessment, students, parents, and other stakeholders will gain a strong understanding of student performance relative to curriculum standards and objectives.

Interim Grades:

Teachers are required to update grades by the designated interim date each grading period to ensure timely communication of student progress.

Assessment Frequency:

Teachers shall provide at least one graded assessment grade every two weeks. This assessment can include a variety of formats such as quizzes, projects, or performance tasks, and should provide meaningful feedback on student learning. Additionally, teachers must have at least two graded summative assessments per quarter, unless otherwise determined by the high-quality curriculum materials.

At the close of a marking period, an incomplete (I) may be issued by the principal or designee if there are insufficient grades available due to extenuating circumstances (e.g., medical, withdrawal from school) to determine the achievement of standards as indicated in the curriculum. Unless directed by the principal or designee due to extenuating circumstances, a grade for an incomplete (I) must be entered as a final record within two calendar weeks of the first day of the succeeding quarter/marketing period.

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, (8) instruction for parent/guardian access to grades and the school's learning management system, and (9) determined reassessment criteria.

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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%. Teachers will document all communications sent to families. Grades for shorter-length assignments will be recorded in PowerSchool within one week of receipt from students; grades for other assignments will be recorded in PowerSchool 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 PowerSchool, 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.

Feedback to Students and Parents:

Regular and constructive feedback on student progress should be provided, ensuring that both students and parents are informed about academic achievement and areas for improvement. This helps guide student growth and facilitates timely intervention when necessary.

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, 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 important learning.

The Weighting of Grades: Generally, assignments fall into two categories. Interim assessments may count for no more than 50% of the final grade. Interim assignments consist of quizzes, daily assignments, reviews, warm-ups, other similar short assessments, and/or homework. Homework may count for no more than 10% of the interim assignment portion of the final grade. Summative assessments shall account for no less than 50% of the final grade. Summative assessments consist of common assessments, unit assessments, district assessments, performance tasks, major projects, research papers, and similar substantive, summative assessments.

Multiple Summative Assessments prior to the end of a quarter (9-12): Students will be provided more than one opportunity to show their knowledge of and ability to apply

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knowledge via a summative assessment in a single quarter, unless the adopted curriculum requires only 1 assessment.

Multiple Assessments Prior to a Summative (6-8): Students will be provided with more than one opportunity to show their knowledge and the ability to apply that knowledge on a summative assessment. While these opportunities must be offered to all students who meet reassessment criteria, they must always follow reteaching. Grades on second chance assessments should not simply be averaged with that given on the first assessment but should accurately reflect a student's achievement status.

Multiple Assessments Prior to a Summative (9-12): Students will be provided with more than one opportunity to show their knowledge and the ability to apply knowledge prior to a summative assessment, excluding homework. Additionally, there will be a minimum of two interim grades per summative.

Re-Assessments: For the interim assignments, reassessment opportunities may be provided, if and when reassessment criteria have been met. While these opportunities must be offered to all students who meet reassessment criteria, they must always follow reteaching. There must be consistency within each department (9-12) and grade level (6-8) in terms of reassessment criteria. For the second category of assignments, including summative assessments such as unit assessments, opportunities for reassessment may be provided, if appropriate for the type of assessment. Some types of summative assessments may not be eligible for reassessment such as mid-term and final exams. Each Department (9-12) or grade level (6-8) shall develop clear and consistent reassessment criteria, and these criteria will be approved by the building administration. Grades on second chance assessments should not simply be averaged with that given on the first assessment but should accurately reflect a student's achievement status.

Meaning of Grades: The purpose of grading is to report student progress toward and achievement of the learning objectives in a course. Westerly Public School's grading policy ensures the integrity, accuracy, and consistency of grading practices across courses in disciplines.

The grading system is as follows:

A+ (97-100)	B+ (87-89)	C+ (77-79)	D (65-69)
A (93-96)	B (83-86)	C (73-76)	F (0-64)
A- (90-92)	B- (80-82)	C- (70-72)	

Additional grading codes may be used are as follows:

- MED reflects a grade that "Medically Excused" with proper documentation, typically only applies to PE courses or long-term illness
- I reflects a grade of "Incomplete." This grade is usually given in cases of long-term absence or absence at the end of the marking period. A student receiving this grade must make it up within one week of the end of the term that the

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- “Incomplete” was given. Incompletes not made up within the aforementioned time periods will automatically be adjusted to reflect a grade with all outstanding assignments scored accordingly.
- B50 reflects a final grade that is below 50 and the student is not eligible for summer school. (WHS only)
 - P reflects a class that earns a “Passing.” grade and credit will be given for the course.
 - LOC reflects a “Loss of Credit” due to more than 14 unexcused absences in a year-long course or 7 absences in a semester-long course.
 - WP Withdrawn Passing
 - A grade of WP will not be calculated in class rank and will not keep a student from the honor roll.
 - WF Withdrawn Failing
 - A grade of WF will keep a student from the honor roll for that quarter and count as a failure for athletic eligibility.

Academic Letters (9-12): High school students earn points each time they are named to the honor roll. When a student reaches 100 points, they receive an academic letter (similar to a varsity letter). For each additional 100 points, students earn a “lamp of learning” pin. Students earn points after each grading period.

High honors with Distinction: 25 points
High Honors: 20 points
Honors: 15 points.

Honor Roll (9-12):

Honor Roll will be calculated quarterly based on the quarter's GPA

- Honors with Distinction: GPA of 4.3 or higher
- High Honors: GPA of 4.0-4.29
- Honors: GPA of 3.0-3.99

Students are ineligible for Honor Roll if:

- They have a D or F in any course
- They have an “I” for Incomplete grades unresolved
- They have plagiarized in that quarter

Honor Roll (6-8): Students will qualify who achieve all A’s and B’s.

Homework: Homework is defined as short-term written work assigned by a teacher designed to provide students with opportunities to reinforce, practice and apply previous learning. Homework is due during the next class meeting. While other work (e.g., research, reading, test preparation, etc.) may be assigned to be completed at home, it is not considered as homework under this policy. Each teacher shall develop and communicate a homework policy that holds students accountable for the production of quality homework

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products. Homework, as defined by this policy, may count for no more than 10% of a student's quarterly grade

Incomplete, Missing Work, or Late Work for Students: Assignments not submitted by the specified deadline without prior arrangements or valid excuses will be considered missing. Teachers will inform students of due dates for all assignments and provide reminders through the school's learning management system. Students are responsible for keeping track of assignments and communicating any concerns before the due date. Teachers will flag the missing assignment by marking it missing in PowerSchool. If the student does not turn in the assignment after support and intervention, the teacher will grade the assignment as zero.

Late assignments may be submitted within a specific timeframe, typically up to 2 school days after the due date.

Students who have an excused absence missing three or more consecutive days of school should be afforded the opportunity to request their homework and additional time, not to exceed 5 days past the last excused absence and/or at the discretion of the teacher and student. Students who exceed 10 days of school due to illness are encouraged to request homebound tutoring. Contact your Guidance Counselor for more information.

The maximum grade will be no more than a 10% reduction of the grade. This must be uniformly applied to all students; consideration must be given to other policies, such as the attendance policy.

Appeals and Exceptions: Appeals to this policy and/or exceptions due to hardship or extenuating circumstances may be requested in accord with the Appeals Policy.

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