

# STAFF GRADING PROCEDURES

The **NEW** traditional scoring guidelines apply to all grades 9-12. Unless otherwise noted, ALL STAFF will adhere to the practices outlined below for grading and scoring.

Beginning with the Class of 2021, a student must earn a 76% AND meet all required proficiency targets for a course in order to earn credit.

## Traditional Scoring

### Scale: 50-100%

- A semester score of 76% is required to pass the course.
- A score of 50 is the lowest mark a student may receive. Any score below 50 should be recorded as a 50.
- Missing assignments should be marked as "Missing" (a Powerschool code will be used building-wide) and will be assigned a score of 50%.
- If at the end of the semester, students have targets they have not met, an "Incomplete" or "In Progress" grade should OVERRIDE the overall semester percentage score so that NO credit is awarded (This applies to those graduating classes of 2021 and 2022 at this time).
- Semesters only will be used as marking periods. Quarters will no longer be used as marking periods; instead progress reports will be produced at midpoints of semesters.
- **Staff are required to score assessments and update Powerschool within two weeks of when assessments are collected, and formative assessments that are turned in on time must be scored and returned to students at least 48 hours before a summative assessment is completed so students may incorporate feedback.**

## LATE PENALTIES

### *Summative and Formative:*

Late point penalties for collected summative work: 5 percentage points lost per school day. After 6 school days, the maximum achievable score is a 70% (higher expectations and penalties are expected in AP and dual enrollment classes)

- If an excused absence occurs on the date the assignment was due, then the assignment is due the day the student returns to school.
- Formative work is not accepted for credit after the respective summative assessment is due.

## Categories:

Summative = 60%

- Assignments/tasks that demonstrate student learning and should be connected to targets and/or course objectives. This should be for "unit" completion. This would also include the "final" exam for the course, which can be weighted the same as two summative assessments.

Formative = 25%

- These are pieces of evidence that represent progress towards the targets or course objectives. These assignments enable students to participate in class on a daily basis, and may include, but are not limited to, in-class assignments, homework that is graded on correctness, reflections on class activities, quizzes, and tasks that inform the student and teacher on the progress toward learning.

Student Responsibility = 15%

- This reflects daily work and “H.O.W.” and should be scored using a rubric. Department/teacher Cohorts will create clear criteria for this category -- how and when this will be scored and updated must be clearly defined. **AT MINIMUM**, the student responsibility scoring will be **THE SAME** for courses taught by different teachers and **ALL TEACHERS** will update this grade at least every **TWO WEEKS**. This scoring criteria and expected updates will be communicated to students at the beginning of the school year.

#### **Summative RE-ASSESSMENT PROTOCOL:**

Teacher will establish how a student can earn the opportunity for a reassessment through teacher/student discussion (<http://bit.ly/ELHSreassessmentplan>). This contains a window of eligibility within 2 weeks of original grade/feedback.

- Late penalties still apply to a reassessment.
- Policies for college courses or AP courses may override this protocol . (Bridge, Dual, etc)
- The score on the reassessment will be averaged with the original score. The average will replace the original score.
- A student may only complete a reassessment **once** per summative assessment.

#### **Proficiency Scoring (for current 9th and 10th graders)**

- A score of “meets” on the assigned targets for the course is required to earn credit.
- Proficiency will be certified for each learning target using the common scoring criteria developed by the department assessing those targets and each teacher’s professional judgement. Students will be provided multiple opportunities to demonstrate proficiency for each learning target. Each summative assessment

tied to a target or targets should have target proficiency entered at the time it is scored so students can see their progress on the targets.

- Proficiency is certified as “meets” or “does not meet” or “not attempted,” using the guidelines for a 2.5 on scales/rubrics as the measurement tool to decide if it is a “meets.” A 2.5 indicates that a student has met all of the requirements for a 2 and some of the requirements for a 3 on the scales.
- If a student has not reached “meets” for required targets in the course, the student will be marked as “Incomplete” or “In Progress” for the course, which does not allow for credit to be awarded.