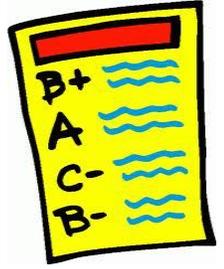


Edison Middle School

Grading Guidelines

2019-2020



The Purpose of Grading

The purpose of grading is to communicate student achievement of standards.

In order to provide effective communication of achievement, grades must be clearly understood by teachers, students, and parents. To develop a shared understanding, there must be a consistent basis for how grades are configured and what is included in grades.

Grades reflect what a student knows and can do in relation to grade-level standards. Grades based on standards ultimately help to improve student achievement by focusing on four critical questions:

- What do students need to know and be able to do?
- How will we know what they learned?
- What will we do when they haven't learned?
- What will we do when they already know it?

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Homework should be designed as an extension of learning of the day's learning target or to prepare for future lessons. The purpose of the assignment should be clear to the students. Because homework is practice, it is a form of formative assessment and should be used to assess students' understanding and plan subsequent lessons.

At Edison Middle School, homework should account for **no more than 10% of a student's grade** for the grading period, 0% is recommended. It is also recommended that same grade level/course teachers use the same percentage in order to provide grade consistency within each course.

Homework is a compliance issue. Students should have appropriate consequences (see Homework Policy) to encourage the completion of work. In a grading period, students who **miss 4 or more homework assignments in a class** will receive after school detention. Each assignment missed after the initial detention will result in additional detentions.

Teachers are required to make personal contact by phone with a parent for the first detention for homework. They must explain to the parent that any additional missing assignments will result in a detention for the remainder of the grading period. (If a teacher chooses to e-mail or leave a message the first time, they must continue to do so for additional detentions until a personal contact has been made.)

Late Work

In order to reduce or eliminate the problem of late work, support systems will be put in place (determined by building opportunities). Teachers should keep track of students' timeliness and report this to parents via e-mail, report card, conferences, phone, etc. The **teacher may have discretion of reducing the grade 10% for each missed day for late work**, depending on the student and situation. **A student may receive no lower than a 60% for being late unless the achieved grade on the completed work is lower than 60%.** If after exhausting intervention steps, including parental contact, graded assignments are still not completed, no credit will be given.

Also, in a grading period, students who have **6 or more late assignments across all of their classes** will be excluded from Opportunity Day at the end of the grading period.

Missing major assignments/projects/assessments should result in an “Incomplete” on the report card for the grading period and effort should be made to use the system to have the student complete the work.

Zeros

Teachers should be cautious with issuing zeros as they may render grades ineffective as a means of communication on actual achievement, and they provide little to no chance of recovery for a student especially on large assignments. Teachers will make efforts to communicate with students and parents and provide intervention/support to help students with submitting and achieving passing grades on work. After receiving this kind of assistance, teachers may need to issue the zero if no work is submitted.

Redos/Retakes

The goal is for all students to demonstrate mastery of the state standards. However, not all students learn at the same rate and some will need additional study to achieve that mastery level. Teachers will provide all students with the opportunity **to retake or redo 2 summative assessments per grading period, during the 1st, 2nd, and 3rd grading periods.** Teachers will provide students with the opportunity to **retake or redo 1 summative assessment during the 4th grading period.** The teacher may use discretion when offering other retakes to specific students for specific reasons. Students may not retake any assessments during the last week of a grading period.

All students need to complete the appropriate corrective action as determined by the teacher, team or department. Parent signature on the retake form is encouraged, but not required for the retake. Although the content being assessed should remain the same, an alternate assignment may be issued. Students may retake or redo during study hall, before school, or after school.

Students will receive full credit for the retake. The higher score will be recorded. Original scores will be recorded in pinnacle. After the retake score is determined, the score will be recorded and teachers must note “Retake” in the comment section next to the grade so parents understand this was based on a retake.

Bonus/Extra Credit

Bonus/extra credit should **not exceed 5 points in a grading period** as these points can distort the reporting of the true achievement level. These points (5) must be earned because of an activity or questions that relate to the content being taught. Extra credit is never to be offered for activities unrelated to the content or the course. Students may be rewarded in other ways.

Other Considerations

When grading a student, teachers should keep in mind our purpose of grading. Grades are to be based on individual student achievement of learning targets.

Although cooperative learning groups or teamwork is encouraged, **group grades should not be issued.** Students should be held accountable for the work, but the grade should only reflect individual achievement.

Grades should be based mainly on achievement, so dispositions (attendance, effort, ability, participation, attitude, behavior, etc.) should be noted separately and communicated to parents in other ways. (E.g. conferences, e-mails, phone calls, report card comment section, etc.)

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