

CORTNEY JHS GRADING POLICY 2022-2023

Categories and Weights

Summative 80%

Formative 20%

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
<ul style="list-style-type: none">• Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies.• Low stakes; carries little to no weight in the Grade Book.• Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists).• Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth).	<ul style="list-style-type: none">• Used to measure mastery of standards after learning has occurred.• High stakes; the majority of the student's grade is based on summative evidence.• Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams).• Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Grade Calculation Options (changed each semester)

Quarter 1/2 50

Quarter 3/4 50

Grade Days (2 per quarter)

-Communicate with students their current grades, missing assignments, and deadlines for turning in missing and late work. Emphasize the importance of turning in missing work and the effect it has on their overall grade.

-Students have 1 week to complete missing assignments after each grade day. However, students do not need to wait until Grade Day to turn in missing assignments.

-Teachers should allow students to "retake" an assessment to improve their grade if the student desires. (*Grade Reform*)

Minimum "F"

-Mandatory to utilize the minimum "F" (50%) for all grades. Nothing less than a 50% in the grade book.

Late Assignments ("L")

-“L” in Infinite Campus will be used up until the point the student fails to turn in the assigned work.

Communication is key.

-Students will have the chance to turn in late assignments utilizing the Grade Day procedures. (Week after Grade Days then “L” turns to “M”)

Missing Assignments ("M")

-“M” in Infinite Campus will be used if a student fails to turn in the assigned work. (Grade Day/Grade Reform). If a student does not turn in late work by the deadline, the “L” is changed to an “M” in the gradebook and the score becomes a 50% due to no evidence.

- Emphasize the importance of turning in missing work and the effect it has on their overall grade. Communicate with parents and students.

Reassessment:

-Students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum will have reassessment opportunities following the Grade Day procedures/timeline provided they complete a school-based reassessment reflection to develop a reasonable plan for new learning.

-Students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum will arrange with the teacher a time for reteaching & relearning prior to reassessment

-Students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum will schedule an appropriate time with their Teacher to reassess.

-An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods should be considered (e.g., performance assessment, personal communication, selected response, and/or written response).

-Reassessment opportunities will not be offered for final exams/semester exams.

-Reassessment accommodations written in IEPs and/or Section 504 Plans supersede District reassessment guidelines.

Raw Scores/Rubric

-Teachers will have the option to utilize raw scores (numbers) or a rubric for assignment grades in Infinite Campus. (*Grade Reform*)

-Teachers will have an average of two (2) assignments* per week in Infinite Campus.

Grading Scale:

<i>Grades 6–12</i>			
A	90–100%	Excellent	4.0
B	80–89%	Above Average	3.0
C	70–79%	Average	2.0
D	60–69%	Below Average	1.0
F	50–59%	Emergent	0
P	Passing (To be used for specific courses designated by the Academic Unit)		

Meets Standards

E Exceptional Progress

S Satisfactory Progress

Does Not Meet Standards

N Needs Improvement

****All assignments that are completed will receive a minimum of 50%***

Citizenship:

-Academic Behaviors must be evaluated via the citizenship grade.

-Scores can not be given or deducted based on academic behaviors such as participation in class, class preparedness, academic dishonesty, late or missing work, etc.

Cortney JHS Citizenship Rubric

Citizenship grades reflect class behavior, responsibility, cooperation, following Cortney Cobra Values, and overall attitude.

Quarterly Citizenship Evaluation Rubric				
	Unsatisfactory	Needs Improvement	Satisfactory	Outstanding
Follows the Cortney Cobra Values	<i>The student frequently has difficulty following the Cortney Cobra values.</i>	<i>The student is occasionally late and at times needs to be reminded of appropriate edicate in school.</i>	<i>The student is punctual and respectful to adults, classmates, and themselves.</i>	<i>The student is respectful to adults, classmates, and themselves at all times.</i>
Follows Classroom Rules	<i>The student frequently has difficulty following classroom rules daily without constant redirection.</i>	<i>The student needs occasional reminders of classroom rules.</i>	<i>The student follows classroom rules.</i>	<i>The student follows classroom rules consistently and is a role model for others.</i>
Follows Directions	<i>The student frequently has difficulty following directions daily without constant redirection.</i>	<i>The student occasionally needs reminders on the directions that have been given.</i>	<i>The student follows directions without reminders or redirection.</i>	<i>The student consistently follows all directions given and is able to assist others with those directions.</i>
Accepts Responsibility	<i>The student frequently has difficulty accepting responsibility and needs redirection.</i>	<i>The student occasionally needs to be reminded of his/her responsibility.</i>	<i>The student accepts responsibility with minimal reminders from adults.</i>	<i>The student consistently accepts responsibility without any reminders from adults.</i>
Works Independently/Cooperatively	<i>The student frequently has a difficult time working independently and/or cooperatively.</i>	<i>The student occasionally needs to be redirected when working independently and/or cooperatively.</i>	<i>The student works independently and/or cooperatively with minimal redirection.</i>	<i>The student consistently works independently and/or cooperatively with on task behavior and rigor to complete the assignment(s) given.</i>

Citizenship Grade:

O (Outstanding): 0-3 infractions

S (Satisfactory): 4-6 infractions

N (Needs Improvement): 7-9 infractions

U (Unsatisfactory): 10+ infractions
(3+ Office Referrals)

14 Practical Tips for Managing Redos in the Classroom

1. Ask students who redo assignments to submit the original attempt with the new one and to write a brief letter comparing the two. What is different, and what did they learn as a result of redoing the work?
2. Reserve the right to give alternative versions of the assessment if you think students will simply memorize a correct answer pattern or set of math answers. Don't be afraid to make the redone versions more demanding.
3. Announce to students and parents that redos are permitted at teacher discretion. This means that students and parents may not take the redo option for granted.
4. Require students to submit a plan of relearning and to provide evidence of that relearning before work can be redone. This includes creating a calendar in which students list day-by-day what they will do to prepare.
5. If a student doesn't follow through on the relearning steps he or she promises to do, ask the student to write a letter of apology to you and to his or her family for breaking the trust.
6. Require parents to sign the original, poorly done versions of assignments so they're aware that their children have required multiple attempts to achieve the standard. (If there is neglect or abuse in the home, of course, remove this requirement.)
7. After two or three redo attempts, consider shelving the push for mastery of this content for a few weeks. Either the student is not ready to reach the standard, or we're not creative enough to figure out how to teach him or her. Take a break and pursue this content in a later unit of study.
8. If the same student repeatedly asks for redos, something's wrong. The content is not developmentally appropriate, there are unseen issues at home, or perhaps there's an undiagnosed learning disability. Investigate.
9. Choose your battles. Push hard for students to redo anything associated with the most important curriculum standards and less so with work associated with less important standards.
10. Allow students who get Cs and Bs to redo work just as much as students who earn Ds and Fs. Why stand in the way of a student who wants to achieve excellence?
11. If report cards are coming up and there's no time to redo something to change the grade, report the lower grade and assure the student that he or she can learn the material the next marking period. If the student demonstrates improved mastery, submit a grade change report reflecting the new, more accurate grade.
12. For the sake of personal survival, you may choose not to allow any retakes or redos the last week of the marking period as you're closing down the grade book and doing report cards. For eight weeks, you're Mr. or Ms. Hopeful, but for that one week, it's OK to protect your sanity and personal life. You can allow students to learn the material and have their grade changed later.
13. Replace the previous grade or mark with the most recent one; don't average the two attempts together. The A that a student earns on his fifth attempt at mastery is just as legitimate as the A earned by his classmate on the first attempt.
14. Unless an assessment is complex and interwoven, allow students to redo just the portions on which they performed poorly, not the entire assessment. (To assist with this, consider standards-based grading on your assessments; record the standards or outcomes being assessed at the top of the assessment and provide a separate score for each standard.) Separating standards in this way saves time for both the teacher and the students. Some redos can be a 10-minute interview at the teacher's desk while the rest of the class works on something else.