

High School Grading Practices Guidelines



CONESTOGA VALLEY SCHOOL DISTRICT
2110 Horseshoe Road
Lancaster, PA 17601

Revised
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INTRODUCTION

Following are grading practices that research has shown to be important for student success. These guidelines are designed to create a consistent system for determining and communicating academic progress of students. If these grading practices guidelines are implemented consistently by all staff members, it is believed that the result will be -- enhanced student learning, improved academic performance, greater student success, and more effective communication with all stakeholders.

HIGH SCHOOL GRADING PRACTICES

Source of the Grade: Since grades are a representation of how well the student understands what a teacher expects him/her to know and be able to do, grades shall rely mostly on summative assessments that measure the student's achievement of the learning goals. Grading practices shall then be related directly to stated learning goals (district/department and state standards) and provide an accurate reflection of a student's academic performance. Academic behaviors will be determined by each department to reflect the unique needs and characteristics of departments.

A student's grade may be based on a combination of summative and formative assignments whereby summative assignments should account for at least 85% of the grade and formative assignments may account for no more than 15% of the grade. Students should be informed as to which category the assignment falls at the time it is assigned.

Formative Assessments: Formative assessments are used to inform the success of instruction and can play a part in the student's grades. Formative assessments are designed to help the students and teachers identify areas needing improvement. Grades help the student understand what is needed to reach proficiency. They also help the teacher determine student progress toward achieving the stated goals (district/department and state standards) and provide assistance with identifying instructional needs and planning instructional strategies. Homework assignments may be formative or summative.

Summative Assessments: Summative assessments evaluate the extent to which a student has achieved knowledge of the stated goals (district/department and state standards). These typically occur at the conclusion of a period of instruction or when a teacher has completed instruction related to the stated goals. Students will be notified prior to all summative assessments.

Departments will implement common assessments such as: benchmarks, unit assessments, district assessments, final exams, etc. Selection and development of assessments will occur at the department level.

Teachers should share with students, verbally and in writing, what it is they are expected to know and be able to do at the conclusion of a specific unit of study. These stated learning goals (district/department and state academic standards) should come directly from the planned course upon which all instruction and assessment should be based. Consider providing an opportunity for reassessing after remediation has occurred.

Syllabi: In order to communicate, clarify, and reinforce expectations related to the high school's grading practices, individual department requirements, and teacher requirements, every teacher is required to provide each student with a course syllabus using the district approved template (see Appendix A).

Teachers will be required to include the grading practices on their course syllabi. Departments have the flexibility to be less rigid but not more rigid than what the high school grading practices require. Each department will establish guidelines that support this plan.

Source of the Grade - Application:

- *Grades are a reflection of what the student is able to know and do as a result of participating in an educational experience.*
- *Grades can be a combination of Summative (no less than 85%) and Formative (up to 15 %) assignments/assessments.*
- *Common assessments should be used by departments to ensure a common experience and common data collection.*
- *Students need to know what is expected of them.*
- *Consider reassessing students after remediation.*
- *A Syllabus is required for each course at the high school.*

Effort & Participation: Reporting student behavior is important and necessary. Teachers will report student Work Habits on the report card by utilizing the following scale: O – Outstanding; S – Satisfactory; N – Needs Improvement; or U – Unsatisfactory. Teachers will use a department-approved rubric to determine work habits.

Quantifiable behaviors evaluated on a rubric to calculate effort and participating are acceptable source of grades. Turning in lab fees, signed forms, etc. are not appropriate sources for grades. However, these behaviors can be reported separately in the comments or Work Habits section of the report card.

Teachers are encouraged to provide comments on the report card. Students with a failing grade must have comments provided by the teacher on the report card indicating the cause of that failing grade.

Extra Credit: It is left to the teacher's discretion whether to offer extra credit. All extra credit must, however, be academically based and assess knowledge and/or skills. A student will be permitted to earn no more than two percentage points to boost a grade.

Effort & Participation - Application:

- *Teachers must use the Work Habits score and encouraged to use comments on the report card to communicate student behavior, unless the student is failing then the comments are required.*
- *Grades must be based on quantifiable sources.*
- *A student will be permitted to earn no more than two percentage points to boost a grade.*

Late & Missing Work: Teachers may set due dates for graded assignments that will be part of the student's grade, and they may exempt students from penalties. Since assignments are drawn from the district curriculum (district/department and state academic standards), it is important for all students to know the information from the assignment. As a result, students will be expected to complete all required assignments.

Late Work: If summative assessments do not meet the set due date (barring absences), assessments may be reduced 10% each school day that the assignment is late.

Missing Work (Absent): Scholastic work missed as a result of excused absence, for disciplinary reasons or for unexcused absence of less than 4 days may be made up according to the following guidelines: For every day a student is absent (not to exceed five consecutive days), he or she will be allowed two days to make-up missed work. Any student missing more than five consecutive days must request work to be sent home through the assistant principal's office. Work missed because of approved educational trips may be made up regardless of length of absence.

Missing Work (Incomplete): Students are expected to complete all required work. In the electronic grade book, "I" will be used to represent incomplete work. In order to avoid inflated/misleading grades throughout a grading period, "I" will be calculated as a zero until the "I" is updated. Incompletes must be changed if the student completes the work. Additionally, zeroes can only be assigned permanently after exhausting the time allotted for late and make-up work as outlined in this document (see Late Work above). After the marking period ends, incomplete assignments ("I" in the grade book) must be changed to "0" to calculate the student's final grade.

Late & Missing Work - Application:

- *Teachers may set due dates.*
- *Students that turn in work past the due date may have 10% per school day removed from their score.*
- *Absent students have two days for every one day absent to make up the work without penalty.*
- *Students may make up any work from less than four unexcused absences.*
- *Incomplete assignments (barring absences) will be recorded in the electronic gradebook as an "I" which equals a zero until the assignment is completed or the allotted time for completion is exhausted. Incomplete assignments are subject to teacher/team procedures for the missing work.*
- *"I" must be converted to "0" to calculate the student's final grade.*

Reporting Grades: Current grades will be posted on the district's Sapphire Community Portal for Parents. Every two weeks, students without access to the Sapphire Community Portal for Parents will be provided a printed copy of their grades in each class (if requested by parent).

Parent Contact: Maintaining strong communication with the parents and/or guardians of our students is a key factor in their success. Therefore, if a student's grade falls below a 65%, the teacher will communicate his/her concern with the student and directly to the

parent/guardian by phone or email. The teacher will also communicate a list of these concerns with the guidance office and his/her direct supervisor by recording the parental contact in Sapphire's Communication Manager. By communicating concerns early with the aforementioned people, the team can circumvent any issues before these issues result in the student's failure of the course.

Report Card: Since the grade is a reflection of the student's knowledge of the stated learning goals (district/department and state standards), student behaviors should be reported on the report card as a Work Habits grade. Comments on the report card can also indicate how a student is behaving. Teachers should provide comments on the report card. Students with a failing grade must have comment(s) provide on the report card indicating the cause of that failing grade.

Transcript: A summary of the High School experience, listing student attendance, courses taken and final grades/credits earned, GPA, class rank, and graduation date. It also includes a variety of standardized test scores such as ACT, SAT, and Keystone Exams. On the reverse side of the transcript, the student may self-report extracurricular activities and awards/recognitions earned.

Grading Scale: A+= 98-100; A= 92-97; A-=90-91; B+=88-89; B=82-87; B-=80-81; C+=78-79; C=72-77; C-=70-71; D+=68-69; D=62-67; D-=60-61; F=Below 60.

Electronic Gradebook Values: To facilitate clear communication of grades to parents with a multitude of teachers using the electronic gradebook and Sapphire Community Portal for Parents, it is best to have a standard set of values for scores as set in the preferences tab of the electronic gradebook. Please note: If teachers copy over their assignments from the previous electronic gradebooks, they need to make sure they update the due dates of all the assignments.

Medical (M): As noted, an Incomplete (I) as a final grade must be converted to a numeric/letter grade when the allotted time for completion is exhausted. Under the direction of the principal only, the teacher may assign a final grade of "M" to indicate a long term medical condition prevented the final grade calculation. The medical designation may remain indefinitely.

Teacher Preferences (*Must be set by the teacher under "Options", "Preferences"*)

- "I" Incomplete = Zero - This can be changed if the student completes the work. *Note: All "I" must be changed to "0" after the end of the marking period to calculate student grades.*
- "Blank Grades" = Excused – This will not impact the student's score and can be entered at any time.

Pre-Set in Gradebook

- "Abs" Absent = Excused – This will not impact the student's grade and can be entered when the student returns or become an "I" if incomplete.

- “Ex” Excused = Excused – The expectation is that this assignment will be ignored for grade calculations.

Noting Accommodations without an IEP: Students without an IEP may receive standard testing accommodations such as small group, extended time, reading text aloud to self or an adult, or sitting in a distraction free location without penalty. Accommodations provide students with alternative means of instruction or assessment based on individual needs but are not modifications to the curriculum. Accommodations will be documented and shared with professional staff via district or departmental guidelines.

Noting Modifications without an IEP: The classroom teacher, as part of an instructional team, will work with the Subject Area Supervisor to identify students and determine what types of modifications will be made in the course(s) in which they participate. Modifications alter the curriculum and without an IEP must be documented and communicated to the professional staff as well as the parents.

IEP & ELL: Use of teacher-developed accommodations/modifications, which promote student success, should be implemented in accordance with the student’s IEP. Likewise, grading ESL students should occur in conjunction with support from the ESL department; the teachers will develop and implement accommodations/modifications which promote ELL student success.

Reporting Grades - Application:

- *Teachers will maintain their Sapphire Gradebook using building wide definitions for grades and lettered values such as “I”, “Abs”, etc*
- *M = Medical may be assigned indefinitely as a final grade but only with principal permission.*
- *Teachers will make meaningful contact with parents if the student’s grade drops below a 65%*
- *Work Habits and comments will be used to convey student behaviors.*
- *Document and communicate accommodations and modifications for non-IEP students.*
- *Implement the accommodations and modifications outlined in IEPs and advocated by the ESL department.*

Appendix A

CONESTOGA VALLEY HIGH SCHOOL

Course: Class Name

Teacher: Teacher Name

Phone: (717) 397-5231 ext. 0000

E-Mail: teacher_name@conestogavalley.org



Course Syllabus

Course Description and/or Objectives: (This may be from the course selection booklet or written by the instructor.)

Resources:

- Examples: Textbook, Calculator, Novels, Supplies, Attire, etc.

Student Behavioral Expectations and/or Academic Responsibilities:

- Examples: Be on time for class, respect, pass procedures, dress for class, etc.

Other Course Information:

- Examples: Calculator Use Policy, Plagiarism Policy, Textbook Replacement Costs, Laboratory Fees, Dress Code (P.E.), etc.

Department Grading Practices: Procedures for calculating grades (Place your procedure here for calculating marking period grades. Remember the 85% summative and 15% formative guideline.)

- Formative Grades (Not to exceed 15% of MP grade): Pretests, homework, projects, classwork, discovery labs, formative essays, etc.
- Summative Grades (At least 85% of MP grade): Tests, quizzes, long-term projects, long-term homework, lab reports, science fair, summative essays, etc.

Final Course Grade:

- Examples: Tests, Quizzes, Essays, Project, Speeches, Presentations, Lab Reports, Research Reports, Independent Practice, Homework, Class Preparation, etc.

Keystone Class Note: *Students must score at least “Proficient” on the Keystone Exam to graduate from CVSD. If they score “Basic” or “Below Basic”, students must take a remediation course and re-take the Keystone Exam until they are proficient or complete the State Mandated Project.*

Late Work: If summative assessments do not meet the set due date (barring absences), assessments may be reduced 10% each school day that the assignment is late.

Missing Work (Absent): Scholastic work missed as a result of excused absence, for disciplinary reasons or for unexcused absence of less than 4 days may be made up according to the following guidelines: For every day a student is absent (not to exceed five consecutive days), he or she will be allowed two days to make-up missed work. Any student missing more

than five consecutive days must request work to be sent home through the assistant principal's office. Work missed because of approved educational trips may be made up regardless of length of absence.

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Extra Credit: Given very infrequently and only at the teacher's discretion.

Work Habits Grade: Students will receive an O (outstanding), S (satisfactory), N (needs improvement), or U (unsatisfactory) based on the following guidelines:

- **Outstanding:**
 - ✓ Course work is consistently completed in an exemplary fashion.
 - ✓ Student exhibits leadership during group/class discussions.
 - ✓ Student is a role model of respectful and cooperative behavior.
 - ✓ Student is enthusiastic about learning.
 - ✓ Student consistently demonstrates quality lab/field work.
- **Satisfactory:**
 - ✓ Course work is completed.
 - ✓ Student participates in group/class discussions.
 - ✓ Student is respectful and cooperative.
 - ✓ Student maintains a positive attitude about learning.
 - ✓ Student does well during lab/field work.
- **Needs Improvement:**
 - ✓ Course work is completed inconsistently.
 - ✓ Student marginally participates in group/class discussions.
 - ✓ Student is not disruptive but lacks participation.
 - ✓ Student positive about learning yet inconsistent in performance.
 - ✓ Student inconstantly performs during lab/field work.
- **Unsatisfactory:**
 - ✓ Course work is incomplete.
 - ✓ Student detracts from group/class discussions.
 - ✓ Student is disruptive, disrespectful, or uncooperative.
 - ✓ Student displays a negative attitude about learning.
 - ✓ Student does not demonstrate good work habits during lab/field work.