

Secondary Grading Policy

Rationale: The necessity for this policy grows out of a desire to bring consistency to grading practices, to hold students accountable for the production of high quality work, and to make clear that the purpose of grading is to indicate the degree of attainment of academic expectations. Thus, grades must be related to the attainment of grade span expectations, grade level expectations or the curriculum of the Chariho Regional School District.

Purpose of Grades: All grading practices adopted by faculty of the Chariho Regional School District 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 achievement status against grade span expectations, grade level expectations or the curriculum of the Chariho Regional School District to students, parents, and others during and at the conclusion of each grading period.

Communication with Students and Parents: At the beginning of each course and following approval by the principal or his/her designee, teachers must share grading practices with students and parents. This communication must be in writing and include (1) purpose of grades, (2) weighting of the various assessments, (3) determination of final grades, (4) assessment retake guidelines (if any), (5) late work penalty (if any), (6) timeliness incentive (if any), (7) incomplete and missing work procedures, and (8) homework policy. Parents must receive a logged communication from the teacher whenever the degree of attainment of academic expectations falls below 70%; communications will begin following the first significant assessment. Grades for short assignments will be recorded in PowerSchool within one week of receipt from students; grades for more substantive assignments will be recorded within two weeks of receipt from students (except when grade reporting is required for the close of a marking period). It is the responsibility of parents to access information about student grades and assignments by utilizing PowerSchool.

Grading Factors: Grades will accurately reflect what students know and are able to do. Unless specifically part of the curriculum, behavior, class participation 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, unit assessments, district assessments, performance tasks, major projects, research papers) which measure large chunks of learning. *Additional learning opportunities for extra credit may be offered to all students when these opportunities extend learning that directly aligns with course curriculum.

Student Citizenship: The citizenship grade shall include factors related to student effort, punctuality, participation, conduct, and responsibility. The citizenship grade shall be assigned for all classes according to following scale.

H	Honorable
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Weighting of Grades: Generally, assignments fall into two categories. The first, which includes a combination of homework (no more than 15%), quizzes, daily assignments, reviews, warm-ups, and similar short assessments FOR learning, may together count for no more than 35% of the final grade. The second, which includes major course assessments (25%), quarterly common assessments, unit assessments, district assessments, performance tasks, major projects, research papers, and similar more substantive, summative assessments may together count for no less than 65% of the final grade. *There must be consistency in terms of categories into which assignments fall and to the weighting of grades.

Multiple Assessment Opportunities: *Students may be provided with more than one opportunity to show what they know and are able to do 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. (Reassessments for Major Course Assessments are governed by the Academic Requirements for High School Graduation Policy.)

Determination of Final Grades: Making a grading determination at the close of a quarter, semester or year involves more than calculating a simple average. Professional judgment must be used in considering the total body of achievement evidence to be certain that the final summative grade accurately measures the degree of attainment of grade span expectations, grade level expectations or the curriculum of the Chariho Regional School District. Therefore, with appropriate justification, teachers may override the average grade.

Meaning of Grades: Generally, grades assigned at the secondary level are determined in one of two ways. First, grades reflect percent correct. In this case, a simple numerical grade is assigned. Second, grades may be based upon a rubric or other scoring criteria. In this case, a translation to a numerical grade may be necessary. In both cases, grades are based on a 100-point scale; the possible range of scores on any individual assessment is from zero (0) to one-hundred (100). For the purpose of providing definition to quarterly summative numerical report card grades, the following scale shall be used:

A	90-100
B	80-89
C	70-79
F	50-69

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 completion of quality homework products. Homework, as defined by this policy, may count for no more than 15% of a student's quarterly grade.

Incomplete and Missing Work: When work is missing or incomplete (and the missing or incomplete work is not allowed by another policy), an M (missing) will be entered in the electronic grade book. Students have until five school days before the final day of the quarterly marking period to submit missing or incomplete work; seniors during the fourth quarter have until two days before the final instructional day. When submitted, such work will be graded so as to indicate the degree of attainment of academic expectations; a late work penalty may be

applied. If missing or incomplete work remains during the period of four or fewer days before the end of the quarter or if work is not submitted when due during this period, a zero (0) will be entered for all such work.

Student Accountability for Incomplete and Missing Work: Each secondary school will develop an internal procedure, which must be approved by the Superintendent, to minimally include the following:

1. The principal (or designee) will review a listing of all students with missing or incomplete work on the final school day of each school week. Homework, as defined by this policy, shall not be included. Parents will be notified.
2. The student will lose all privileges including, but not limited to, participation in extracurricular activities and use of student parking.
3. The student will be assigned detention, extended school day, or supervised work day, as is determined by the length of time needed to complete incomplete and missing work.
4. Penalties will be lifted following the submission of a quality work product, as determined by the teacher or another member of the department, or after a specified period of time.

Specific school practices and procedures for incomplete and missing work must be communicated to students and parents at the beginning of each semester.

Refusal to Complete Work: When a student is present and refuses to complete work, the Behavior Code will be applied.

Penalty for Late Work: *A late work penalty of no more than 10% may be applied. In spite of the possible 10% penalty, in no case shall the grade for late work exceed the minimum proficiency grade of 80%. The penalty must be uniformly applied to all students; consideration must be given to other policies, such as the attendance policy. The penalty for late work must equal the incentive for timeliness.

Incentive for Timeliness: *A timeliness incentive of no more than 10% may be applied when all work for a quarterly marking period is submitted on time. The incentive must be uniformly applied to all students; consideration must be given to other policies, such as the attendance policy. The incentive for timeliness must equal the penalty for late work.

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.

*These policies must be consistently applied. Therefore, policy consensus must first be attempted at the school level. If this is not possible or practical, policy consensus must be attempted as follows and in the following order: For the Middle School, first grade, then team. For High School grades 10-12, department; for grade 9, first grade, then team.

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