

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 standards as indicated in the curriculum of the Chariho Regional School District.

Purpose of Grades: All grading practices adopted by the 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 to students and families, the achievement status against the instruction and curriculum of the Chariho Regional School District to students, parents, and others during and at the conclusion of each grading period. In combination with instruction, reteaching, feedback, and assessment, students, parents, and others will have a strong understanding of how students have measured against the standards set forth in the curriculum through instruction reteaching, feedback, and assessment.

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 procedures, (6) incomplete and missing work procedures, (7) homework policy, and (8) instruction for parental access to grades and the school's learning management system. Parents must receive a logged communication via email/phone call from the teacher when a student first falls below the degree of attainment of academic expectations (below 70%); communications will begin following the first significant assessment of each quarter. Teachers will document all communications sent to families. Grades for short assignments will be recorded in PowerSchool within one week of receipt from students. Grades for all other assignments will be recorded in PowerSchool no later than two weeks after the student submits the assignment (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 and the school's learning management system.

Grading Factors: Grades will accurately reflect students' knowledge and the ability to apply that knowledge. Unless specifically part of the curriculum, behavior, class participation and/or attendance, attitude, attendance at an event, 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, common assessments, unit assessments, district assessments, performance tasks, major projects, research papers) which measure important learning.

Student Learner Qualities: The Learner Qualities rating will be implemented at the High School and at the Middle School. Students will be rated on five learner qualities:

Self-Directed Learner

Learners take initiative and are active participants in the learning process. Learners make meaning by linking their story, their new learning and their purpose. Learners carefully plan their learning journey.

Quality Producer

Learners create organized and professional products. Learners always wonder about why and how. Learners take risks and explore in order to arrive at new solutions.

Collaborative Worker

Learners work together, especially in a joint intellectual effort. Learners fight for inclusion and work to ensure all voices are represented and heard.

Respectful Citizen

Learners are positive participants who engage others in the academic and social aspects of work. Learners have a sense of belonging, of being part of a learning community at school, at work, at home, and in social networks.

Growth Mindset

Learners recognize that effort creates ability. Learners know that those who work, learn. Learners demonstrate an openness and readiness to learn and understand that they are in control of their own destiny.

GRADES 5-8:

At the Middle School level, core content teachers, based on grade levels, will rate Learner Qualities as a collaborative team, with one rating for each Learner Quality for all core content classes. At the close of each semester a student will receive an overall rating. This rating will be reported on the student's report cards. Unified Arts/PE teachers, based on grade levels, will rate Learner Qualities in each class at the close of each semester, with an overall rating reported on each student's report cards. Beginning in the school year 2021-22, the implementation of Learner Qualities will consist of a staggered roll-out in grades five and six. Grade five students will be rated on one Learner Quality in semester one and two Learner Qualities in semester two. Grade six students will be rated on three Learner Qualities in semester one and five Learner Qualities in semester two. Grades seven and eight will be rated on five Learner Qualities in semesters one and two. Learner Qualities will be rated as "Meets", "Approaching", or "Does Not Meet".

GRADES 9-12:

At the High School level, students will be rated on five learner qualities in each class at the close of each semester, with an overall rating reported on the student report cards. Learner Qualities will be rated as "Meets" or "Does Not Meet".

The Weighting of Grades: Generally, assignments fall into two categories. Learning assignments may count for no more than 50% of the final grade. Learning assignments consist of quizzes, daily assignments, reviews, warm-ups, other similar short assessments, and/or homework. Homework may count for no more than 15% of the learning assignment portion of the final grade. Assessment assignments shall account for no less than 50% of the final grade. Assessment assignments consist of common assessments, unit assessments, district assessments, performance tasks, major projects, research papers, and similar substantive, summative assessments.

GRADES 5-8:

Each quarter will count as 25% of the total year grade. Quarterly Common Assessments will be given to classes with the option of high school credit and will be weighted at 20% of the quarter grade.

GRADES 9-12:

Each quarter will count toward 40% of the total semester grade and the major course assessment will count towards 20% of the final semester grade. There must be consistency across each department in terms of categories into which assignments fall and to the weighting of grades.

Course AssessmentsGRADES 5-8:

Multiple Assessment Opportunities: Students may be provided with more than one opportunity to show their knowledge and the ability to apply that knowledge 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.

GRADES 9-12:

Multiple Assessments Prior to a Summative: Students will be provided with more than one opportunity to show their knowledge and the ability to apply that knowledge prior to a summative assessment.

Re-assessments:

For the learning assignments, reassessment opportunities may be provided, if and when reassessment criteria have been met. While these opportunities must be offered to all students who meet reassessment criteria, they must always follow reteaching. There must be consistency within each department in terms of reassessment criteria. For the second category of assignments, including summative assessments, opportunities for reassessment may be provided, if appropriate for the type of assessment. Some types of summative assessments may not be eligible for reassessment. Each Department shall develop clear and consistent reassessment criteria and these criteria will be approved by the high school administration. 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 standards as indicated in the curriculum of the Chariho Regional School District. Therefore, with appropriate justification, teachers may override the average grade.

At the close of a marking period, an incomplete (INC) may be issued by the principal or designee if there are insufficient grades available due to extenuating circumstances (e.g., medical, withdrawal from school) to determine the achievement of standards as indicated in the curriculum.

Unless directed by the principal or designee due to extenuating circumstances, a grade for an incomplete (INC) must be entered as a final record within two calendar weeks of the first day of the succeeding quarter/marketing period.

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 definitions 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

Honor Roll: At the High School, students will qualify for High Honors when their semester average for all courses is a minimum of 90%, with no single grade less than 85%. Students will qualify for Honors when their semester average for all courses is a minimum of 85%, with no single grade less than 80%.

At the Middle School, students will qualify for Honors when their quarter average for all courses is a minimum of 85%, with no single grade less than 80%.

Extracurricular Accountability: Please see the Student Handbook Governing Athletics and Extracurricular Activities for academic eligibility requirements.

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 production 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 for Students in Grades 6-12: When graded work (not including homework) 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 will have until five school days before the issuance of quarterly progress reports and five school days before the end of the quarter to submit missing or incomplete work. The quarterly progress report date, as indicated on the school calendar, the quarterly progress report date will apply when work is due during the first half of the quarter. The end of the quarter date, as indicated on the school calendar, will apply when work is due during the second half of the quarter. Seniors during the fourth quarter have until five days before the final instructional day. When submitted, such work will be graded to determine the achievement of standards as indicated in the curriculum, a late work penalty may be applied. If missing or incomplete work remains during the period of four or fewer days before the issuance of progress reports or the end of the quarter (four or fewer days before the final instructional day for seniors during the fourth quarter), as appropriate, or if work is not submitted when due during this period, a zero (0) will be entered for all such work.

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

Late Work: The maximum grade for late work will not exceed 80%. This must be uniformly applied to all students; consideration must be given to other policies, such as the attendance policy.

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.

*The Chariho Alternative Learning Academy (CALA) is committed to following evidence-based best practices within alternative learning environments and all related grading procedures.

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