

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 standards as indicated in 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 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 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 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 and the school's learning management system.

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 the following scale, with phase-out of this component of the grading system in 2018-2019 at the High School and in 2019-2020 at the Middle School.

H	Honorable
G	Good
N	Needs Improvement
U	Unsatisfactory

Student Learner Qualities: The Learner Qualities rating will be implemented in 2018-2019 at the High School and in 2019-2020 at the Middle School. Students will be rated on five learner qualities in each class at the close of each semester, with a summary rating reported on student report cards. The following learner qualities will be rated as "meets" or "does not meet":

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. Learns 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.

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 (20%), 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 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 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, 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 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 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.

****Student Accountability for Incomplete and Missing Work for Students in Grades 6-12:** 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 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, guided study, or supervised work day, as is determined by the length of time needed to complete incomplete and missing work.
4. The missing work designation will be removed and privileges reinstated following the submission of a quality work product, as determined by the teacher or another member of the department.

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 in class and refuses to complete work, the Behavior Code will be applied.

Late Work: In no case shall the grade for late work exceed the minimum proficiency grade of 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.

*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 9 - 12, then department.

**These sections apply to all students enrolled in the Chariho Alternative Learning Academy.

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