

Athens Drive High School

Grading Plan

2015-2016

The grading Plan for Athens Drive High School has been developed according to School Board Policy # 2250 (see below) and addresses the following elements:

- Homework;
- Extra Credit Assignments;
- Submission of Late Assignments;
- Intervention Services including Academic Recovery Plans and Retests;
- Tutorial Attendance; and
- Assignment of Grades

Homework (refer to School Board Policy 5510 R and P):

- Homework is a vital part of any educational program.
- Homework should be assigned on a regular basis throughout the school year.
- The assignments should be purposeful extensions of the instructional program that the student is given for the purpose of review, practice, reinforcement, inquiry, and enrichment.
- Homework should never be assigned as “busy work” or as a form of punishment
- **Homework should not comprise more than 15% of the student’s nine weeks grade.**
- **It is recommended that each department and/or PLT group establish a guideline for homework for consistency.** This guideline might vary according to the academic level of the class.
- Guidelines for homework are the following:
 - Elementary-60 minutes
 - Middle School-90 minutes
 - **High School-120 minutes**

Assignment of Extra-Credit:

- Extra credit opportunities, if assigned, are to be used to enhance grades and must be connected to learning outcomes.
- **PLTs will determine extra-credit opportunities to be used. No teacher shall vary from the agreed upon “acceptable” assignments.**
- Under no circumstances, shall teachers use behaviors (supplying tissues, etc.) as extra-credit opportunities.

Submission of Late Assignments:

- Late work is defined as an assignment that a student has submitted late and not an assignment that has been done to make up work accrued during an absence.
- Late work does not pertain to tests, quizzes, or labs done in class, but to assignments done outside of class; i.e. homework, take-home tests, projects, etc.
- **Late work, including tests and quizzes, will be accepted up to 5 days prior to the end of the quarter.** Adjustments will be made if it is due within the final week before the end of the quarter.
- An appropriate amount of points (5 points per day) may be deducted because the work is late. The student’s grade shall not be assessed at less than **50%.**

- However, if upon submission, the student’s grade is assessed below a 50, that is the grade that will be recorded.
- A student will receive a “0” if the work is never submitted.
- **Note the exception: Using the same time-frame as above, all tests and quizzes can be made up for full credit;** however, if a test or quiz is not made up a “0” will be awarded. **The requirement for test corrections is still in place.**

Intervention Services including Academic Recovery Plans and Test Corrections:

- Any student who is failing a class must receive an Academic Recovery Plan no later than the end of the 1st or 3rd quarter. This plan must be developed in conjunction with the student and the parent/guardian.
- The Academic Recovery Plan will have the following elements:
 - Will be used in lieu of PEPs.
 - Will serve as intervention for a student who is failing a class.
 - Will outline a plan of action so the student can successfully complete the course.
 - Will allow the student’s first 9-weeks average to be raised to a level that allows the student to pass the class for the semester provided the student earns at least a **60** for the second 9-weeks.
 - Will encourage regular class attendance which includes punctuality.
 - Will encourage preparedness for class.
 - Will encourage class participation.
 - Will require participation in a minimum number of tutorial sessions that will be determined by the teacher
- **Brian Shaffer** is the Coordinator of Intervention Services. All ARPs will be submitted to him for review and follow-up. Additionally, copies of ARPs will be provided to the student’s counselor for follow-up.
- **Parents/guardians will be contacted and apprised of the development of an ARP. A copy of the ARP will be provided to the parent and the conversation will be documented on the ARP supplied to Mr. Shaffer and the guidance counselor.**
- **Mr. Shaffer will provide information regarding an “ARP Week.” During this time, teachers will review a student’s ARP with that student to determine progress and next steps.**
- **ARPs will be reviewed during the 3rd and 6th week of the quarter.**

Test Corrections:

- TEST CORRECTIONS is a generic term that encompasses any graded assignment. See next bullet.
- Any student will be allowed to do TEST CORRECTIONS (including quizzes) or to resubmit a project (including written assignments). They may earn up to 50% of the points missed.
- The purpose of Test Corrections and the re-submission of assignments is to give a student the opportunity to demonstrate mastery.
- **Before doing a “test correction,” the student should attend a tutorial prior to the 2nd assessment.**
- PLTs will determine if alternative assignments, such as projects, can be submitted for test corrections. No teacher shall vary from the agreed upon “acceptable” practice for that PLT.
- **Students who have received a 95 or above for an assignment do not have to be given the opportunity for “test corrections.” However, PLTs can decide if they want to provide test corrections for a student with a 95 or above.**

Tutorials:

- Tutorials will be offered twice per week during Smart Lunch in every subject area.
- Tutorials are required for every student regardless of grade in the class. They can meet this requirement by making up tests, receiving extra help, or by providing extra help to other students.
- Teachers are responsible for tracking each student's participation in tutorials and upon request must be able to provide documentation of student participation.
- A minimum of two (2) tutorials must be completed per quarter if the student has a C or better. A minimum of 3 (three) tutorials must be completed if the student has a D/F. The teacher may require more as needed.
- Tutorials must be assigned if a student has missing or late work.
- Student failing to attend mandated tutorials should be referred to their guidance counselor as well as Mr. Shaffer.
- No student should be given credit for a tutorial he/she has not attended or for attending another teacher's tutorial.
- **Tutorials will be counted as a quiz grade each quarter and should be recorded on PowerSchools as any other grade.**

Assignment of Student Grades:

- Grades should be a reflection of what a student has learned during the course of a class.
- Grades should be based on a variety of assessments. This would include some of the following activities: tests, quizzes, class participation, homework, and projects.
- There should be a minimum of one graded assignment per week.
- Grades are to be posted on PowerSchools weekly.
- How grades will be determined in your class should be a component of the syllabus and published.
- Students who are absent from class should be given a reasonable opportunity to make up work or turn in an assignment. Teachers should consider such things as length of absence and take into account that the student has other classes as well.
- Students who are receiving homebound instruction or are out for a long-term illness may require that the regular classroom teacher provide them assignments. They should be turned into guidance in a timely manner once they are requested.
- A student who is suspended from school may also make up missed assignments at no penalty.
- Grades/assignments for students should never be used as a means of punishment.
- **Grades will be calculated using the following parameters:**
 - **Semester grades will be calculated using WCPSS policy related to percentages associated with each quarter and exams.**
 - **Homework may not constitute more than 15% of the quarter grade.** The percentage will be determined by the individual department/PLT. There should be no variation within a PLT.
 - **Tests and other major assignments may not constitute more than 50% (60% for an AP class) of the quarter grade (unless approved by Dr. Hedrick or his designee).** The percentage will be determined by the individual department/PLT. There should be no variation within a PLT.
 - **The remaining percentages will be determined by individual departments/PLTs.** There should be no variation within a PLT.

- **In the case of homework or in-class assignments, each department/PLT will determine how it will be evaluated, i.e. graded or completion.** There should be no variation within a PLT.
- Rubrics should be developed by departments/PLTs for the evaluation of writing assignments and projects. There should be no variation on the rubric used within a PLT.
- Department chairs will review and approve each syllabus for the courses being taught that will go home with the students on the first day of school. If there are any questions, address them with the assistant principal who is assigned to your department.

School Board Policy #2250

Grades are an essential way to communicate student achievement. Student evaluations should reflect student progress as well as student achievement. Grades should be given in reference to a student's achievement of the learning objectives defined for the class, and should not be limited by the performance of other students in the class.

The principal will ensure the development and monitoring of a consistent school-based grading plan. Grade level, course teams, or departments (Professional Learning Teams) must establish consistent grading processes. The school-based grading plan established by the principal must include, but is not limited to, components to communicate expectations and processes for homework, missed work, prevention and intervention, and extra credit. Guiding principles and expectations for each component are described below.

A. STUDENT ACHIEVEMENT AND PROGRESS

The district's grading guidelines prohibit teachers from using grading practices that are punitive in nature or which make it difficult, if not impossible, to recover from isolated incidents of non-compliance (e.g. a missed homework assignment or one low grade on a test during a marking period). Grading practices will be based on factors directly related to the learning objectives and will reflect appropriately students' academic mastery of their learning objectives.

1. **Homework**
Homework should be used to reinforce and support mastery of learning, and when appropriate and possible, should be differentiated for students depending on their mastery of the objectives. Homework practices should be in compliance with Board Policy/R&P 5510.
2. **Missed Work**
Students will be expected to make up missed work. The school-based grading plan shall include procedures to make up missed work for credit to a level as described by the plan. Professional Learning Teams (PLT) shall develop and consistently implement common grading procedures for missed work and will communicate the common grading procedures to parents and students in writing as directed by the principal. Grade penalty should be determined by PLTs and approved by the principal.
3. **Prevention/Intervention System**
For students at risk of academic failure, schools will develop a prevention/intervention system that provides students additional time and support to be successful. The system will include opportunities for additional learning, assessment of learning and grade recovery to support prevention/intervention efforts. PLTs will develop systematic ways for students to be re-assessed on their learning.

4. Extra Credit

Extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLTs.

B. REPORTING SYSTEMS

1. K-5 GRADING SYSTEM

In grades K-5 students are evaluated on standards based grading scale. The student performance levels of 1-4 indicate whether students have met the expectations set by the state in the Standard Course of Study. The student performance levels are defined as follows:

- Level 4 – Exemplary
- Level 3 – Proficient
- Level 2 – Approaching Proficiency
- Level 1 – Non-Proficient

Grades are provided twice a year for weekly special classes as art and music, instead of quarterly.

Classroom behaviors are reported separately. In Kindergarten classroom behaviors are separated into two categories, personal/social development and work habits. In grades 1-5 the behaviors are separated into work habits and conduct. Each behavior is rated according to the following scale:

- 3 – meets expectations
- 2 – inconsistently meets expectations
- 1 – does not meet expectations

2. 6-12 GRADING SYSTEM

In grades 6-12 students earn letter grades of A, B, C, D, or F on their report cards. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = 90 - 100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0 – 59
- I = Incomplete

While a student should receive a grade whenever possible, the teacher may issue an “Incomplete” (I), with principal approval, when students are unable to complete assignments that are major components of the grade. Students must adhere to the teacher’s plan for completing those assignments or the grade will revert to the original grade. Incompletes will not be used for 4th quarter grades.