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## GRADING POLICIES, LATE WORK & PROMOTION

### Grades & Progress Reports

- Official progress reports are given to families four times a year - November progress reports, February Semester grades, April progress reports and June semester and final grades. Official grade distribution days each year are listed on the SOF calendar and shared in family newsletters.
- Students receive grades on a number scale from 0-100 and grades below 65 are failing.
- Middle School final grades are annualized and are an average of first and second semester.
- High school final grades and credits are awarded each semester in February and June.
- We have Family conferences in December and April to discuss student progress reports with students and families.
- Families receive Danger of Failing notifications with the November, February and April progress reports if their child is failing (below 65) or in danger of Failing (65-73) so we can collaborate on support plans.

### Grading & Late Work Policies & Practices

All teachers keep their gradebooks on Skedula/pupilpath so that students and families can see grades at any time.

Administration has some school wide criteria and policies around grading and late work that teachers use to guide their own policies (see below). **According to DOE**

**Academic Policy, all teachers must put their grading and late work policies in writing and share with students and families.**

***School Wide Grading Policies:***

1). To promote transparency and clarity about student progress, gradebooks are composed of Skills and Content Achievement Categories as opposed to Assignment Categories like homework, classwork, tests, etc. Most academic departments have developed common categories all teachers use and the teachers then assign the weights of the categories. Work Habits/Independent Practice Categories cannot be weighted more than 30% in the Middle School or 15% in the High School.

2). The categories are considered either 'achievement'/'substantial' or 'work habits'/independent practice'. The 'achievement'/'substantial' categories directly reflect the repeated skills and content laid out in teachers' Curriculum Maps and Unit Plans and should be graded on a rubric that is clear to students. So, student grades in 'achievement'/'substantial' categories should reflect a range between 0 (if it is never turned in) and 100 or 0 (if it is never turned in) to 4 or 5 for a rubric scale. Rubric scores are converted to numerical grades.

3). Each grading category must contain at least four indicators a quarter. These can range from large assignments or assessments like papers, projects or tests to smaller tasks like exit cards. These assignments should be spread out over time, so students have opportunities to improve.

4). Teachers should not have more than eight ungraded assignments at any time and should update gradebooks at least every other week so that students receive consistent feedback on their progress.

5). Indicators that make up students' grades should be diversified so students with different strengths have fair opportunities to demonstrate their progress.

6). MS & HS Special education teachers should develop alternative assessments for students with IEPs to gauge the same skills and content when applicable. For example, students who struggle expressing themselves in writing should not usually

be assessed with a writing task when writing itself is not be assessed. Overall, students' IEP goals and psychoeducational needs must be adhered to for their grades to be considered fair.

The few Middle School Special Education students with modified promotion criteria must be graded by first filling out the DOE Common Core Learning Standards Checklist: Developing and Evaluating Modified Promotion Criteria by the fall and are then graded accordingly.

7). Students cannot be graded on behavior. We have a Dean and a Restorative Justice system that is the appropriate place to hold students' accountable for conduct.

***School Wide Late Work Policies:***

Each teacher can decide how long s/he will give students to turn in late work. These deadlines must be put in writing and made as transparent as possible.

1). Teachers can deduct points as a penalty for late work, but cannot deduct more than 20% of an assignment in an 'achievement/substantial' category if the work meets the articulated late work policy.

**Again, penalties and deadlines for late work must be put in writing and made as transparent as possible.**

\*\*\*Special Education & 504 students should have late work policies that reflect extended time designations on their IEPs or 504s.\*\*\*

2). When students miss deadlines because work is late, teachers put '**0**' in Skedula as a placeholder and to communicate to families that the work needs to be made up. These then become zeroes if the work isn't turned in in accordance with the stated late work policy or are graded according to the guidelines above.

3). When students are absent, they should be given a reasonable amount of time to make up work for full credit. An '**AB**' should be recorded in pupilpath as a placeholder until the student makes up the work or replaced with a zero if the extended deadline has passed. Students should mostly rely on classmates, pupilpath and/or class website resources to keep up with work when they are absent, but may need

extra help as not being in class can place work out of context. Only when students have extended, excused absences, packets of work should be sent home to supplement pupilpath/website resources. Finally, when students have extenuating circumstances, teachers can edit the 'make up' list to focus on the most salient assignments.

### **MS Summer School & Holdovers**

6th or 7th grade students may be mandated or recommended for summer school based on their State reading/math scores and/or their performance in class. 8th graders who fail any core class must attend summer school. It is important that teachers and guidance counselors communicate about students who need to attend summer school in a timely manner so families can plan accordingly.

### **High School Summer School & Holdovers**

HS students may be mandated for summer school for failing a course in either the first or second semester of the previous school year. A student is held over if they are down six or more credits at the end of the academic school year.

Teams and Guidance must have conversation with students and families throughout the year. Families receive Danger of Failing notifications with the November, February and April progress reports if their child is failing (below 65) or in danger of Failing (65-73) so we can collaborate on support plans.