

*******PARENTS PLEASE NOTE FOR END OF FIRST TERM 2015-16*******
GRADING POLICY

Below are the current and proposed changes to our grading policy. As we close in on the end of the term please note that any work that is not turned in by the deadline established by the teacher (end of the week, end of the unit, end of the term, etc.) will at that point turn an “incomplete” into a “zero.” Currently the scores that are “incomplete” do not affect the students overall grade. *However, when they become zeroes they may have a dramatic effect on the overall grade.* For example, a student may have turned in 3 assignments of the 10 assigned and done very well on those 3 (95% avg.) and their grade stands as an “A”. The other 7 are in the “incomplete” category and can be turned in up to the deadline established by the teacher. However, if they are *not* turned in by the deadline, and they become zeroes, the students overall grade suddenly drops from “A” to “F”. Please check your son/daughter’s grades carefully on Power School. If they have multiple incompletes and do not turn those in by the deadline, their grade will drop significantly.

Revised Grading and Assessment Practices

The LCASD has spent a considerable amount of time in studying our practices regarding grading and assessment and through this professional development we have made the decision to revise several of our current policies and practices. The rationale revolves around 4 major points

1. Bring honesty and consistency to our reporting process
2. Remove penalties for non-compliance
3. Use homework that promotes learning, not compliance
4. Separate academics & behaviors

Outlined below are the processes and practices that will be taken by all 7-12 educators to help assure that the above criteria reached.

2015-16 School Year

Remove Penalties for work turned in late

To promote learning and not compliance, student work turned in past a due date will not be marked down. If a student does not have an assignment completed on the due date, they will complete an *Incomplete Assignment Form (“Blue Sheet”)* and be provided with an opportunity to create a plan for when the assignment will be completed. This assignment will be marked with an “I” or “Incomplete” until the student completes the assignment.

Remove the use of Extra Credit

For the student who is interested in improving their grade, instead of providing the student with an “Extra Credit” worksheet or activity, teachers will provide the student with an opportunity to show mastery of a concept they struggled with. This mastery could be demonstrated by redoing an assignment or retaking an assessment or a portion of an assessment.

Future Implementation (Semester 2 of the 2015-16 School Year)

Remove Homework from the Academic Grade

The category of “homework” will be removed when calculating student’s academic grade. Student’s homework will not be entered into their academic grade due to the following reasons:

- It is difficult to consider homework as evidence of learning when we cannot be sure as to who has actually done the work.
- It can inflate and deflate student’s grades to inaccurately reflect what the student actually knows and can do
- Significant research (See John Hattie) research showed it had a low correlation between grading homework and student learning. (NOTE: This is not saying **doing** relevant homework does not impact learning!)

If an educator decides to keep track of student’s homework they may do so, by entering homework in as a 0% weight in the on-line grading program. This is a way to report to parents on a student’s work ethic that does not distort his /her grade. This allows the “grade” to accurately show what the students “knows.”

Remove using Zeroes

Using a Zero to indicate that a student has not turned in an assignment negatively impacts their grade significantly. Many students, especially those most at risk, don’t *care about* a potential zero. Faced with the choice to complete an assignment or take a zero, far too many students opt for the grading hit; thus, they render assignments “optional.” In these instances, grading homework becomes a measure of behavior and compliance rather than of learning. Instead of providing students with the score on the assignment, we will give students an “I” or “Incomplete” because we have no evidence that learning took place. The “I” or “Incomplete” will make the entire course “Incomplete” until the assignment is completed.

A zero will only be used if a student writes “I don’t know” on an assessment because they have provided no evidence of learning.

Provide all students with an Opportunity to Reassess

Every child learns differently and masters skills at a different time. To support this statement, students must be provided with an opportunity to be reassessed to show mastery of the content. By providing students with this opportunity, we promote an environment where **learning** is important and removes the variable of time from the learning equation. Students will be able to reassess, at a minimum, on all unit tests. Further opportunities to reassess will be to the determination of the PLC team. Students may only be reassessed on the areas or sections that they struggled with, not the

entire assessment. The higher of the two scores will be used in the student's grade. The two test scores will not be averaged.

Important: In order to be "eligible" to reassess, students must demonstrate that they have put effort into learning the material. Some of the ways that a student may demonstrate this is by correcting their assessment, completing additionally assigned questions, meeting with the teacher, etc.