

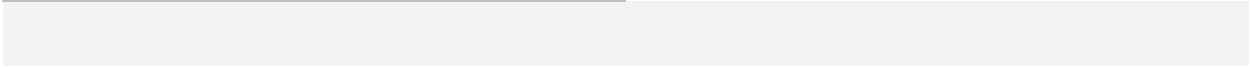
		Under Review
07/21/2015	07/20/2021	07/20/2021

The

The Reading and Learning Department of the Richmond County School System (the System) is authorized to devise a grading system for reporting student progress toward academic standards to parents/guardians and for recording the progress in each student's educational record.

[REDACTED]

practices and administrative procedures for grading and G [G re W* nl580.42 Tm 0 g 0 G [()] TJ ET Q q 0.000091



<ol style="list-style-type: none"> 1. Allowing students time to fully master a standard before grading. 2. Using multiple pieces of evidence to assess student learning. 3. Providing students opportunities to show a variety of forms what they know and can do. 4. Giving feedback on multiple formative assessments before giving a summative assessment. 5. Establishing reasonable due dates and timelines for assignments that will hold students accountable. 6. Providing relearning opportunities to all students and allowing all students to be reassessed. 7. Assigning grades based on individual achievement, not group performance. 8. Providing accommodations and modifications as specified in IEP and 504 plans. 	<ol style="list-style-type: none"> 1. Allowing only one opportunity for students to demonstrate mastery. 2. Grading assignments that are intended for practice. 3. Reducing grades for late assignments and reassessments. 4. Allowing only students with low grades to be reassessed. 5. Using assessments that are not differentiated. 6. Basing achievement grades on student participation, attendance or behavior. 7. Averaging all scores to determine individual academic grade. 8. Grading on a curve.

- 1. Communicating grading procedures and
Bra.14 T.14 r2G [t44 621.8 0 1 160.34 605.

1. Ensuring formative assessments are aligned to the summative assessments and are used to guide daily/weekly instruction.
2. Using the Rigor and Relevance Framework a tool for adding rigor and relevance to instruction and assessment.
3. Creating a clear path for students and determining what they need next in their development.
4. Helping students to identify the skills they have mastered and to develop a growth mindset as they work toward learning goals.
5. Ensuring feedback is given often and meets the learning targets and criteria for success.

<ol style="list-style-type: none"> 1. Ensuring all assignments have a direct alignment with the standards and are labeled accordingly. 2. Sharing examples of strong and weak work 3. Giving timely, descriptive feedback that communicates where the student is in relation to the learning goal and what the student needs to do next to reach the goal. 4. Teaching students to reflect, self-assess, and set goals. 5. Only assigning homework that is directly aligned to the standards. 6. Ensuring students have a clear understanding of the purpose of their homework, and are able to see a clear and direct connection between their homework, the standards, and the assessments. 7. Differentiating homework based on student needs. 8. Entering scores in the gradebook in the learning management system <u>after</u> students have had time to practice, receive feedback and adjust their learning. 	<ol style="list-style-type: none"> 1. Grading while the student is still practicing new learning. 2. Grading formative assessments. 3. Providing feedback only <u>after</u> an assessment has been graded. 4. Giving feedback only in the form of a score grade. 5. Assigning homework that does not align with standards and support growth toward identified learning targets. 6. Grading homework that is given for practice or to check for understanding. 7. Using homework as punishment or reward.

The System provides a variety of assessments which served different purposes. See Section VII for definitions of assessment terms.

1. **Pre-assessments** typically happen before students begin a course or lesson and are used to gauge pre-knowledge (a pre-assessment). The term may also refer to assessments used to assess readiness or specific needs so that interventions can be implemented.
2. **Formative assessments** happen throughout a lesson and are used to measure progress and to provide feedback for growth.
3. **Peer assessments** are assessments that a group of teachers (such as grade level or content area teams) design together to give collectively to their students, followed by collaboration on how best to respond to student performance.
4. **Summative assessments** happen at the end of a lesson (or other end point) and are used to measure mastery of standards.
5. **Baseline assessments** are given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard.
6. **Diagnostic assessments** are given periodically throughout a school year to identify students' strengths, needs and growth opportunities.
7. **Assessments** are given periodically throughout a school year and may be used for diagnostic, formative or summative purposes.

Formative and summative assessments provide essential information teachers and students use day-to-day. It is important that graded assessments are those designed to reflect mastery of standards. While any assignment might merit grading, it is important that teachers grade those assignments best used to measure mastery following repeated instruction, practice activities, and feedback.

Are given during instruction (when students are learning and practicing).	Are given after instruction (when students have completed some or all of a unit of study).
Are designed to check for understanding and provide feedback.	Are designed to measure and evaluate mastery of standards that comprise a unit of study.
Are aligned with and given prior to the summative assessment.	Are aligned with and given after formative assessments and feedback.
Are useful day useful	

The following assessments are given periodically throughout the school system

ACCESS for ELLs	K-12 ESOL	ACCESS for ELLs is used to determine the English language proficiency levels and progress of English language learners in the domains of speaking, listening, reading, and writing. The test is given annually to all English language learners in the school system.
Advanced Placement (AP)	9-12	AP exams are offered through The College Board. The tests are the culmination of year-long Advanced Placement courses. Students take these exams in May.
Cognitive Abilities Test (CogAT)	K-12	The CogAT test is made up of three sections: verbal, quantitative, and nonverbal. Two types of norms are used when tests are scored: the national norms and grade norms.
Content Mastery Assessments (CMAs)	3-8 HS Tested Subjects	CMAs are benchmark assessments that schools give periodically as determined by the Richmond County School System.

1. Determining how to group students to effectively reteach, enrich, or practice a standard.
2. Determining individual student learning goals.
- 3.

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students.

Misconduct should be reflected in

The Student Code of Conduct, Rule 1(A) states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty

The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses.

Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete and the student required to redo the assignment or retake the assessment.

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school.

Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student conferences.

Graded assignments that are submitted late should be scored to accurately reflect the level of mastery of standards.

Students are expected to make up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher

Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first announced during their absence.

Graded assignments should be scored to accurately reflect the level of mastery of standards.

Teachers are not required to assign homework. However, when assigned on an as-needed basis, homework can be a valuable part of the instructional process. It allows students to practice what has been taught; it lets parents see what students are learning and where they are in their level of understanding and it gives teachers the opportunity to provide useful feedback to students.

Guidelines for homework assignments

1. : Teachers should communicate homework expectations and procedures to students and parents.
- 2.

3.

In a typical 100-point grading scale, where 69 and below is considered failing, a zero can have a severe effect. Their final grade may not accurately communicate what they have actually learned and are able to do. It is important for teachers to recognize this limitation in the 100-point scale.

, the teacher may, at their discretion, record a 60 rather than the actual grade earned. The teacher may exercise this option when, in their professional judgment, specific efforts warrant it. A zero may be recorded if a student refuses to respond to an assignment.

1. Teachers should enter grades in the Infinite Campus gradebook on a weekly basis throughout the semester. This allows students and parents to have continuous access to current student grades.
2. Each semester represents an 8-week grading period
 - will be issued at the end of the first 2 weeks.
 - will be issued at the end of 2-weeks
 - will be issued at the end of 8-week grading period.
3. Achievement (the results of all grades since the first day of the semester).
4. () Achievement (from the first day to the last day of the semester).
5. () Achievement (on the full body of evidence from the entire semester).

Students enrolling in the System when two weeks or less remain in the evaluation period will receive evaluation marks based on the transcript from the sending school. Parents/guardians will be notified of this procedure.

The principal will follow the established system procedures requiring parent/guardian notification prior to a student receiving

2.

Students in grades 6-8 meeting the following criteria will be recognized

If the student does not pass the EOQ on that

{ Pass will be recorded as "P", and course credit will be awarded however, this course will not be included in the calculation of the cumulative average.

- d. If a situation occurs where the above procedures adversely affect the academic standing of the student, a request for transcript review may be made to the school administration. If dissatisfied with the decision of the school administrator a written request may be made to the School Principal for an appeal to the Richmond County Transcript Review Committee.

A Review Committee consisting of two counselors, Director of Student Services, Director of Teaching and Learning and the Associate Superintendent of Academic Services and the Assistant Superintendent of Student Services will make the final determination. The Review Committee will meet on a quarterly basis to review requests.

1. Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.
2. A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and figured in the grade.

3. After the first semester computation of average, Honor Graduates will be only seniors with a quality point cumulative GPA of 3.5 or higher. Honor Graduates will be announced on the first Friday in February each year.

The Valedictorian is the student with the highest quality point cumulative GPA in the graduating senior class. The Salutatorian is the student with the second highest quality point cumulative GPA in the graduating senior class. After the first semester computation of average, the Valedictorian and Salutatorian will be announced on the first Friday in February each year.

The Valedictorians and Salutatorians must attend their representative high school their Junior and Senior years prior to receiving this honor. If students vying for Valedictorian or Salutatorian have identical quality point GPA averages, the 100-point scale GPA will be considered.

Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides the instructional procedures or by students to adjust their current learning tactics. (Popham, 2011)

1. Given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard. They provide teachers with information about which content standards have been mastered and which strengths and needs wea.org
2. Used in a school or district to ensure that all teachers are evaluating student performance in a more consistent, reliable, and effective manner. They allow educators to compare performance results across multiple classrooms,

Good feedback should be part of a classroom assessment environment in which students receive constructive criticism as a good thing and understand that learning cannot occur without practice. (S. Brookhart, 2008)

The number or letter reported at the end of a period of time as a summary statement of student performance. (K.K [] v v } CE U î î î î •

The overall indicator of student achievement. (R.J. Marzano, 2000)

Grades must be accurate, fair, specific, and timely criteria for an effective grading policy. (D. Reeves, 2011)

Grades are more often than not subjective and therefore likely to be more distorted in their accuracy than teachers realize. Grades are not always accurate indicators of mastery. (Wormeli, 2006)

• CE] % š } } v } (Á Z š š Z • š μ v š] • P } } v P š } o CE v Ç š Z entally } (š } Ç [• appropriate language that the student can understand. Learning target language is framed from the point of view of a student who has not yet mastered the target and includes student-friendly criteria that students can use to judge how close they are to the target stated in language that describes mastery (rather than grading or scoring). The learning target is connected to the specific performance of μ v CE • š v] v P (} CE š } Ç [• o • • } v X ~ D } • • v CE } } I Z CE Š U î î î î •

Giving students the opportunity to redo an assignment or retake an assessment for the purpose of demonstrating additional learning acquired through completion of an approved relearning plan. (Nickelsen)

A student-designed plan to achieve mastery of standards missed in a previous assessment. This plan consists of but does not limit itself to the student: (1) analyzing the errors or misconceptions on the summative assessment; (2) determining how to relearn the content to bring about mastery; (3) completing and turning in any missing assignments; (4) committing to date(s) and time(s) to retake or redo the assessment; and, (5) sharing the plan with their parent and teacher for approval. (Nickelsen)

A rubric is typically an evaluation tool used to measure learning expectations against a consistent set of criteria. Rubrics are used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students. (eslglossary.org)

A small-scale continuum of scores in which each score correlates to a clear descriptor of performance. (Wormeli, 2018)

A statement that describes what and/or how well students are expected to understand and perform. ~ K [] v v } CE U î î î î •

Measuring student progress relative to specific learning standards. This system of evaluation isolates the learning of content and mastery of skills from other factors, such as behavior. First to the practice of making sure students learn what they were taught and actually achieve the expected standards - i.e., that students meet a defined