

Lexington County School District One

An Overview of Grading Practices for Middle and High School Students and Parents

Our Commitment: All Lexington One middle and high school grading and assessment practices will be used to support the learning process and to encourage the success of all students.

Purpose of Grades: The purpose of a grade is to communicate with students and parents a student's level of progress related to the specific learning goals in a given course.

Grading Expectations

Teachers provide clear achievement goals and learning targets to students.

Grades reflect student academic achievement.

Students and parents are provided information regarding grading practices as well as an explanation of how behavioral qualities relate to success in the classroom.

Parents are informed regularly of their child's achievement and progress.

PowerSchool is available to parents so they can access their child's grades and scores.

Grades are assigned based on student performance according to preset standards, not on achievement compared to other students.

Grading is not used for disciplinary purposes.

Lexington One encourages students to maintain high standards of academic integrity and honesty as referenced in Lexington One's Academic Honor Code.

The professional judgment of teachers should be respected.

Assessment Expectations

Assessment practices support student learning, achievement and mastery of standards by connecting descriptive, timely, ongoing and consistent teacher feedback directly to standards.

Assessments are divided into two categories: formative and summative. Formative is considered "practice" and summative is considered the "end performance." Formative and summative assessments focus on **standards-based learning targets**.

Formative assessments are assessments *for* learning and have an important role to fulfill in identifying when a student is ready to undertake a summative assessment. Since formative assessments (minor assessments) are considered "practice," they are not heavily weighted in the grading system.

A summative assessment is a measure of a student's ability to demonstrate the concepts, skills and knowledge embedded in standards-based learning targets. A summative assessment is an assessment *of* learning, and it is heavily weighted in the grading system.

Teachers have the discretion to determine how minor assessments are combined to determine the minor assessment portion of the grade (15%) and how summative assessments are combined to determine the summative portion of the grade (85%).

Formative Assessment “Minor Assessment” or “Practice”	Summative Assessment “End Performance”
Observations Quizzes Initial drafts Homework Responses to teacher questions Minor labs Practice assignments <div style="border: 1px solid black; width: fit-content; margin-left: auto; margin-right: auto; padding: 2px 10px;">15 Percent</div>	Tests Final drafts Projects Major labs Research papers Performance assessments Presentations <div style="border: 1px solid black; width: fit-content; margin-left: auto; margin-right: auto; padding: 2px 10px;">85 Percent</div>

Reassessment Opportunities

A reassessment is intended to provide an additional opportunity to demonstrate understanding and mastery of the learning.

A reassessment may be the following:

- an alternate form of the same assessment;
- a partial assessment limited to standards not mastered; or
- an assessment of the same standards but in a different format.

This process only applies to tests — not to mid-terms, final exams, projects, major labs, research papers, presentations or the senior experience.

Students must assume responsibility for submitting essential formative work that shows mastery of the learning targets in a timely manner (e.g., five days).

Students must schedule a reassessment with the teacher prior to the next summative assessment.

The previous nine weeks grade should be adjusted to reflect any reassessment that occurs after grades are stored for reporting procedures.

The reassessment score replaces the previous one unless the new score is lower. For partial reassessments, the summative grade is adjusted appropriately.

Extension Procedures

When a student has extenuating circumstances or returns to school after an extended absence, teachers use professional judgment to determine required assignments or assessments.

In the event that circumstances prevent students from meeting a deadline for a summative assessment, the teacher and the student may develop an extension contract agreement with the following information:

- description of assignment not submitted;
- documentation of a sufficient amount of work completed to date; and
- explanation or reason why the student did not complete the work by the original due date.

If the summative assessment is submitted by the approved revised due date, no penalty for lateness should be reflected in the grade.

If a student exhibits a pattern of ignoring deadlines, a teacher will contact the student’s parent and use discretion regarding future extensions.

References

- Black, P., & Dylan, W. (1998). *Inside the Black Box: Raising Standards Through Classroom Assessment*. Phi Delta Kappa, October, 1998.
- Brookhart, S. M. (2011). Starting the Conversation about Grading. *Educational Leadership*, 69(3), 10–14.
- Chappuis, J., Stiggins, R. J., Chappuis, S., Arter, J. (2012). *Classroom Assessment for Student Learning: Doing It Right—Using It Well*. Portland, OR: Assessment Training Institute, Inc.
- Conley, D. T. (2012, May). A Complete Definition of College and Career Readiness. Educational Policy Improvement Center. (<http://www.epiconline.org/>).
- Cooper, H., Robinson, J. C. & Patall, E. A. (2006). Does Homework Improve Academic Achievement? A Synthesis of Research 1987–2003. *Review of Educational Research*, 76(1), 1–62.
- Dweck, C. S. (2012). *Mindset: How you can fulfill your potential*. New York: Random House.
- Guskey, T. R., & Jung, L. A. (2012, December). Four Steps in Grading Reform. *NASSP Bulletin*, 23–28.
- O'Connor, K. (2007). *A Repair Kit for Grading: 15 Fixes for Broken Grades*. Boston: Pearson Education, Inc.
- O'Connor, K. (2009). *How to Grade for Learning K–12*. Thousand Oaks: Corwin.
- Sanborn Regional School District (2013). *Sanborn Regional High School 2013–2014 Assessment and Grading Guidelines*. Retrieved from http://www.web.sau17.org/images/stories/highschool/grading_2013_2014/srhs_grading_guidelines.pdf.
- Tomlinson, C. A., & Moon, T. R. (2013). *Assessment and Student Success in a Differentiated Classroom*. Alexandria: ASCD.