



NC/NN High School Grading Beliefs



1. Grades communicate each student's progress toward proficiency of outcomes/standards for the course. Grades should not be reduced or inflated due to student behaviors outside of the standards.

- No extra credit will be issued.
- A zero on a summative assessment will only indicate that no attempt was made by the student OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
 - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments.
 - Violations of academic integrity policy will be consequence by administration in collaboration with the DC/teacher.
- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.
- Evidence of learning (summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.
- Posted grades represent the grade that a student would receive if they transferred out of a class today.

2. Standards that will be assessed in each unit are clearly communicated to students with indicators of proficiency.

- Standards to be assessed will be reflected in the course syllabi.
- Daily targets will be communicated to students as a pathway to proficiency of standards.
- Students will be informed of the frequency and type of assessments in each unit.

3. Teams will establish common expectations, grade calculation practices, and assessments in order to provide consistent communication of student learning.

- Grading calculation practices will be consistent across both high schools.
 - Practice will not exceed 10% of coursework grade.
 - Final exams/projects will not exceed 15% of the semester grade.
- Grading calculation practices will be consistent across course teams.
 - Grade books will reflect agreed upon categories and percentages.
 - Evidence such as summative assessments (type and quantity) will be agreed upon by the course teams. (Evidence category)
 - Evidence such as common formative assessments will be agreed upon by the course teams but quantity will be based on student need. (Evidence category)

- Reassessment opportunities will be provided for summative assessments (within the Evidence category) with criteria consistent across the course team.
- IC will be updated weekly at a minimum.

4. Students will be provided multiple and varied opportunities to demonstrate proficiency of learning standards.

- The purpose of reassessment is to allow students to demonstrate proficiency of course standards in which they remain deficient.
- Assessments that include multiple opportunities for feedback and improvement in the process for the final product will represent multiple attempts and be considered a reassessment.
- Summative assessments can be reassessed if they did not provide multiple opportunities for feedback and improvement during the learning process.
 - Instructors can initiate the reassessment process when a student scores below 85% and one of the following scenarios applies:
 - A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment.
 - Pattern of performance is not sufficient to support an acquisition of learning or proficiency of the standards. Additional supports (including but not limited to WIN/SOAR) have been utilized or additional intervention is needed.
 - The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
 - Reassessments **MUST** be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.

5. Effective and timely feedback and grading practices provide students with opportunities to self-assess progress toward learning standards and can enhance a student's ability to achieve the characteristics described in our Mission.

- Meaningful and timely feedback will be communicated and recorded through the Infinite Campus gradebook. Missing assignments (M) should be entered into Infinite Campus on the due date of the assignment.
- Feedback will be used as a tool that assists teachers and students in identifying areas of strength and deficiency, allowing for effective assessment preparation and implementation of interventions.