

South Kingstown High School Grading Guidelines

Purpose of Grading: South Kingstown High School is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

The primary audiences for a grade are students and parents/guardians.

There are two aims for issuing a grade:

- To communicate student progress toward achieving academic course standards
- To demonstrate a student's abilities to apply learner qualities such as effort, perseverance and attendance

Essence of the Grading Guidelines:

- Grading will be used to develop the talents of all students to pursue whatever post-secondary path to success they choose.
- Student achievement will be assessed as mastery of content separate from learner qualities.
- Project and practice work can be included in the content mastery grade only when it demonstrates mastery of a standard.
- There will be multiple opportunities for all students to demonstrate proficiency. Learning continues as long as the learner is engaged. Teachers will offer multiple re-teaching and re-dos of summative assessment.
- Since the intent of a grading system is to measure student mastery of a content, on summative evaluations teachers shall either issue a grade or give an incomplete if the content is not yet mastered. There will be no zeros given as a grade of a summative evaluation as the intent is to measure concept mastery until proficiency is attained.
- For the purposes of Skyward and a student's running calculation, "zero" will be treated as a code for "Incomplete" in the gradebook (this is explained further in the section entitled "Entering a Major Summative Assessment score into Skyward").
- All students will be provided differentiated and extended learning opportunities.

Purpose of Grading Guidelines: The purpose of these guidelines is to provide teachers, students, and families with the information necessary to understand our school's implementation of the new district grading policy.

Section 1- Content Mastery Grade

Definition

- The Content Mastery Grade will reflect the student's level of academic performance in relation to the course content standards assessed for a particular marking period. This performance will be measured by major and minor course summative assessments.
- The Content Mastery Grade will not include behavioral factors, such as homework completion, class conduct and class participation. Student performance in these areas will be reported separately, in the Learner Quality Score.

- The Content Mastery Grade is used to calculate class rank, and is reported on the official transcript.

Content Mastery Assessments

- **Major Summative Assessments** (i.e. tests, lab reports, written essays, oral presentations, major projects)
 - Students who score below proficiency on major summative assessments are required to take the re-assessment after meeting criteria established by the teacher
- **Minor Summative Assessments** (i.e. quizzes)
 - Re-assessment process/opportunities MAY apply, at the teacher's discretion
 - Minor assessments can also be used to guide future instruction
- All courses will assign 2-6 Major Summative Assessments per quarter. Not all courses will assign minor summative assessments.
- The lowest grade a student may receive on a minor summative assessment is a 50.

How is the Content Mastery Grade determined?

- The content mastery grade is determined by student performance on major and minor summative assessments. The grade is reported each quarter on the report card.
- In most cases, the quarter grade will be determined by averaging the student scores on the content mastery assessments, according to a pre-determined criteria.
- Teachers may also apply professional judgment in applying a content mastery grade. More specifically, teachers are encouraged to place higher emphasis on more recent academic performance, thus rewarding students for demonstrating academic growth over the marking period.

Content Mastery Grading Matrix

Summative Assessment Average Score	Content Mastery Letter Grade	Student Performance Description
96.5-100%	A+	Distinguished Command of Content Standards
92.5-96.4%	A	Distinguished Command of Content Standards
89.5-92.4%	A-	Distinguished Command of Content Standards
86.5-89.4%	B+	Strong Command of Content Standards
82.5-86.4%	B	Strong Command of Content Standards
79.5-82.4%	B-	Strong Command of Content Standards
76.5-79.4%	C+	Moderate Command of Content Standards
72.5-76.4%	C	Moderate Command of Content Standards
69.5-72.4%	C-	Moderate Command of Content Standards
50-69.4%	F	Unsatisfactory Command of Content Standards
Incomplete	I	More Information Needed to Determine Student

		Performance Level
N/A	S	Satisfactory Attainment of Course Expectations (applies to only certain courses)
N/A	U	Unsatisfactory Attainment of Course Expectations (applies to only certain courses)

Section 2- Learner Quality Score

The Learner Quality Score measures each student's adherence to the behaviors and expectations that correlate directly to academic achievement and personal development. They are known as the "Big Four":

- Work Completion
- Class Participation
- Meeting Deadlines
- Class Attendance*

This learner quality will be subject to our district attendance policy. In cases of **excused extended absences, the student learner quality score will not be affected.*

These qualities are measured on a 4-point scale, and are communicated to families on the report card for each subject, along with the content mastery grade. The Learner Quality Score is not factored into class rank, and is not reported on the student's official transcript.

The score is determined by the teacher according to the following criteria:

4- the student **rarely, if ever**, fails to meet each of the "Big Four" qualities

3- the student **consistently** meets all "Big Four" qualities, but with some missteps

2- **one** of the "Big Four" qualities is met **only sporadically** by the student

1- **two or more** of the "Big Four" qualities are met **only sporadically (or not at all)** by the student

Beliefs About Learning

In addition to the Learner Quality Score, South Kingstown High School has also established school-wide beliefs about learning that represent the ideals that we strive for in all that we do. These beliefs demonstrate our school-wide values for all members of our school community. They drive our thinking and decision-making, and they are the dispositions and qualities that we aspire all students to reach:

Intellectual Curiosity

- Successful learners do not just take in new knowledge. They make sense of new knowledge by asking questions and making meaningful connections to knowledge previously attained.

Perseverance

- Successful learners are willing to put in the time needed to acquire new knowledge and skills. They are not deterred by setbacks and they persist through challenges.

Self-Regulation

- Successful learners are able to consciously and selectively disengage- i.e. “unplug”- from distractions in order to focus attention and apply effort to important work.

Collaboration

- Successful learners effectively communicate what they learn with others, and effectively process new knowledge passed on to them for the purpose of achieving a goal.

Self-Determination

- Successful learners have a stake in their own learning, and have a voice in how learning activities are conducted, and an impact on how they are concluded.

Section 3- Re-Assessment Protocols

All students are expected to demonstrate proficiency on all major summative assessments in all courses, regardless of how many attempts are needed. South Kingstown High School is committed to working with students for as long as necessary to assist them in achieving these essential college and career-ready standards.

South Kingstown High School believes that all students are capable of achieving proficiency on college and career-ready standards. We also recognize that all students learn differently, and that a system of structures and supports is necessary to assist students in meeting proficiency on our high standards. Our assessment system protocols are designed to serve as a system to support all students.

South Kingstown High School Assessment System: Students at South Kingstown High School receive a content mastery grade. This grade is reported to parents on the report card and to colleges on the official transcript. This grade is determined by student performance on major and minor summative assessments, which are directly aligned to college and career-readiness standards. These assessments measure the essential knowledge and skills that students need to demonstrate in order to earn a diploma. Because of the importance of these assessments, it is expected that students persevere through challenges in order to show proficiency, even if it requires multiple attempts. Furthermore, it is the responsibility of South Kingstown High School to provide a structure of support for students to show proficiency on these assessments.

Assessment Process: When students are assigned a major summative assessment, there are two possible outcomes:

- **The student demonstrates proficiency on the assessment**

- For each particular assessment, proficiency is determined by the classroom teacher. It could be defined by a percentage grade (70% or higher), a scoring rubric, or a combination of the two.
- Students who have met minimum proficiency are ready to move on to receive instruction on new material.
- For students who achieve proficiency, the decision to allow students to improve their grade is determined by the classroom teacher. This would have to be consistent among teachers who share common courses.
- **The student attempts the assessment, but fails to show proficiency OR the student fails to attempt the assessment**
 - Students are required to re-assess until proficiency is attained on all major summative assessments.
 - Teachers are expected to contact the parent/guardian and communicate the process for student re-assessment.
 - The student and the teacher will meet at a mutually agreeable date and time to discuss a re-assessment plan. The teacher and student will have certain responsibilities (see “Reassessment Plan Criteria”).
 - For students who do not attempt the assessment, it may be appropriate for the teacher to apply appropriate intervention strategies, such as:
 - i) specialist consult
 - ii) Rtl referral
 - iii) re-teaching
 - iv) completion of formative work
 - When the Reassessment Plan Criteria are met, the student may attempt a reassessment. The teacher has the ability to choose the manner and method with which to administer the re-assessment. The student is able to continue to attempt the assessment until he/she reaches proficiency. On re-assessments, students may earn up to the minimum level of proficiency (i.e. 70%), or as defined by the teachers in that course.

Re-Assessment Plan Criteria: Reassessment Plans are developed by the classroom teacher and the student, and are communicated to the parent/guardian. The intention of this process is for teachers to work with students at meeting proficiency on summative assessments. This process must be followed prior to any referral to the Academic Proficiency Center.

- **Teacher Responsibilities**
 - Teachers are expected to utilize multiple communication methods to ensure students are aware of re-assessment dates and deadlines.
 - Teachers are expected to contact the parent/guardian for any student who has failed to meet proficiency on a major summative assessment, and inform the parent/guardian of the process for student re-assessment.
 - Teachers are expected to record the Re-Assessment Plan and provide a copy to the student and parent/guardian.
- **Student Responsibilities**
 - Students are expected to demonstrate the SKHS learner qualities, specifically:
 - i) attend class regularly

- ii) complete all assigned work designed to prepare students to meet content mastery standards
 - iii) meet all deadlines for assigned work
 - iv) participate in class activities
- Students are expected to make a genuine attempt to achieve proficiency on the first attempt at a summative assessment, and must indicate a sincere intention to improve their performance.
- ***Students have 3 school days to submit work after a missed deadline. Additionally, students have 3 school days to establish a re-assessment plan with their teacher.*** Teachers may choose to extend this deadline at their discretion. If no work is submitted, or no plan is established after the deadline, the teacher will refer the student to the Academic Proficiency Center.
- It is recommended that re-assessment plans include specific timelines and expectations for students. For example, students may be required to complete formative work prior to re-assessment.
- Students are expected to adhere to all expectations before being permitted to re-submit/re-attempt a summative assessment.

When the Reassessment Plan Criteria are not met, and/or the interventions have failed, the student will be referred to the Academic Proficiency Center. The teacher will follow the Academic Proficiency Center protocols.

Reassessment opportunities continue as long as the student remains actively engaged.

Section 4- Academic Proficiency Center

The purpose and mission of the Academic Proficiency Center (APC) is to serve as an additional intervention to support students in the achievement of our school's content mastery standards. Students are only referred to the APC after the classroom teacher has developed and attempted a Re-Assessment Plan without success. These guidelines apply to students who have failed to meet proficiency on course major summative assessments.

- **APC Schedule**
 - Monday, Tuesday, Wednesday, Thursday after school in designated location
- **Coordinators/Staffing (2 teachers each day in each content area)**
 - Math- Monday, Tuesday, Wednesday
 - Science- Monday, Wednesday, Thursday
 - ELA- Tuesday
 - Social Studies- Thursday
- **Referral Process**
 - Students will be referred to the APC by their classroom teacher after:
 - failing to demonstrate proficiency on a summative assessment AND
 - after failing to meet the criteria established in the Re-Assessment Plan
 - Classroom teachers will include the following with their APC referral:
 - copy of the original summative assessment, or a referral to the appropriate knowledge/skills that are in need of remediation

- copy of the established Re-Assessment Plan
 - description of interventions attempted prior to referral
 - any other pertinent information relative to the student and/or the expectations of the assessment
 - copies provided to the student's counselor, dean of students, administrator, and parent/guardian
- **APC Process**
 - Once the referral process has been completed, the APC Teacher will work with students, families, and other appropriate support professionals to ensure that the student demonstrates work up to a proficient level. Interventions may include the following:
 - Explicit instruction of previously-taught skills or concepts
 - Explicit instruction of standards assessed
 - Development of an individual plan of assessment completion, complete with timelines, steps, and expectations
 - peer tutoring
 - parent conference
 - Rtl referral
 - special education consult/referral
 - administrator consult
 - support professional consult
 - Once it is determined that the student is ready for re-assessment, he/she will do so with the classroom teacher. It is expected that the APC teacher coordinate with the classroom teacher.

Section 5- Skyward Gradebook and Report Cards

It is expected that teachers assign 2-6 major summative assessments per quarter.

Entering a Major Summative Assessment score into Skyward

*Scenario 1- The student **meets proficiency** (70% or better) on the major summative assessment.*

- The teacher will enter the numerical assessment score into Skyward for that assessment
- The teacher may include a comment indicating if the student is eligible to re-assess for a higher grade (this opportunity is provided at teacher discretion, so long as teachers of the same course are consistent)

*Scenario 2- The student attempts the assessment, but **scores between a 50% and 69%.***

- The teacher will enter the numerical assessment score in Skyward for that assessment
- The teacher will include a comment in Skyward indicating that the student did not reach proficiency, and that he/she needs to revise and/or resubmit the assessment.
- The teacher will inform parent/guardian of the student's score and will notify them of the need for the student to re-assess.
- The teacher and student will make a plan for re-assessment, which may include the student first completing prior assignments or conferencing with the teacher.

- If the re-assessment plan is not successful, the student will be referred to the Academic Proficiency Center for additional support.
- The teacher administers the re-assessment once the student has met the criteria established in the re-assessment plan/Academic Proficiency Center.
- The student can attempt the re-assessment as many times as necessary until achieving proficiency.
- Once proficient, the student is entitled to a score of 70%. The teacher reserves the right to apply a higher grade at his/her discretion. This score will replace the original score.

*Scenario 3- The student attempts the assessment, but **scores below a 50% OR the student does not attempt the assessment.***

- If the student does not submit the assessment OR if the assessment submitted is below a 50, the teacher will assign a zero and treat the zero as a code for "Incomplete" so that the student's average reflects that they are currently earning an "F" for a quarter grade since they are missing a major summative assessment. Teachers should also check the box labeled "Missing".
- The teacher will include a comment in Skyward indicating that the student did not reach proficiency, and that he/she needs to revise and/or resubmit the assessment.
- The teacher will inform parent/guardian of the student's score and will notify them of the need for the student to re-assess.
- The teacher and student will make a plan for re-assessment, which may include the student first completing prior assignments or conferencing with the teacher.
- If the re-assessment plan is not successful, the student will be referred to the Academic Proficiency Center for additional support.
- The teacher administers the re-assessment once the student has met the criteria established in the re-assessment plan/Academic Proficiency Center.
- The student can attempt the re-assessment as many times as necessary until achieving proficiency.
- Once proficient, the student is entitled to a score of 70%. The teacher reserves the right to apply a higher grade at his/her discretion. This score will replace the original score.

Assigning Grades on the Report Card

*Scenario 1- **All major summative assessments for the quarter are above 70%.***

- The teacher will average the scores of all major and minor summative assessments, according to pre-established criteria, to determine a letter grade for the quarter.

*Scenario 2- **One or more major summative assessments for the quarter falls between 50% and 69%.***

- The teacher will average the scores of all major and minor summative assessments, according to pre-established criteria, to determine a letter grade for the quarter.
- If the student's average quarter grade is above a 70%, the grade stands.
- If the student's quarter grade averages to be below 70%, the student will receive a grade of "Incomplete" (I). The student will have 2 weeks from that point to revise/re-assess in order to improve their grade. If not completed in the two-week window, the Incomplete will change to an F.

Scenario 3- One or more major summative assessments for the quarter falls below 50% or is not attempted.

- The student will receive a grade of Incomplete "I" on the report card.
- The student will have 2 weeks from that point to revise/re-assess in order to improve their grade. If not completed in the two-week window, the Incomplete will change to an F.

References

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