

***Code 5.04 – designing effective grading practices – continued:***

**RESPONSIBILITIES FOR FAILING STUDENTS**

**Unsatisfactory work:** At any time during the year, teachers should call the parents of pupils that are doing unsatisfactory work. During the fourth (4th) week of each nine weeks period, mid-term progress reports are to be sent to all parents. Always record notices sent or any calls made in grade book on the proper date line.

Parent-teacher conferences are valuable for securing details from parents and for letting the parent know more about his/her child's school life. It is expected that teachers will schedule conferences when necessary for the welfare of the child.

Make conferences by appointment and schedule far enough in advance to allow gathering and collecting of necessary records, test results and other information of the child.

Please check on the ability levels of students who are failing your class. At the beginning of each year there is a modification review of students who have learning difficulties and those enrolled in special classes. Please use these in helping you determine your special role in helping each student achieve success in the school setting.

**Skyward Grading Practice Entering Assignment Due Dates:**

- When creating an assignment the teacher must make sure to enter the date which the assignment is due.

**Skyward Grading Practices for Entering Assignments Not Received with Past Due Dates:**

- When grading and you are unable to enter grades for all periods use an (\*) for all grades you haven't had time to enter. The (\*) will not calculate in the grade average & will not count against the grade average of the student.
- The (\*) can also be used if you're extending a student's opportunity to make up a missing assignment.

**Skyward Grading Practices for No Count on Grades:**

- The purpose for the no count option is to stop the assignments from posting.

When to use No Count Grades:

- For extra credit
- A student who is a medical exception

How to use No Count Grades:

- on the right hand side of the screen there is a button that allows you to "set all to no count" click it and then hit "apply"
- When you have the grade entered then use the "remove all no count" and "apply"
- For an individual student check the "no count" box that is next to where the score would be entered

**Missing Assignments:**

When to use Missing Assignments:

- Missing assignment is defined as an assignment that a student has not turned in but is still required to complete.
- If the student is not going to be allowed to make up the work do not click missing (this would be a 0)

**How to use Missing Assignments:**

- After all assignments are graded and entered there is a button at the top of the page “Mark un-scored as 0 and missing”
- This puts a 0 in as the current grade and automatically checks the missing button
- This also now posts the assignment on the students missing work list
- When the student turns the work in, enter the updated grade. This will automatically recalculate the students’ grade and remove the missing assignment from the missing assignment list.
- If a student never does turn the assignment in, then the teacher will have to go back into the assignment and unclick the missing check. This leaves the grade as a 0 but removes the assignment from the missing work list.

**Why to Use Missing Assignments:**

- Students need to know what assignments are missing.
- Advisory teachers need to know if students have assignments missing for different classes.
- Parents need to know if their students have missing assignments

**Teachers should clearly state grading procedures in a course syllabus, and go over this information in class.** Most students and parents want to know how a teacher’s grade will be determined in terms of the weightiness of various tests and assignments, and the model of grading a teacher use to calculate a final grade. The communication of how grade will be calculated should be clearly stated and include any information such as:

- Are there allowances for extra credit, late assignments, or revision of papers, and are these practices clearly stated in the grading policies?
- Will the teacher refuse to accept any late work?
- Will points be deducted according to how late the work is submitted?
- Will the teacher handle late work on a case-by-case basis?
- Will the teacher offer a grace period for late work and what are the terms for a grace period?

**Guidelines for Missing Assignments**

- Missing assignments will be printed and handed out on Fridays during advisory.
- 6<sup>th</sup> grade requires teacher signatures on all missing assignments.
- Wednesday is a designated day that work will be returned for missing assignments.

**Teachers should avoid modifying grading policies during the term.** Teachers should avoid changing their grading practices once the standards for grading have been communicated to their class. Abrupt changes in grading practices may erode students' confidence in teacher fairness, consistency, objectivity, and organizational skills. If teachers discover that a change in their grading practices is important for student success then the teacher should communicate a complete explanation for the necessitated change in their assessment practices.

**Teachers should provide enough opportunities for students to show you what they know.** Teachers who provide students with many opportunities to demonstrate what they have learned get an accurate assessment of a student's proficiency on desired skills. Teachers should assess a student's performance in their class at least two times per week. These assessments should include daily work, short quizzes, test, and special projects along with periodic assessments of previous knowledge obtained throughout the course.

**Teachers should record student assessment results numerically rather than as letter grades, whenever possible.** To assure greater accuracy of assessment practices teachers should record tests, problem sets, homework by their point value when calculating final grades.

**Teachers should consider instructional effectiveness through a classes overall performance.** One indicator to determine knowledge obtainment is on how well students perform on unit exams or specific content. If many students do poorly on an exam unit test, the teacher should schedule another test on the same material a week or so later. When student assessment is low an effective instructional strategy would be to devote one or more classes to review material. Teachers can provide in-class exercises; homework problems or questions, practice quizzes, study group opportunities, and extra help to students the next before assessment is given. Though reviewing and retesting may seem burdensome and time-consuming, there is usually little point in proceeding to new topics when many students in a class are still struggling.

#### **Code 5.05 - GRADES/PROGRESS REPORTS**

One of our major responsibilities is to communicate regularly with parents, especially when a student is having problems in a course. We will expect that the parent(s) of every student who is experiencing difficulty in a course will have had communication from the teacher. All students will receive a mid-term progress report and notification failing letter will be sent home at the end of every semester.

#### **Expectations for the Teacher:**

1. Students and their parents deserve to know your expectations and system for giving grades. It is important that your expectations for success and failure be clearly communicated to your students.
2. Expectations should be based on a comprehensive diagnosis of your students' abilities.
3. A progress report should be sent to parents of all students.
4. Students in danger of failing should be given extra help.
5. You should be able to justify your grades. Grades should be fairly and logically determined.
6. Student grades are confidential information and should not be shared with other students.
7. Teachers are to select at least 2 "teacher comments" per grading period. (Both comments may not be negative.)

**Code 5.06 - GRADING SYSTEM**

- Grades must be recorded electronically.
- Teachers should print a hardcopy of your grade book weekly.
- The hard copy will be kept in a grade notebook to be turned in to the building principal at the end of the school year.
- Teachers must be able to justify student's grades to the student and his/her parents.
- Parents will be notified of their students' behaviors, by the office, of their N's and U's.
- Use the following board-approved grading scale:

A+	100.00%	97.50%
A	97.49%	92.50%
A-	92.49%	89.50%
B+	89.49%	87.50%
B	87.49%	82.50%
B-	82.49%	79.50%
C+	79.49%	77.50%
C	77.49%	72.50%
C-	72.49%	69.50%
D+	69.49%	67.50%
D	67.49%	62.50%
D-	62.49%	59.50%
F	59.49%	0.00%