

Sumter County Schools' Guidelines and Procedures for *Grading to Support Learning and to Encourage Success*

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Purpose: SCS' 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 and relevant for instructional purposes.

MISSION: TO GRADUATE ALL STUDENTS

Grades are an essential way **to communicate student progress toward mastery of state and local standards**. As such, grading and reporting practices will include the following:

- Meaningful feedback on student achievement to students, parents, teachers, administrators and the school system. This feedback should provide relevant information for instructional purposes. Feedback should be provided to students daily and to parents weekly.
- Alignment with the Sumter County Schools' curriculum
- Consistency within and among schools
- Accurate reflection of student achievement compared to grade level or course expectations outline in the curriculum as demonstrated on assessments and teacher designed tasks
- Fair representation of a student's performance on a variety of measures over time
- Clear and timely communication to parents and students as to the grading criteria and the components
- Commitment to school attendance as an essential component of a quality learning experience
- Summative assessments, which may include final exams, end of unit tests, and cumulative projects, as reflections of a student's mastery of grade level or course material
- Opportunity for students to demonstrate mastery of grade level or course expectations outlined in the curriculum through a variety of methods
- Regular and frequent information to all students and parents about the student's progress
- Consistently high expectations of all students across all courses and programs

Grades should reflect a student's progress toward mastery of elements and standards for a grade level or course. Grades should be determined to ensure that the grade each student receives is a fair reflection of his or her performance.

Teachers should discuss assessment with students at the beginning of instruction. Teachers should provide a written overview of the standards for which students are expected to demonstrate mastery during the first week of classes in each course or grade. Teachers will maintain accurate and precise records that support informally and formally reported achievement.

Grading Procedures for Grades K-1

	<u>Daily Assignments & Homework</u> <i>All grades count once</i>	<u>Summative Assessments</u> <i>*Assessments must be on grade level <u>and</u> independent</i> <i>All grades count once</i>
Reading	<p>A minimum of 4 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Extended Texts ▪ Vocabulary Quizzes ▪ Comprehension Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 2 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ End of Unit Assessments ▪ Performance Assessments ▪ Projects ▪ Nine Week Reading Expectation/AR comprehension grade
Language Arts	<p>A minimum of 4 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Spelling Quizzes ▪ Grammar Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 2 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ End of Unit Assessments ▪ Writing Assessments ▪ Performance Assessments ▪ Projects
Math	<p>A minimum of 4 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Quizzes ▪ Unit Supplemental activities/tasks 	<p>A minimum of 2 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Frameworks' Unit Performance Assessments ▪ Projects
Science	<p>A minimum of 3 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Review Questions ▪ Investigations/Lab Reports ▪ Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 2 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Unit Performance Assessment ▪ Projects
Social Studies	<p>A minimum of 3 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Review Questions ▪ Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 2 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Unit Performance Assessment ▪ Projects
<u>**Teacher-made tests must be approved by an academic coach or an administrator.**</u>		

Grading Procedures for Grades 2-5

	<u>Daily Assignments & Homework</u> <i>All grades count once</i>	<u>Summative Assessments</u> *Assessments must be on grade level <u>and</u> independent <i>All grades count once</i>
Reading	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Extended Texts ▪ Vocabulary Quizzes ▪ Comprehension Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ End of Unit Assessments ▪ Performance Assessments ▪ Projects ▪ Nine Week Reading Expectation/AR comprehension grade
Language Arts	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Spelling Quizzes ▪ Grammar Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ End of Unit Assessments ▪ Writing Assessments ▪ Performance Assessments ▪ Projects
Math	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Quizzes ▪ Unit Supplemental activities/tasks 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Frameworks' Unit Performance Assessments ▪ Projects
Science	<p>A minimum of 6 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Review Questions ▪ Investigations/Lab Reports ▪ Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Unit Performance Assessment ▪ Projects
Social Studies	<p>A minimum of 6 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Review Questions ▪ Quizzes ▪ Supplemental activities/tasks 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Unit Performance Assessment ▪ Projects
<u>**Teacher-made tests must be approved by an academic coach or an administrator.**</u>		

Grading Procedures for Grades 6-8

	<u>Daily Assignments & Homework</u> <i>All grades count once</i>	<u>Summative Assessments</u> <i>*Assessments must be on grade level <u>and</u> independent</i> <i>All grades count once</i>
Reading/ Language Arts	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Extended Texts ▪ Vocabulary Quizzes ▪ Comprehension Quizzes ▪ Supplemental activities/tasks ▪ Classwork/Homework <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> ▪ Grammar Quizzes ▪ Supplemental activities/tasks ▪ Classwork/Homework 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ End of Unit Assessments ▪ Performance Assessments ▪ Projects ▪ Nine Week Reading Expectation/AR comprehension grade <p style="text-align: center;">*****</p> <ul style="list-style-type: none"> ▪ End of Unit Assessments ▪ Writing Assessments/Unassisted Writing ▪ Performance Assessments ▪ Projects
Math	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Quizzes ▪ Unit Supplemental activities/tasks ▪ Classwork/Homework 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Frameworks' Unit Performance Assessments ▪ Projects
Science	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Review Questions ▪ Unit Quizzes ▪ Investigations/Lab Reports ▪ Supplemental activities/tasks ▪ Classwork/Homework 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Unit Performance Assessment ▪ Projects
Social Studies	<p>A minimum of 8 daily/homework grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Review Questions ▪ Unit Quizzes ▪ Supplemental activities/tasks ▪ Classwork/Homework 	<p>A minimum of 4 summative grades per 9 weeks is required.</p> <ul style="list-style-type: none"> ▪ Unit Tests ▪ Unit Performance Assessment ▪ Projects
<i>**Teacher-made tests must be approved by an instructional coach or an administrator.**</i>		

Grading Procedures for Grades 9-12

- Classwork/Homework /Performance Tasks----- 40%
- Tests/Assessments----- 40%
- End of Course (EOC)-----20%

End-Of-Course (EOC)

The EOC are assessments administered at the completion of core high school courses specified by the State Board of Education, in accordance with O.C.G.A. 20-2-281(g), to measure student achievement in the four content areas of English/Language Arts, Mathematics, Science and Social Studies. The EOC shall be used as the final exam and shall count **20%** of the final grade in the courses assessed by the EOC.

MAKE-UP WORK

It should be noted that make-up work does not adequately replace the instructional time lost for a school absence. No make-up work will be pre-assigned without sufficient prior notice. It is the student's responsibility to set up a time with his/her teachers to complete any make up work needed due to an absence. Students shall be given a reasonable opportunity to make up work upon their return to school. The time period for completing make-up work should be relative to the amount of times missed. (i.e. A student absent for one day will have one day to make up the assignments missed). If make-up work is not completed after a reasonable amount of time, it will result in a failing grade. Reasonable time will be at the discretion of the teacher based on the assignment and the circumstances for the absence.

PERFORMANCE TASKS

All Performance Tasks assigned must be worked on during class with the assistance of the teacher.

Note: Students may exempt finals if they have a 95 or above average in the class, no discipline referrals, 3 or fewer excused absences, and no unexcused absences.

The Sumter County Schools Board of Education Grading Scale:

A = 90-100

B = 80-89

C = 70-79

F = Below 70 *70 is the minimum passing score

I = Incomplete

When calculating marking period and final examination grades, teachers will round up when a percentage yields a decimal of five tenths or more.

Effort, participation, attitude, and other behaviors will not be included in grades. They may be reported separately unless they are stated part of a learning goal.

Grading Weights by Grade Levels:

K-2

Homework = 5%

Benchmark Assessment System (BAS) or Final Math Benchmark Assessment = 10%

Daily Grades = 35%

Summative Assessment = 50%

Grades 3-8

Homework = 5%

End of Grade (EOG) Assessment = 10%

Daily Grades = 35%

Summative Assessment = 50%

9-12

End of Course (EOC) Assessment/Final Exams = 20%

Homework/Daily Grades = 40%

Summative Assessment = 40%

Note: Sumter County Schools will not use Safety Net (Nothing below 60) grading practices.

Absences:

- Students will be given make-up opportunities for all missed summative assessments (marked work that will be part of student grades) without penalty.

Late Work:

- Teachers may set due dates and deadlines for all marked work that will be part of a student grade.
- Work handed in late if penalized will not exceed 2% per day to a maximum of 10%.
- Teachers may exempt students from penalties.
- Care should be taken to ensure penalties (if used) do not distort achievement or motivation.

Incomplete Work:

- Work that is not submitted will be identified as I (Incomplete). Students are expected to complete all required work and will be given opportunities to do so.
- In determining grades, teachers must decide whether there is sufficient evidence of achievement. If not, the grade recorded shall be an “I” for Incomplete~Insufficient Evidence.
- Where credits are involved, an “I” means no credit until the missing work is completed and the grade is updated.
- A teacher/designee may change an Incomplete grade to the appropriate grade whenever the student finishes the required work, provided it is finished and the appropriate grade is recorded within ten (10) calendar days of the end of the semester. School-based Grade Change Forms should be used to document the process. For extracurricular eligibility purposes, the grade is considered a failing grade until the final grade is recorded in the student’s record. At the end of the next semester, if the work has not been made up, the ‘I’ will be changed to the appropriate earned average for the student.

Homework:

- Teachers will only assign homework that is related to the curriculum.
- Teachers will provide feedback on homework that is assigned to practice new skills. Feedback can be given in writing or by talking with students individually or in groups.
- Homework for practice is not part of the academic grade (i.e., timed math drills, independent reading, letter formation). Homework evaluated for learning may be included as part of the academic grade.

Reteaching:

- The following assessments/tasks that indicate the FINAL measure of learning may not be reassessed: Semester exams; assessments that end an instruction unit or period of study; final research papers, reports or essays; culminating projects or performances.
- Reteaching should occur when teachers or students determine that students are not meeting learning goals.
- Teachers should identify reassessment opportunities before the original task/assessment is performed within an instructional unit.
- Reassessment opportunities will be offered in every course.
- When reassessment is offered, students may be reassessed one time regardless of grade on the original task/assessment based on the following: if they meet the following requirements: completed the original task or assessment, completed required assignments, and completed reteaching/relearning activities as determined by the teacher.
- When student work is reassessed, all students may be reassessed partially, entirely, or in a different format, as determined by the teacher (allows for specific elements within standards to be targeted).
- Where repetitive measures are made of the same or similar knowledge and/or skills, the more recent mark or marks should replace the previous/original mark for any such multiple opportunities.
- Grading procedures for reassessment must be fair and consistent and must promote achievement of learning goals. The reassessment grade replaces the original grade.

GRADING PROCEDURE FOR ZEROED WORK

At this point receiving full credit is not an option. However, students will receive partial credit for completing the zeroed assignment. All zero assignments will be graded on the means by which the total point value of the completed work will equal 70 percent of the original grade. The score can be derived by grading the assignment and then multiplying the score by .70 (or 70 percent).

Expectation: Students will not receive a zero for incomplete assignments. **Students will do the work.**

***Unique situations may arise, which will require teacher and administrator discretion.**

Glossary

- 1. Assessment**—process of collecting information about individual achievement that relies on a number of instruments and methods, one of which may be a test.
- 2. Complete original task/assessment**—finish a task or assessment to the best of one’s ability (may be affected by skill levels of students with limited English proficiency or disabilities), documented accommodations and modifications for students with English language learner plans, Individual Education Programs (IEPs), or Section 504 plans must be considered.
- 3. Evidence of learning**—any product or performance by a student that demonstrates understanding or skill after instruction, practice, and feedback.
- 4. Grading period**—approximately a nine-week period, or quarter, at the end of which each student’s achievement of the concepts and processes taught during that period is reported.
- 5. Instructional cycle**—recursive process of teaching and learning that begins with identifying learning goals and moves through the following steps: teacher assessment of student readiness, instruction, student practice, teacher feedback to students, ongoing formal and informal teacher and student assessment of student learning, teacher adjustment of instruction, reteaching and relearning as needed, and final teacher assessment of student learning.
- 6. Instructional unit**—period of study organized around related concepts and/or processes, as defined by SCS curriculum; instructional units are sequenced to build on each other, reinforce previously taught concepts and/or processes, and preview subsequent concepts and/or processes.
- 7. Learning goals**—outcomes for learning related to content standards and indicators or objectives identified in SCS curriculum.
- 8. Reassess**—informal and formal process of gathering evidence of student learning after reteaching and relearning; may involve regarding within specific parameters outlined in SCS procedures for reteaching and reassessment.
- 9. Relearn**—informal and formal process of improving understanding and performance through active participation in the instructional cycle, including seeking and applying teacher feedback, asking questions for clarification, practicing skills, refining content knowledge, and using available resources.
- 10. Reteach**— adjusting a repeated delivery of content by addressing an individual student’s learning style, preference, interest, learning rate, and/or readiness.