

EPPING HIGH SCHOOL

GRADING AND REPORTING STUDENT ACHIEVEMENT

PURPOSE OF GRADING

The primary purpose of grading, reporting, and recognition systems is to communicate student achievement toward the school's learning and effort goals and to celebrate these achievements with students and their parents. The secondary purpose is to provide students with information that they can use for self-evaluation, encourage student growth toward learning goals, provide students with available supports and opportunities, and evaluate the effectiveness of school curriculum, instruction, and assessment programs.

GENERAL STATEMENT OF POLICY

Epping High School in accordance with the New Hampshire Department of Education will award credit through the mastery of competencies. Competency-based assessment and grading systems create a culture of learning that fosters the development of confident learners. Competency is mastery of content concepts and skills that calls on students to perform at their highest levels of learning and to demonstrate what they know and are able to do. By measuring student progress according to mastery of course and district competencies, all concerned parties have a true measure of what students know and are able to do within each content area.

Epping High School's grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. The goal of our school's grading shall:

- Reflect academic achievement.
- Contain meaningful feedback.
- Be honest, fair, transparent, credible, useful and user friendly.
- Align with the Epping School District curriculum.
- Strive for consistency within and among courses, grade levels, departments, and/or schools.
- Communicate in a clear and timely manner.
- Reflect high expectations of all students across all courses and programs.
- Be developmentally appropriate for all students.

Such a system can serve as an open communication link between the school, home, and the community in and outside of Epping. It will provide all parties with awareness of a student's work and an understanding of how the grade reflects the student's achievement.

Students and parents will be able to use this data for future course selection and post-secondary plans. In order to meet grading and reporting goals, the reporting system will be multi-faceted including a distinction between content and skill competencies.

PRINCIPLES OF ASSESSMENTS

Assessments will be based on sound and fair instruction. Quality instruction is learning-focused, standards-based, responsive to differences in the learners, and is aimed at success for all. Quality assessment is based on clear and shared learning goals, and has clear purpose and sound design; in particular, teachers must distinguish between assessments that provide information to guide and adjust the teaching/learning process (formative) and assessments that provide information that are used to evaluate student achievement (summative). Quality communication is clear, easily understood by the audience, and, in this context, provides honest and comprehensive information about each student as a learner.

Formative Assessments (Academic Practice): work conducted when a student is still learning the curriculum. Formative assessments are designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, or notebook checks.)

Summative Assessments (Academic Achievement): work conducted when a student has had adequate instruction and practice to be responsible for the curriculum. It is designed to provide information to be used in making judgment about a student's achievement at the end of a sequence of instruction (e.g. final drafts/attempts, tests, exams, assignments, projects, or performances).

GRADING GUIDELINES FOR GRADES 9-12

A. Purpose - The primary purpose of grading is to communicate the academic achievement status of students to the students, their families, and upon student or family request employers, military branches, and/or post-secondary institutions. Additional purposes for grading include:

1. Providing information that student can use for self-evaluation.
2. Providing information that teachers can use to modify planning and instruction and determine additional supports and opportunities.
3. Evaluating the effectiveness of instructional programs.

B. Course Consistency - Teachers teaching the same course will apply the grading guidelines in the same manner.

C. Course Grade Factors - Course grades will reflect the level of the student's academic achievement. While non-academic factors may be highly valued and often contribute to the student's overall academic achievement, which are based upon course competencies, non-

academic factors should be reported separately from an achievement grade. Including these factors, when merged with achievement evidence, can mask important learning problems and contribute to miscommunication about the student's knowledge. The ESD Competencies for Learning separate content competencies from skills.

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D. Course Grade Calculations - The quarter grade for a course can be calculated solely based on summative assessments or it may be calculated based on a combination of summative and formative assessments. Grades for each course competency contribute to the overall course grade. The assessment definitions provided in this policy are the best guide for determining if an assessment is Academic Practice (formative) or Academic Achievement (summative).

1. The combinations of the Academic Achievement and Academic Practice grades will be uniformly practiced by all teachers.
2. Formative or Academic Practice grades will count for a maximum of 10% of the quarter grade.
3. Summative or Academic Achievement grades will count for a minimum of 90% of the quarter grade.
4. Individual departments will determine what assignment categories are included in the Academic Practice (formative) and Academic Achievement (summative) categories. These assessments will be posted in course curriculum syllabi, course descriptions and on PowerTeacher® under course description and grading policy. All department decisions are subject to principal approval.

E. Extra Credit - Based upon the principles of standards-based assessment, extra credit is not an appropriate measure of a student's learning unless it is aligned to performance standards. Teachers are encouraged to offer re-assessment or re-learning opportunities instead of extra credit. (See: district guidelines)

F. Assessment Frequency - As the purpose of grading is to reflect the student's academic achievement, a sufficient number of assessments are needed to determine an accurate level of

achievement. Assign and score 4 to 6 summative assessments per quarter and 8 to 12 summative assessments per semester.

G. Assessment Completion - Every effort shall be taken to hold students accountable for completing the work. Require students to complete all summative assessments.

1. Giving a zero or other failing grade on a summative assessment is not an option. Assign an incomplete when the body of evidence is insufficient to determine if a student met competency.

2. Giving a failing grade on a formative assessment is permissible. For example, assign a 0 if using a 5-point scale or a 60 if using a 100 point scale.

H. Re-Assessment– May be offered if a student provides evidence of corrective action such as study, practice, review classes, etc.

1. These opportunities are to be offered to all students that meet reassessment criteria.

2. Re-assessment on summative assessments is required of any student who earned below a 70%. Students that score above 70% may reassess.

3. Students requiring a re-assessment must complete a re-learning plan and process, which will include a completion timeline. Re-learning opportunities are designed by and are the responsibility of the student, and must be approved and supported by the classroom teacher. Teacher discretion may be used when approving re-assessment plans.

4. The re-assessment grade will replace the previous grade.

5. Re-assessment work must be submitted as specified by teachers, but no later than one week prior to the date grades close.

6. Re-Assessment Plan Example:

REASSESSMENT PLAN

Student Name:

Date initiated:

Title of Assessment:

Date to be resubmitted:

To the student: Review the attached assessment. It is important for you to reflect and understand the reasons for the grade you received on this assessment. It is also important that you use this knowledge to design a plan that results in a successful reassessment.

Review the attached assessment. List the content areas or topics that you feel you will need to relearn or study.

List the reasons you performed poorly on these topics.

Design a plan that will lead you to a successful reassessment.

Upon successful completion of your reassessment plan, a reassessment format and due date will be determined.

Student signature:

Teacher Signature:

Parent signature:

I. Late Work - Accept late work. Recognize that learning is all about student completing the work. Use professional judgment in grading late work in order to not discourage the learning process. Due date is the date an assessment is due in order to receive full credit. Deadline is the final date an assessment will be accepted for a majority of credit.

J. Final Course Grade - Clear criteria will be used to calculate a semester and/or year-long final course grade. It will be based on a combination of the quarter grades and final assessments.

1. All courses (semester and year-long) will use just one grading term, commonly referred to as a “rolling-grade.” When a progress or report cards is issued, the final grade listed is a “snap shot” of the current grade. The final course grade is the final snap shot at the conclusion of the course.

2. If modifications to rigor and/or standards require course work to be altered, the assessment will reflect these modifications and reporting system will note modifications. An asterisk (*) next to a letter grade will indicate that this grade represents achievement of a modified curriculum. Ex. B*

K. Course credit – Awarded when student meets all competencies. Competency is defined as a grade of 70% or higher when using a 100 point scale or competent as defined by a rubric.

GRADING SCALE AND SYMBOL DEFINITIONS

Level of Competency	Overall Course Grade	Competency Content Grade	Competency Skill Grade	Equivalent Number Grade	Traditional Letter Grade	Performance Descriptors for Course & District Competencies
Advanced	A+ to A-	A+ to A-	4	90-100	A+ to A-	The student consistently exceeds the performance standards for the grade level. Understands and applies key concepts and skills with consistency and independence.
Beyond Competent	B+ to B-	B+ to B-	3	80-89	B+ to B-	The student consistently meets the performance standards for the grade level. Understands and applies key concepts and skills with consistency and effectiveness.
Competent	C+ to C-	C+ to C-	2	70-79	C+ to C-	The student has a general understanding of the performance standards for the grade level. Understands key concepts and skills and is working on applying concepts and skills.
Not Yet Competent	N	N	1	Below 70	D to F	Student does not yet understand key concepts and skills and is working toward this goal.
Not Assessed	NA	NA	NA			The standard has not yet been assessed.
Incomplete	I	I	I			Incomplete grade due to outstanding assessments.