

HMS Grading Procedures

Developed Fall 2015; Effective January 2016

Grading Categories

Assessments During Learning (Formative) 50%

5 – 12 assignments per 9 weeks

Assessments Of Learning (Summative) 40%

2 – 4 assignments per 9 weeks

Homework 10%

If a teacher gives homework, they should grade 5-10 individual assignments. Or, the teacher can collect a cumulative homework grade over a 1, 2, or 4 week period and give 2-4 homework grades. No one homework assignment should be worth more than any formative or summative assessment.

Guidelines

Posting Grades: Grades for all assessments and assignments should be input into Infinite Campus within 5 days of student completion/submission of work.

Quality Grading: There should be an emphasis on quality of grading over quantity. Teachers should continually use formative assessments in their classrooms, but should formally grade only the most important assessments, giving meaningful feedback to the student.

Proportional Grading: It should be noted, that the grade categories should stay proportional. For example, if a teacher gave 5 formative assessments, they should only give 2 summative. However, if a teacher gave 12 formative assessments, they should aim to give 4 summative.

Late Work: There may be a deduction of points for late work. The maximum number of points deducted from any assignment will be 10 points. There should be a gradual decline in points. For example, two points off per day late, maximum of 10 points. This procedure applies in all grading categories. Teachers should adhere to IEP and 504 accommodations for students with extended time allowances.

Retake: *The purpose of retakes is to allow students to pursue mastery learning. As a student learns more, they should have the opportunity to demonstrate their new understanding and see their level of understanding reflected in their grade.*

Formative: Retakes of formative assessments is up to teacher discretion. We believe the purpose of formative assessments is to lead students toward mastery.

Summative: Students should be given opportunities to show mastery of learning. In order to give a retake to a class the teacher must show evidence of re-teaching in their lesson plans. A student must have completed all missing work in order to retake a summative assessment. Completion of missing work should help remediate learning, and allow the student to accept responsibility for their learning. A retake may take several forms, per teacher discretion.

-A student may retake all or part of a very similar assessment.

-If a student shows mastery of a concept based on a strong score on a progress assessment, this may count as a retake.

-A student may complete an Annotated Correction in which the student corrects their work independently and explains why they initially missed the problem and what they now understand.

-A semester exam may serve to show mastery of concepts, and could replace a summative assessment grade. (Students will not have the opportunity to retake semester exams.)

