

St. Rita School Grading Policies

1. Grading procedures shall be related directly to stated learning goals, standards, and/or benchmarks, rather than to assessment methods such as tests, quizzes, classwork, etc...

Scoring

The following assessment categories and respective weights of the overall grade will be assigned for all grade-levels, except Pre-K and Kindergarten:

- a. **Content Assessments (45%)**: what students are to know
 - b. **Performance Assessments (55%)**: what students can do; how they can apply knowledge
 - c. **Participation (0%)**: participation is NOT considered an **academic grading variable**, and cannot impact the overall grade. However, a child's participation through the learning process is critical in order for them to master the learning content required. Therefore, participation will be considered a **reporting variable**, informing students and parents the student's efforts towards the curriculum standard.
2. **Grading Individual Achievement**: individual achievement of stated learning goals shall be the only basis for grades.
 - a. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately in the 'work habit/behaviors' section of the report card, unless they are a stated part of a learning goal.
 - b. Late submission of assessment evidence shall be handled as follows:
 - i. Teachers may set due dates and deadlines for all marked assessment evidence that will be part of a student grade.
 - ii. There shall be no penalties for late submission of assessment evidence.
 - iii. Late submission of assessment evidence may lead to parent contact and/or disciplinary action, and will be noted in 'comments' and/ or 'work habits and behavior' sections of the report card.

- iv. Late submission of assessment evidence may lead to an invitation or the requirement to attend a support session during the school day, before school, at lunchtime, or after school hours. **It will not occur during recess time.**
 - c. Absences shall be handled as follows:
 - i. Absent students shall be given makeup opportunities for all missed summative assessments (marked assessment evidence that will be part of student grades) without penalty.
 - d. Incomplete assessment evidence shall be handled as follows:
 - i. Assessment evidence that is not submitted will be identified in the grade book as ‘mw’ (missing) or ‘ns’ (never submitted). **Zeros will NOT be used.**
 - ii. Students are expected to complete all required work and will be given opportunities and support to do so.
 - iii. Other means of consequence for missing work will be administered besides penalizing grades.
 - e. Cooperative learning group activities will not be a part of the achievement grade, unless it is a stated component of the learning standard.
4. In determining trimester or final grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded shall be an ‘I’ (Insufficient Evidence/ Incomplete). The ‘I’ will remain on the report card until such time as the student provides the missing evidence.
- a. If multiple assignments are missing by the end of the trimester in which there is not sufficient evidence to render a grade, an “I” will be indicated on the report card until the student provides the missing evidence. If evidence is still missing by the end of the academic year in which a grade cannot be rendered, an ‘I’ will remain as the final grade. In this case, the student has failed that subject for the academic year.
 - b. Formative assessment shall not be included directly in the overall grades.
 - c. Marks/ scores from summative assessments shall be used primarily to determine grades.
5. Emphasis shall be on the more recent evidence.
- a. Where repetitive measures are made of the same or similar knowledge, skills, or behaviors, the more recent mark or marks shall replace the previous marks for grade determination.

- b. Second chance (or more) assessment opportunities shall be made available to students; students shall receive the highest mark, not an average mark, for any such multiple opportunities. However, the following are expectations and guidelines for re-takes:
 - i. Any re-teaching, review, or reassessment is done at the teacher's convenience.
 - ii. Students are required to provide evidence that they have completed some correctives before they are allowed a reassessment opportunity. Correctives may include personal study/ practice, peer tutoring, worksheets, review classes, and so forth.

***See Glossary of Terms below!**

Glossary of Terms

Grade: The number or letter reported at the end of a period of time as a summary statement of student performance.

Assessment: Gathering and interpreting information about student achievement (group or individual) using a variety of tools or techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement.

Evaluation: Making judgments about the quality of the student achievement over a period of time, primarily for the purpose of communicating student achievement.

Mark / Point: The “score” (number or letter) given on any single test or performance.

Scoring: the performance of an individual or a group examination or test, expressed by a number, letter or other symbol

Performance standards: How well students expected to demonstrate knowledge and a skill.

Learning goals: An observable result demonstrated by a student’s knowledge, skills or behavior.

Achievement: The demonstration of student performance measured against establish criteria. (Performance standards).

Effort: something done by exertion or hard work,

Report Card: a teacher's written assessment of a student's work, progress, and conduct, sent home to a parent or guardian.

Quiz: a test of knowledge, especially a brief, informal test given to students

Submission of assessment: the action of presenting a proposal, application, or other document for consideration or judgment. In a school context, presentation of assignment or assessment.

Absence: the state of being away from a place or person. School absence means not attend school.

Deadline: the latest time or date by which something should be completed.

Timeless: not restricted to a particular time or date.

Cooperative learning groups: is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of **learning** activities to improve their understanding of a subject.

Formative assessment: Assessment designed to provide direction for improvement and/or adjustment to a program for individual students or for a whole class. (quizzes, initial drafts/attempts, homework usually, and questions during instruction).

Summative assessment: Assessment designed to provide information about a student’s achievement at the end of a period of instruction. (tests, exams, final drafts/attempts, assignments, projects, performances).

Corrective: a means of correcting.

Reassessment opportunity: the chance to re take an assessment.