



Grading Guidelines 2019-20

Grading for Learning

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INTRODUCTION LETTER

June 1, 2019

Dear SCS Families,

Our grading guidelines were developed together with our teachers. We reviewed research about how to best communicate what students learn and are achieving within the classroom. The goals of these guidelines included

- More consistent grading practices across all grade levels.
- Assist students and parents in their understanding of how teachers arrive at grades.
- Help improve feedback to students and ensure they have the practice needed for learning.
- Students will focus more on mastering learning goals and less on points needed to achieve a particular grade.
- Grades to reflect the achievement of learning goals and to have behaviors included in grades as little as possible.

What has Changed

- **Late assignments must be completed within one week of the original due date.**
- **Teachers have the discretion to impose a penalty for late work.**
- **Assignments not turned in after one week of the original due date will receive a grade of zero.**

Unfortunately our grading policy created an unexpected behavioral consequence that is negatively impacting students' grades. Specifically, the leniency in the amount of time that has been provided to turn in late assignments has caused students to put off completing late work for too long. This means that students are often times completing late assignments the day before an exam in order to receive credit. This delay means that students are not receiving the benefit of real learning and teacher feedback that was intended for the assignment. It is our hope that this policy change will honor our original commitment to minimize student behaviors from having an impact on student grades by allowing an adequate amount of time for late assignments to be completed. We hope this change will also ensure that students complete their work with enough time remaining prior to exams that teacher feedback on the assignment can be of value to the student in their learning process.

We count it a privilege to partner with you to develop the full potential of your student(s). God is doing some amazing things here at SCS as we *Ignite Minds and Infuse Faith*. We pray regularly for our school community and we invite you to pray for our student body, and the faculty, staff, and administration as we seek to honor God in all that we do. Blessings for a great school year ahead!

In Christ,
Christine Bradford, Elementary and Middle School Principal
Mark Martell, High School Principal

Sarasota Christian School Grading Guidelines

GRADING SCALE

Below is the grading scale used at Sarasota Christian School from 3rd-12th grade.

Percentage Scoring	
Letter Grade	Percentage Score
A+	100
A	91-99
A-	90
B+	89
B	81-88
B-	80
C+	79
C	71-78
C-	70
D+	69
D	61-68
D-	60
F	0-59

FORMATIVE and SUMMATIVE GRADING

What is the difference between formative and summative assessments?

Formative Assessment (Skill development and practice FOR LEARNING)

The goal of formative assessment is to monitor student learning to guide further instructional needs. How well a student performs on their formative assessments indicates a student's readiness for success on a corresponding summative assessment. These assessments are generally low stakes, which means they have low or, in some cases, no point value. At most, they will be counted as 20% of a student's quarterly grade. Formative assessments may include:

- Daily classwork
- Homework
- Teacher observations of student progress
- Study guides
- Rough drafts
- Journals
- Presentation practice

The purpose of homework

- Homework is only valuable as an extension lesson when a concept is already understood or for practice when once again, the concept is already understood. We don't want students to practice what they do not know! At times, homework may be completing an initial introductory unit of a new concept.
- At times, there may be a final unit extension product that comes home as homework, and it will be counted as a summative score .
- Other times, homework is building fluency and is for practice so that a child can do well on a summative unit assessment .

- A teacher can choose to count practice homework/classwork for a formative score, but it may also simply serve as a feedback tool (without grade point weight) between teacher and student to know when they're ready for the unit score.
- Homework may be assigned up to 3-4 nights a week and include study time needed.
- Homework is generally limited to::
 - Kindergarten - 10 minutes
 - 1st grade - 20-30 minutes
 - 2nd grade - 30 minutes
 - 3rd grade - 30-45 minutes
 - 4th & 5th grades - 45-60 minutes
 - 6th, 7th, & 8th grades - 60-80 minutes
 - 9th, 10th, 11th, & 12th grades - 1-2 hours

Advanced study courses may require more time.

Summative Assessment (Demonstrate mastery OF LEARNING)

The goal of summative assessment is to evaluate student learning at the end of an instructional unit . Summative assessments are higher stakes, which means they will count as a minimum of 80% of a student's grade. Summative assessments may include:

- Unit projects
- Written final compositions
- Performance presentations
- Tests
- Any teacher determined activity showing student mastery of curriculum content

Do tests define grades?

- No, SCS believes effective education provides for a variety of types of final unit assessments not just tests.
- Your student may give a speech, present a final experiment to the class, turn in a final draft of a poem, or complete a project, or take a unit test.
- All these and many other assessment strategies can be counted as summative and will be weighed more heavily than the practice activities.
- Student learning needs can also be met by extra assessment time during the school day in our WIN (What I Need) period.
- SCS is committed to helping your student gain summative success in stages.

SCS K-2nd GRADES

Lower elementary teachers will assign student learning performance scores ranging between “1” (approaching level) to “3” (above level) instead of grades. These teachers will also closely assess student progress at all times through practice learning activities until final summative unit scores are recorded in RenWeb. As in grades 3-5, these students will receive more practice work when appropriate before re-assessing. The latest learning gains will be reflected in the final student performance scores reflected on the report card. In general, lower elementary teachers also follow the SCS Grading Guidelines, but do so without the use of letter grades.

SCS 3RD-12TH GRADES

Upper elementary, middle and high school teachers will assign student grades based on the following criteria:

- A minimum of 80% of a student's course grade will be measured using summative assessments
- A maximum of 20% of a student's course grade will be measured using formative assessments

Note: Principals may approve a teacher's request that the summative assessment percentage be increased; this would change the percentage awarded to formative assignments.

Retake of Summative Assessments

All teachers will provide opportunities for retakes of summative assessments based on the following:

- If a student earns less than an "70%" on any given summative assessment, the teacher will make plans with the student for a re-assessment opportunity.
- Before the re-assessment is given, the student must complete all originally assigned formative assignments preceding the unit summative assessment; any missing work must also be completed.
- Before the re-assessment is given, the student must complete additional formative assessment practice work to be better prepared for success in the summative re-assessment.
- All re-assessments must be completed before the date of the next unit summative assessment.
- Teachers will determine whether a student re-assesses one or two times.
- The re-assessment opportunity may not apply to all summative assessments.
 - Multi-step long term assignments' final summative scores will not allow for a re-assessment. This is because in many of these assignments there will be multiple opportunities for improving student scores through continual teacher feedback for revisions possible on smaller units of student work.
 - If a final exam is offered, it will be considered a final grade without re-assessment opportunities.
 - Some performance-based assessments might not have re-assessment opportunities.
 - Summative exams given on the last week of a quarter may not be eligible for retakes due to time constraints.
 - When there is clear evidence that a student has not made a good faith effort on the original summative, re-assessment might not be offered. Such behaviors will be documented in RenWeb and may lead to disciplinary consequences.

Due Dates

Timely compliance is always the best choice in school, as in life, but we realize that infrequently life's events may require a little more space to complete an important learning assignment. We want to be flexible with you and your student's needs while maintaining due date expectations.

There are consequences for late work.

- Students will be expected to finish assignments even if a due date is missed.
- Students may be assigned a WIN period to complete their missing work.
- An "M" will be the placeholder for any missing or late assignments put in the grade book. The "M" will calculate as a 0% until the assignment is completed.
- The assignment is expected to be completed within one week of the original due date. Teachers may assess a late work penalty of up to 50% off the earned grade on work that is completed late.
- If students do not participate with the teacher in taking advantage of completing their assignment in a timely fashion, a final 0% will be recorded for that grade.
- Students showing repeated evidence of late work may be determined ineligible to participate in advanced study courses such as advanced math, honors, AP, or DE classes.
- Possible disciplinary consequences may be assigned for not meeting academic expectations.

EXTRA CREDIT

- Extra credit will not be needed because your student's unit scores (the summative assessments) will be more successful based on the individualized practice work (formative) chosen for your student.
- If a student struggles with a particular concept and needs more practice work (formative), they can participate in more learning activities in the classroom or in WIN and retake the final unit assessment (which counts for more than the practice activities). SCS wants our students to learn and succeed.

WIN - What I Need

What I Need periods are offered daily for 30 minutes for elementary and 40 minutes for middle and high school students.

- WIN offers spiritual growth enrichment activities such as chapel, Bible study, worship, and prayer groups.
- WIN periods will allow for student leadership groups such as student council and class meetings to be regularly scheduled.
- Student re-teaching and re-testing needs will be met several times a week through WIN.
- Enrichment opportunities will also be available where a student may choose to practice on the student worship team or learn to play chess or speak another language.
- Intervention needs take precedence over student enrichment requests.
- Late or incomplete assignments or academic dishonesty will cause a student to be assigned to WIN intervention periods until work is complete.

ACADEMIC DISHONESTY

SCS expects that each student will be assessed with both formative and summative assignments by examination of their own work. For unique learning gains to be identified, teacher and student need to know where a student needs assistance and what a student already knows.

If a student is found to participate in academic dishonesty:

- Discipline consequences will result.
- Additional WIN assignments will be given.
- A re-assessment will be required before releasing from WIN intervention.
- The grade will not be affected unless the student fails to complete WIN assignment(s), at which time a final 0% grade will be recorded and parent involvement requested.

A.P. and Dual Enrollment Courses

Given the advanced nature of honors, A.P. and dual enrollment courses, teachers of these courses are not required to follow the guidelines for test retakes or late work that are outlined here. This exemption would also apply to 8th grade students who are taking high school level courses as these would be considered honors courses.