

Freeport School District
Freeport High School Grading Practices
Updated August 2020

Grading Scale: **A 90 – 100** **B 80 – 89** **C 70 – 79** **D 60 – 69** **F 50 – 59**

Recording a score in the gradebook:

1. Teachers should assign the actual score earned into the gradebook.
 - a. The actual score most accurately conveys to students and parents their child’s current grade in the gradebook.
 - i. Example: A student receives a score of 21 / 100 on their quiz. The score entered into the gradebook is a 21.
2. The minimum grade % that should be entered for students who meet the retake expectations is 50%.
 - a. If a student retakes and achieves a grade greater than 50%, the greater grade is entered.

If a student does not attempt the required work the teacher has two options for recording the score in the gradebook:

1. Enter a zero into the gradebook with a comment.
 - a. A comment is required for all zero grades and missing work.
 - i. Example available comments: NTI: Not Turned In, REF: Refused/Missing
 - ii. The zero most accurately conveys to students and parents their child’s current level of understanding or the fact that they did not attempt the work or assessment.
 - iii. When entering revised scores, special codes should be updated or removed as appropriate.
2. Teachers may use an asterisk (*) to exempt the student from the assignment.

Academic Practice vs. Academic Achievement

Academic Practice and Academic Achievement must be recorded separately in the grade book. Whether an assignment should be Academic Practice or Academic Achievement is determined by the intent of the final product. If Mastery is expected, then the assignment should be coded as Academic Achievement. There must be at least three Academic Achievement gradebook entries per quarter.

Definition	Academic Practice is work conducted when a student is still learning the material. It is designed to give the student feedback about his/her learning in a timely manner. This may also be referred to as formative work.	Academic Achievement is work conducted when a student has completed adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about a student’s achievement at the end of an instructional unit. This may be referred to as summative work.
Purpose	To monitor	To evaluate
Time	During process	End of process
Types	Informal	Formal
Use	To improve	Judge process/product
Data Use	Short -term: Used for re-teaching	Long-term: Used in curriculum design

The definitions provided above are guides for determining if an assessment is Academic Practice or Academic Achievement. The examples below show that work for practice and achievement may be used differently between subjects and grade levels.

Academic Practice Examples	Academic Achievement Examples
<ul style="list-style-type: none"> ● Quizzes that check understanding (exit slip, pop-quiz) 	<ul style="list-style-type: none"> ● Assessments/Tests (written, oral, and performance)
<ul style="list-style-type: none"> ● Homework that reinforces classwork 	<ul style="list-style-type: none"> ● Quizzes over concepts that have already been practiced
<ul style="list-style-type: none"> ● First drafts of writing 	<ul style="list-style-type: none"> ● Work that summarizes content from several lessons (review sheet)
<ul style="list-style-type: none"> ● Teacher questions during instruction 	<ul style="list-style-type: none"> ● Writings (term papers, essays, stories, etc)
<ul style="list-style-type: none"> ● Pretests 	<ul style="list-style-type: none"> ● Projects/Presentations/Rubric Analysis

Assessments:

Teachers are encouraged to develop other assessments to assist in determining academic achievement. Teachers are to afford students the opportunity to **retake assessments**. When a student completes a retake, the higher of the two assessment scores is placed in the gradebook.

Semester Exams and 9-12 Grade Breakdown of Categories

Final Exams are 15% of the student’s Semester grade. The remaining 85% is split into two categories: Academic Practice (35%) and Academic Achievement (50%). A student’s semester grade considers all of the work for the entire semester and is NOT an average of the two quarters.

Retake/Retest

Retake/retest is a best practice in assessing students. The fundamental purpose of assessment and evaluation is to *improve student performance* (Reeves, 2010). Research indicates that when students have opportunities to retake/redo the assessment there is a stronger development in skills. The feedback received on errors combined with the ability to retest allows students to grow as learners. This process is an important building block to becoming successful in life and teaches perseverance.

Allowing students to retake/retest is by no means meant to be perceived as being “easy” on students. There needs to be a process students follow in order to be given this opportunity.

- It is the student’s responsibility to notify the teacher that they would like to re-test soon receiving back the assessment.
- The students need to look at the feedback provided by the teacher and look at his/her mistakes critically to see where the error occurred and why.
- The student needs to analyze his/her mistakes and make a plan for preparation in order to retest.
- Students need to be retaught or restudy the material as appropriate.
- Only after re-teaching or further practice/study along with an analysis of prior performance should a retake/retest be given.
- Students who refuse to take the steps necessary to qualify for a retake forfeit their retake opportunity.
- Students who do not prepare for the initial assessment by completing formative work associated with the summative assessment will forfeit their retake opportunity.

Guidelines

- All students will be allowed the opportunity to retake/retest no matter his/her score on an academic achievement.
- When a student completes a retake, the higher of the two assessment scores is placed in the gradebook.
 - The minimum grade % that should be entered for students who meet the criteria and retake / retest is 50%. The retake score is able to be denoted in the grade book through the use of codes and comment section.
- The retake/retest time is at the teacher’s discretion and professional judgment. (Please realize that students might not be able to remain after school or arrive early to retest and make accommodations as needed).
- Each teacher may make the determination as whether to retest the whole achievement or just retest the missed concepts. Teachers may create a retest if one is not available for that assessment.
- Professional judgment should be used in determining whether or not to allow more than one retest/retake opportunity.

Late Work

- Late work is defined as not having been turned in when the assignment was due.
- Unless there is a verified extenuating circumstance, late work from a previous grading period is not accepted.
- How much credit is awarded for work turned in late is at the discretion of the classroom teacher. Points awarded should match the quality of work turned in.
- Late work will not be accepted after the end of the grading period.
 - a. The definition of the “grading period” is at the discretion of each department and can be defined as the end of a unit, midterm, or by the end of a specific quarter.
 - b. Teachers within each department will follow the same established criteria for determining “grading periods”
 - c. Zero credit will be awarded to any work turned in that does not meet the above criteria.