

High School Grading Guidelines

Guidelines for Determining Grades (Please consult your teacher's course syllabi for more information)

Academic grades on report cards are determined by the following values:

- Semester grades are to be determined by a running total throughout the semester and a final examination. Weighting of final examinations and the categories below may vary among high schools and content areas as determined by sites, but must be consistent among all teachers of the same course at individual schools.
- **Assessment** - At least 70% of the running total may include unit and course assessments, quizzes, performance tasks, portfolios, presentations, projects, essays, and other demonstrations of learning.
- **Checks for understanding** - No more than 30% of the running total represents coursework that are checks for understanding.

Each course is to administer a **final examination** of no more than 20% of the semester running total. Weighting of final examinations may vary among high schools and content areas as determined by sites, but must be consistent among all teachers of the same course at individual schools.

Note: For students eligible under Individuals with Disabilities Education Act or Section 504, accommodations per the Individualized Education Plan (IEP) or Section 504 plan will be implemented so that students have access to the general curriculum. In addition, students receiving special education services will be allowed to demonstrate mastery using alternative methods as indicated in the IEP.

Conduct Codes are based on student behaviors. Indicators for conduct are reflected in the O, S, N, and U scale on the SUSD report card. Teachers are to provide a Conduct Code of O, S, N, and U for each student at each quarter. Indicators of N and U require the provision of additional comments. Teacher may want to reference the "Rubric to Support Teachers When Determining Conduct Grades".

Indicators for conduct include:

- O – Outstanding
- S – Satisfactory
- N – Needs Improvement
- U – Unsatisfactory

Guidelines for Determining Extra Credit (Please consult your teacher's course syllabi for more information)

Extra Credit skews the meaning of a student's grade by rewarding them for extra effort as opposed to achieving mastery. Therefore:

- Students are not to be awarded extra credit in the determination of any grades.
- Consideration should be given to the department adopted guidelines for Redos/Retakes as the best practice for giving students opportunities to demonstrate mastery.

The following “best practice rationales” regarding Late Work provide teachers and principals a framework and serve as a resource for determining how to be address the needs of students at individual sites. Departments within schools have latitude to create their own policies for Late Work, but are to be consistent among teachers of the same course. (Please consult your teacher’s course syllabi for more information)

Best Practice Rationale: Best practice research indicates that students are better prepared to approach mastery when they are expected to complete all required work and are given opportunities and support to do so.

- Individual departments within high schools will designate and communicate respectful timelines, guidelines, and support systems for late work policies for checks for understanding and assessments.
- Penalties for late work will be fixed as opposed to escalating. Penalties are not to exceed one letter grade of the original value of the scored item and will not change a passing grade to a failing grade for the scored item.
- There is consistency among all teachers of the same course at individual schools.

Assignments not completed will be indicated as not submitted (NS). “NS” designations are considered zeros until the assignment is completed for a grade

The following “best practice rationales” regarding Redos/Retakes provide teachers and principals a framework and serve as a resource for determining how to be address the needs of students at individual sites. Departments within schools have latitude to create their own policies for Redos/Retakes, but are to be consistent among teachers of the same course. (Please consult your teacher’s course syllabi for more information)

Best Practice Rationale: Best practice research indicates that high performing schools and teachers focus on students’ growth and mastery and allow assessments to be redone.

- When a teacher offers a reassessment, all students may be reassessed if they meet the following requirements: completion of the original task/assessment, completion of required assignments, and completion of reteaching/ relearning activities as determined by the teacher.
- When assessments are reassessed, they may be reassessed partially, entirely, or in a different format by the teacher. If reassessed in its entirety, students should receive the higher mark earned.
- Not all checks for understanding and assessments are eligible for redos/retakes. Reassessment opportunities are identified and communicated by the teacher before the original assessment.
- Grading procedures for reassessment must be fair and consistent and must promote achievement of learning goals.
- Teachers will communicate course specific procedures in writing to students ~~to~~ and parents at the beginning of semester/school year.
- Students are expected to contact teacher(s) to identify and schedule opportunities for redos/retakes.