

## **Grading Philosophy**

### **The Meaning of a Grade**

Grades communicate to our students and their families each individual student's proficiency in relation to the standards on the proficiency scales.

#### **We believe:**

- Grades reflect student academic proficiency.
- Grades are to be assigned based on a student's proficiency in learning standards – not on a student's achievement compared to other students.
- At the start of each course, students and their parents should be provided with information regarding grading practices and student expectations.
- While it is important for teachers to consider the mounting evidence that supports student growth, summative evidence should constitute the majority of a student's grade.
- Academic dishonesty should be addressed with behavioral consequences. Students should reassess to determine actual level of achievement.
- Grading should not be used for disciplinary purposes.
- Learning to manage deadlines is an important life skill.
- It is vital for teachers to regularly update their grades, and it is up to the student to stay informed using established communication methods.
- Students should receive feedback in a timely manner.
- The professional judgement of the teacher should be respected.

### **Academic, Non-Academic Factors, and Grades**

Course grades will reflect the level of a student's academic proficiency. While non-academic factors may be highly valued and often contribute to academic success, they should be communicated separately from academic proficiency. The following are examples of non-academic factors:

- Practice work on which students are not being assessed on their knowledge and skills.
- Class participation that is not tied to a specific learning objective.
- Behavior (punctuality, attendance, attitude, effort)

### **Late, Missing, and Incomplete Assignments**

Teachers addressing late, missing, and/or incomplete assignments:

- Assign an "I" (incomplete) for all assignments that have not been completed, or an "M" (missing) for all assignments that have not been turned in.
- Use established communication methods to convey work that is late, missing, or incomplete (Renweb/Facts, Teams).
- Evaluate and provide feedback for all student work submitted on time. Evaluate and provide feedback for student work submitted late as time allows. Student work turned in late cannot take priority over current workload.