

Oregon High School Grading Practices



Parent & Student
Handbook
2019-2020

INTRODUCTION

Dear OHS Students and Parents,

The purpose of this document is to provide you with pertinent information regarding OHS grading policies and procedures that are utilized by our teachers. First, a bit of historical context is provided below.

In May of 2010, the Oregon School District Board of Education adopted a position paper titled, *Assessment of Student Achievement*. This paper is a remarkable document. It provides guidance and assurances that the means to measure student achievement will be based upon research-based “best practices.” This paper, along with two previous papers, *Accountability for Student Achievement* (2004) and *Visioning for the Future* (2007), describes the measures of success for the Oregon School District and identifies goals and practices (a strategic plan) needed to achieve this success respectively. All three of these documents provide us – the administration, faculty and support staff – with the foundations upon which to base our efforts and to continually improve those efforts to best prepare our students for life in the 21st century. The full text of all of these documents is available at www.oregonsd.org > School Board > Position Papers.

During the 2010-2011 school year, Oregon High School began implementing a number of the initiatives contained in the paper. As a faculty, we experienced many successes and a number of challenges. The greatest challenge of all was endeavoring to provide consistency in our expectations and practices in grading while navigating the waters of change. As a result of this experience, the OHS Leadership Team and faculty, in consultation with the Board of Education, has developed a document outlining the grading policies and procedures for implementation for the 2011-12 school year. This document is contained herein. These policies and practice are in alignment with the *Assessment of Student Achievement* position paper and Board policy 415 – Student Grading and Posting of Grades (available at www.oregonsd.org > School Board > Policies > 400 > 415 Student Grading and Posting of Grades).

We will continue each year to institute the grading practices per Board policy that you will find in this document. Effective in 2013-14 OHS will continue to implement a 100-point grading scale. This scale will have a NO zero designation and a 50% as a lowest allowable grade. 50% is NOT passing, does not constitute mastery or proficiency of a skill, content, or standard, but does provide a springboard for a student to continue pursuing excellence. You will find these policies and procedures woven into the syllabi students receive from their classroom teachers for every class offered at OHS. Please keep this handbook as a reference. If, in reading this document, you have a question that remains unanswered, please do not hesitate to contact any of our OHS building administrators.

Jim Pliner
jrp@oregonsd.net

Brad Ashmore
bsashmore@oregonsd.net

Kim Griffin
kjgriffin@oregonsd.net

OHS GRADING EXPECTATIONS

1. GRADING SCALE

Within the 2013-2014 school year Oregon High School will employ a 100-point system of assessment. This scale is a “Percentage Scale” based upon the number of points a student receives on an assessment out of the total number of points available. Board Policy-415 does not contain a recommended or required grading scale.

Percentage Scoring

<u>Letter Grade</u>	<u>Percentage Score</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
IE	59 and below
F	59 and below

Teachers at OHS will make the final determination as to passing or failing any course using their professional assessment practices.

- a. The lowest score on the OHS grading scale is a 60%. Any assessments not completed or earning a score below 60% will be recorded as insufficient evidence (IE), indicating that the student has not demonstrated proficiency on the assessment.
- b. Courses require students to demonstrate proficiency on summative assessments. If a student earns a score lower than 60% or does not turn in a summative assessment, the student may be required to redo or retake the summative assessment until demonstrating proficiency, minimally at (60%).
- c. Courses require students to demonstrate proficiency, minimally at (60%) on a designated number of summative assessments. If a student does not demonstrate proficiency on enough summative assessments, the semester grade will be an F.

2. FORMATIVE and SUMMATIVE GRADING

Board Policy 415 defines formative assessment as grading for learning. Formative assessment is used to inform instruction and provide specific feedback to students on their learning progress. Summative assessment is defined as grading of learning and reflects student mastery of curriculum standards.

Summative assessments are to be counted toward a student's final grade. Formative assessment may be included up to 10% of the summative grade.

At OHS, as in other high schools, "Summative Assessments" can include: Tests, Projects, Research Papers, Presentations, Panel Discussions, Demonstrations, Reports, Essays, Performances, etc. – anything that a teacher may use to make a judgment of a student's ability level or mastery of content. Participation can be a summative assessment if it directly relates to measuring a student skill. Summative Assessments can, should, and will take many forms over the course of a semester or school year.

Similarly, "Formative Assessment" also can, should and will take many forms in the course of a school year or semester. Formative assessments may include: daily homework assignments, study guides, quizzes, "drafts" of thesis statements, notebooks, note cards, and other, too many to name, activities. In short, a "Formative Assessment" is a tool that should be used to provide feedback to a student to determine how they are progressing in their level of knowledge or in developing the skills and abilities to be successful in the particular course.

3. RETAKE OF SUMMATIVE ASSESSMENTS

BOARD Policy 415.03 requires teachers at all grade levels to, “Allow opportunity for retakes of summative assessments.” Further, the policy states, “Teachers and Administration shall establish consistent criteria by which summative retakes may be taken.” The OHS Leadership Team has determined the following:

- a. All students can engage in one retake per summative test. In unique, unusual circumstances an additional retake opportunity may be provided at the teacher’s discretion.
- b. Students who complete the required formative work* (readings, in-class assignments, homework assignments, quizzes, etc.) on time prior to the date of the summative test, will be eligible to retake the assessment if needed. The score earned on the retake of the summative test will replace the original score.
- c. Students who do not complete the required formative work* (readings in-class assignments, homework assignments, quizzes, etc.) or complete this work on time prior to the date of the summative test, will be eligible to retake the assessment if needed. Completion of the required formative work and additional, corrective work will be required before the date of the retake. The score earned on the retake of the summative test, *up to a maximum score of 75% (“C”)*, will replace the original score.

*Note. Prior to the beginning of a unit of study, teachers will inform students of formative work that will be considered “required.”

- d. Students must complete the retake process prior to the date of the next summative test, project, or assignment.
- e. This may not apply to all types of summative assessments including long term, multi-step assessments such as a research paper, project of presentation. (In many of these cases, such as a research paper, students receive feedback on each step of the process and have multiple opportunities to redo portions of the paper, presentation, or project before final submission.)
- f. **Retake opportunities are not available for semester exams.**

4. DUE DATES & DEADLINES

Board Policy 415, in outlining teacher responsibilities for grading at all levels, cautions, “Avoid penalties for late work as a result of an excused absence.” This does not mean that due dates and deadlines for student work are “things of the past.” Establishing, maintaining and holding students accountable for due dates and deadlines is necessary to assist students in the development of skills such as organization, time management, problem solving and collaboration as well as in the development of individual responsibility and self-discipline.

Establishing, maintaining and holding students accountable for due dates and deadlines are also necessary for teachers to adequately and efficiently manage the workload. The OHS Leadership Team has determined the following:

- a. The following definitions shall be used:
 - I. **DUE DATE** – The date upon which the assignment is expected to be submitted to the teacher in complete final format.
 - II. **DEADLINE DATE** – As the term implies, the final date upon which an assignment, in final, complete format, will be accepted by the teacher.
- b. Upon the issuance of the assignment, the teacher will clearly specify the due date and the deadline date for its submission.

- c. In the event an assignment is not submitted on the due date or the deadline date as a result of an excused absence, no penalty (or additional penalty) is to be applied. As a *general* practice, it is recommended that students be given one day of “grace” for each day of excused absence.
- d. An assignment submitted after the due date will be accepted and graded per the established standard. The score or grade recorded for the assignment will be the minimum score for that range. Examples: 1) An assignment submitted after the due date, according to the prevailing criteria, is graded as a ‘B+’, will be recorded as a ‘B-’. 2) An assignment submitted after the due date that, according to the prevailing criteria, is graded as a ‘C’, will be recorded as a ‘C-’. 3) An assignment submitted after the due date that, according to the prevailing criteria, is graded as an ‘A-’, will still be recorded as an ‘A-’. For an assignment receiving an ‘F’ (a failing grade), the score recorded will be equivalent to 50%.
- e. Assignments will not be accepted past the established deadline date and no credit, or 50% which equals an ‘F’ will be recorded as it indicates a student has not attempted, completed to standard or proficiency, the work assigned. Students need to complete at a mastery or proficiency level all formative work to re-take a summative project, presentation, assignment, or exam.
- f. Of course, there is a good deal of teacher discretion that may be applied. In unusual circumstances, due dates and deadline dates may be extended and/or grading adjustments may not be necessary. Students need to be encouraged to discuss unusual or extenuating circumstances directly with teachers – learning and practicing good communication skills. However, more stringent sanctions, such as additional grade penalties for late work, are not appropriate.

5. INCOMPLETE GRADES

Recording of “incompletes,” is a process/procedure that is managed at the building level. For the 2013-14 school year, the process for managing “incompletes” remains unchanged.

“I” (Incomplete). This mark is normally used for students who have had excused absences at the end of the marking period and have not had sufficient time to make up work necessary to receive a grade. Normally, incompletes must be made up within one week (7 calendar days) after the end of the semester. Make-up work in case of extended absences due to illness will be given special consideration proportionate to the length of the illness.

- a. Students needing additional time to complete assessments need to be encouraged to discuss and make arrangements (plans to complete the work) directly with their teacher – learning and practicing good communication skills. An “incomplete” may then be assigned.
- b. Following the one-week (7 calendar day) period, the student’s progress toward completion will be assessed.
- c. If, at the end of the one-week (7 calendar day) period, the student has made significant progress and the teacher determines additional time is still appropriate, the “incomplete” mark may remain in place.
- d. If, at the end of the one-week (7 calendar day) period, the student has not made significant progress and the teacher determines that granting additional time will be unproductive, the appropriate grade will be assigned and recorded.
- e. In cases of error, miscalculation, submission of completed work, a teacher may, at their discretion, modify a grade utilizing established building procedures.

6. LEARNING SKILLS

Board Policy 415 specifically states teachers at the secondary (grades 7-12) level, “provide separate, summative feedback on *behavior and effort*.” During the 2010-11 school year, a process for reporting such “Learning Skills” was developed and implemented at Oregon Middle School. This system was adopted for use at Oregon High

School. Beginning with the 2011-12 school year, teachers reported such feedback on quarterly and semester report cards. Learning Skills grades were included on student report cards effective the 2011-12 school year and continue to date.

- a. “Learning Skills” will be evaluated separately for each student, by each teacher and will be evaluated separately from measures that contribute to the student’s final, summative grade. “Learning Skills” are not used to determine a student’s academic achievement.
- b. “Learning Skills” criteria will be articulated within course syllabi.
- c. The following criteria will be used to determine a student’s “Learning Skills” grade:
 - I. **Consistently completes class assignments and homework in a timely fashion.** At OHS this means a student:
 - completes assignments on time
 - is on time to class
 - is prepared for class
 - makes up work in a timely manner
 - II. **Cooperates well with students and staff.** At OHS this means a student:
 - approaches schoolwork with a positive disposition
 - follows the rules and directions of the teacher and school
 - III. **Student is actively engaged in classroom learning.** At OHS this means a student:
Is attentive and produces quality work
 - Initiates contact for extra help when needed
 - Participates constructively in class activities

The marks used to describe a student’s performance with regard to “Learn Skills” will be:
‘C’ = Consistently Student consistently demonstrates success in the “Learning Skill”
‘S’ = Sometimes Students sometime/inconsistently demonstrates success in the “Learning Skill”
‘R’ = Rarely Student rarely demonstrates success in the “Learning Skill”

7. “EXTRA CREDIT”

Board Policy 415, under the heading of *Summative Assessment and Grading – Teacher Responsibilities*, teachers are to avoid providing “Extra Credit” for work that does not demonstrate increased mastery of curriculum standards. This does not mean “Extra Credit” is not to be made available to students. It does mean, however, that such activities must be of sufficient, significant rigor to truly extend and demonstrate a student’s understanding and demonstration of a skill beyond the traditional classroom experience. Providing “Extra Credit” opportunities will be at the discretion of the individual teacher. Further it should be noted that “Extra Credit” is not in lieu of required work.

8. FINAL EXAMS/SEMESTER PROJECTS

Oregon High School Teachers will score any semester final exam or project at a minimum of 10% of the final summative grade to a maximum of 20% of the final summative semester grade. Semester final exams for common courses shall be common in terms of framework and scoring.

At the beginning of each school year or, for one-semester courses, classroom teachers will disseminate and discuss grading policies and procedures with their specific course syllabi. Students and parents are asked to carefully review these expectations and are encouraged to address specific questions with the respective teacher. In addition, all course syllabi/grading expectations are included on the Oregon High School website at www.oregonsd.org > Our Schools > Oregon High School > Syllabi. Additional questions can be directed to any building administrator on page 2 of this grading policy document.

