

Oregon High School English Department Shared Mission and Policies

Mission:

Through implementation of best practices in English instruction, the English Department will provide students a challenging and interesting curriculum that is rich with relevancy and diversity and that promotes lifelong learning, critical thinking, personal responsibility, and global citizenship. By addressing not only the domains of English but also the needs of the whole student, the English Department will engage students in learning that emphasizes effective communication, mastery of the mechanics of English, close reading and analysis, and skills for both college and the workplace.

Grading Scale:

Letter Grade	Percentage	Indicates
A	100-93	The work is of superior quality and demonstrates mastery of the subject matter.
A-	92-90	
B+	89-87	The work is of above average quality and demonstrates proficiency in the subject matter.
B	86-83	
B-	82-80	
C+	79-77	The work is satisfactory and approaches proficiency in the subject matter.
C	76-73	
C-	72-70	
D+	69-67	The work is below average and demonstrates minimal competence in the subject matter.
D	66-63	
D-	62-60	
F or IE (Insufficient Evidence)	59 and below	The work is far below average and does not demonstrate basic competency in the subject matter.

Summative & Formative Work:

- Students' quarter and semester grades in English courses will reflect their proficiency on work designated as summative assessments (projects, tests, essays, presentations, portfolios, etc.).
- Formative work (homework, quizzes, etc.) is used to guide student learning and may be calculated as up to 10% of the quarter and semester grades, as indicated by the course syllabus.
- Students who have completed all formative work in a timely fashion throughout any given unit and who score below 50% on a summative assessment will receive a grade no lower than 50%, provided that a good faith attempt has been made on the assessment.
- 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%).
- 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.
- Teachers at OHS will make the final determination as to passing or failing any course using their professional assessment practices.

Secondary Assessment Policy:

- Secondary assessments (retakes) are available only for summative tests. Projects, essays, portfolios, and semester exams are not eligible for secondary assessments.
- The secondary assessment will measure the skills, concepts, and standards from the original assessment, but the format may be different than the original assessment.
- The secondary assessment process must be completed before the conclusion of the next unit.
- To request a secondary assessment, a student must:
 - email the teacher requesting a secondary assessment and reflecting on his/her learning
 - meet with the teacher to schedule a date for the secondary assessment
- Students may be required to provide evidence of the completion of formative work or to complete additional formative assignments before attempting a secondary assessment.
- Students who have completed all formative work in a timely fashion throughout the unit may retake the summative assessment with no grade cap. Students who have not completed all formative work in a timely

fashion throughout the unit may take a secondary assessment, with the highest possible score set at 75%.

- The score earned on the secondary assessment will supplant the score from the primary assessment, regardless of the outcome.

Late Work:

- It is in the student's best interests to complete all work in a timely fashion. Students who fail to do so may forfeit the opportunity to receive extensive teacher feedback.
- Meeting deadlines is an important life skill. Work not completed and ready to be turned in when requested by the teacher is late.
- Late work turned in within one week of the due date will be penalized by a grade reduction. After the work is assessed by the teacher, the grade will be reduced to the lowest percentage in that grade category. For example, a student whose late assignment was assessed at 88% will receive a grade of 80%.
- Work turned in more than a week after the due date will receive a score of no more than 60%.

Plagiarism:

- Plagiarism in any form is a serious academic infraction that violates school policies and widely accepted standards of academic behavior. As such, the consequences for plagiarism in any form may include:
 - Notification of parents
 - Removal of existing RAP privileges and reduced Learning Skills scores.
 - A disciplinary referral that may result in detention, suspension, or a pre-expulsion hearing
- Because plagiarism is an infraction that calls into question the student's personal integrity, the instructor may notify the advisors or coaches of any extra- or co-curricular activities in which the student participates.

Extra Credit:

- Because student grades are intended to measure only academic achievement of the curriculum and standards and not effort or participation, no extra credit will be offered in any English course.