

# Crawford Middle School

## Grading Policy

### Policy

Crawford Middle School's policy of grading for students has been developed for consistent school-wide standards in order to measure student learning. Furthermore, this policy is designed to provide accurate assignment of grades with the intent to demonstrate a clear relationship between student performance and student learning.

### **Definition of Grade Book Assignments**

School-wide, two categories of grade distribution will be used: Formative, Summative, and Homework

#### **Formative Assignments-**

##### **Definition:**

Formative assignments refer to a wide variety of methods used to conduct in-process evaluation of student comprehension, learning needs, and academic progress during a Lesson, unit, or course. Formative assignments help identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and/or academic supports.

##### **Application:**

Formative assignments include any assignment that is completed by the student for the purpose of guiding instruction; this includes, but is not limited to; quizzes, writing drafts,

notebooks, exit slips, bell work, and the process throughout a project. Specific student feedback

is required for any formative assignment to count as a grade in the gradebook.

Participation

grades may be accounted for through the behavior tracking system.

#### **Homework-**

##### **Definition:**

Homework assignments refer to assignments to be completed at home by students.

These

assignments allow students to practice a skill or concept or enrich their understanding of a standard.

**Application:**

Homework assignments include any assignment which a student is required to complete at home and allows students the opportunity to practice a skill or concept. Teacher must give specific feedback on all homework assignments in order for the assignment to count for a grade in the gradebook.

**Summative Assignments-**

**Definition:**

Summative assignments refer to various methods used to evaluate student learning, skill acquisition, and academic achievement. Summative assignments are typically at the conclusion of a defined instructional period; the end of a project, unit, course, semester, or school year. Summative assignments are used to determine student mastery of content measured against an established criteria.

**Application:**

Summative assignments include, but are not limited to; tests, final drafts of writing assignments, completed projects, and end of course assessments.

**Scoring and Point Values of Grade Book Assignments:**

The Formative category in the teacher's online gradebook will be worth 40% of the student's final grade. A teacher must post a minimum of 3 formative assignments bi-monthly.

The Summative category in the teacher's online gradebook will be worth 60% of the student's final grade. A teacher must post a minimum of two (2) summative assignments each grade period.

### **Communication of Grades:**

Teachers shall enter a minimum of 3 formative assignments bi-monthly and a minimum of (2) summative assignments per nine-week grading period in the online grade book program. A teacher shall not wait until grades are due to enter them into their online grade book.

### **Reworking of Assignments:**

Students will be provided the opportunity to resubmit assignments when they have not demonstrated mastery, as outlined below.

#### Formative Assignments

1. May be resubmitted if the student failed the assignment. Specific feedback must be given by the teacher.
2. The **Formative** assignment must be submitted within one week of the student receiving the graded assignment from the teacher.
3. The student will receive the higher grade between the original **Formative** assignment and the resubmitted **Formative** assignment.
4. The teacher will note in the gradebook that the assignment was resubmitted.
5. The resubmitted **Formative** assignment will cover the same material, but it may have different questions and/or different format.

#### Summative Assignments

1. Students **must** be provided an opportunity to resubmit if the student scored below an 80%. If a student scores above an 80%, a shared decision between student, family, and teacher will determine opportunities to retake/resubmit. Please note that this does not mean a student **will earn** an 80%, but **will be given an opportunity** to resubmit summative assignment.
2. A teacher may require a student to complete all **Formative** assignments that are directly correlated with the **Summative** assignments before re-submitting occurs.
3. The re-submitting of **Summative** assignment must be available once the student has reworked or has been retaught the content assessed.
4. The student will receive a higher grade between the original **Summative** assignment and the resubmitted **Summative** assignment. Students may retake/resubmit a **Summative** assignment a maximum of one time.
5. The student must complete an error analysis on the **Summative** assignment in a format decided by the department.

6. The teacher will note in their gradebook that the assignment was resubmitted
7. The resubmitted **Summative** assignment will cover the same material, but may have different questions and/or different format. This will be decided annually by each department.

### **Communication of Grading Policy:**

1. A course syllabus shall be sent home at the beginning of each course, including but not limited to the following areas:
  - a. Identification of grading scale
  - b. Identification of grade distribution
  - c. Notation of board policies concerning extra credit and make-up work
    - i. Board attendance policy/makeup work policy:  
<https://www.fcps.net/attendance>
2. A mid-term grade report will be distributed to students through their assigned team.
3. An end of 9-week term grade report will be distributed to students through their assigned team.

### **Grading Scale:**

Crawford Middle School shall adopt the following grading scale:

92 - 100	A
91 - 83	B
82 - 74	C
73 - 65	D
64 and below	F

### **POLICY EVALUATION**

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We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: 9/23/2010

Date **Reviewed** or Revised: 5/2018

Date Reviewed or **Revised**: 6/11/19