



# Blackman High School

## Grading Procedures

### Rationale

Blackman High School is committed to providing our students with an educational program based on assessment practices that are rooted in educational research and that support student achievement.

The primary objectives in our grading practices are to ensure the following:

- *Grades in every course and content area are an accurate measure of academic achievement – and can only be fair and accurate if students complete all assignments.*
- *Equitable and consistent assessment measures support mastery of content.*
- *Students have a clear picture of and are actively involved in their progress toward college and career readiness.*

### Guiding Principles

- Blackman students must complete every assignment. The only fair way to assess any student is when all assignments are attempted. Students will be required to attend academic help session(s) if they have a missing assignment at any time during the school year.
- Grades should communicate a student's mastery of standards and learning targets.
- Periodic common assessments will be collaboratively designed and utilized so that performance levels and grades are fair and consistent in synonymous courses.
- Behavior and effort will be reported in a student's citizenship grade and should not be part of the academic grade.
- Well-planned instruction provides students with a clear understanding of teacher expectations through learning targets, rubrics, assessment criteria, and/or, when appropriate, student samples.
- Effective instruction includes frequent formative assessments with clear and understandable teacher feedback with opportunities to relearn and redo.
- Assessment of knowledge and skills should include multiple measures and a variety of evidence to accurately determine a student's proficiency level.

### Calculation of Grades

In a balanced assessment system, both formative and summative assessments are essential as tools for gathering and reporting student achievement. However, formative assessments are used for practice, skill development and guiding instruction, where summative assessments are used as a final measure of student learning at the end of a unit or period of instruction. Whether an assessment is considered formative or summative will depend on how the teacher uses assessment results.

***Formative Assessments*** will make up 50% of a student's final 9-week grade and will include any graded learning assessments used as a diagnostic assessment of student's learning. These assessments are checks for understanding during the learning **process**.

**Summative Assessments** will make up 50% of a student’s final 9-week grade. These assessments are end-of-unit measures and major performance tasks. Summative assessments occur after a student has had instruction and practice and are intended to demonstrate mastery. These assessments are the final **product** of a student’s learning at the end of instruction.

<b>Possible Formative</b> (Process - checks for understanding)	<b>Possible Summative</b> (Product - End of instruction)
<ul style="list-style-type: none"> <li>• Short, informal quizzes</li> <li>• Homework and practice work</li> <li>• Classwork</li> <li>• Drafts and rewrites</li> <li>• Daily practice and warm-ups</li> <li>• Small formative projects</li> <li>• Reviews</li> <li>• Progress checks</li> <li>• Benchmark assessments</li> <li>• Participation/notebook checks</li> </ul>	<ul style="list-style-type: none"> <li>• Large summative projects</li> <li>• Final draft essays</li> <li>• Major lab reports</li> <li>• Summative presentations</li> <li>• Portfolios</li> <li>• Performance tasks</li> <li>• Chapter tests</li> <li>• 9-weeks exams</li> </ul>

**Extra Credit:**

Points earned through extra credit have the potential to make a student’s grade an inaccurate measure of what the student has truly learned and mastered. In order to ensure correct, fair and consistent grading, extra credit may only be offered to students who have completed all assignments and only for standards-based work. Assignment of extra credit is determined by the individual teacher.

**Failing Work:**

Blackman High School believes that all of our students can succeed. Myriad reasons may cause a student to perform at a lower level than expected on a given assessment. Thus, for any major summative assessment upon which the student scores under 70%, teachers may allow students to recover the grade, redo the test, take a different test, or correct assignments for credit. The procedures and amount of recovered credit/grade are determined by the Professional Learning Communities within a synonymous course.

**Missing Work:**

Blackman students complete all assignments. If a student fails to turn in an assignment, he/she will complete it for credit. 20% will be deducted from the grade for lateness unless the reason for the late assignment is covered by the absentee/make up policy (see below). Missing assignments must be completed prior to the end of each 9-week grading period; otherwise, a grade of zero will be entered.

**Make-up Work Due to Absenteeism**

Missed work due to absenteeism must be made up for credit within five (5) days of returning to school. Blackman High School follows Rutherford County policy on the credit received for the work.

**STATE TEST SCORES ARE CALCULATED IN A STUDENT’S FINAL GRADE ACCORDING TO STATE AND RUTHERFORD COUNTY REQUIREMENTS. LIKewise, SEMESTER EXAMS ARE CALCULATED IN A STUDENT’S SEMESTER AVERAGE ACCORDING TO RUTHERFORD COUNTY REQUIREMENTS.**