

Parent Grading Principles FAQ

Question	Response
What does the 80/20 breakdown for the gradebook mean?	This refers to the two categories in which grades can be entered in the gradebook. The summative category weighs in heavier, at 80%, as this work is more reflective of an individual's deeper understanding or application of learning. The formative category reflects the 20% of the grade and aligns with assignments that work on building an understanding of the content, such as homework and in-class work.
What can go in the 80% category?	The summative portion of the gradebook can be anything that teachers agree demonstrates high levels of comprehension of content. This work would be largely made up of tests, quizzes, or projects, but it is not limited to those items.
How does the final exam weigh into the semester grade?	<p>The 80/20 breakdown does not reflect the overall grade for the semester, but the work that is completed up to the final exam. The final exam may be up to 20% of the overall grade for the course, although it may count for less depending on expectations agreed upon within the department. The specifics of this information should be shared in the syllabus for the course.</p> <p>For example: Student A earns a 91% in Semester 1 content. Student A earns a 85% on the Semester 1 Final Exam. The final is 20% of the overall course grade for Semester 1 and 80% is the Semester 1 content grade. Student A's final Semester 1 grade is computed as:</p>

	$91(0.80) + 85(0.20) = 89.9.$
<p>Is late work accepted universally? How will I know if something is missing?</p>	<p>It is important to understand the difference between late work and make-up work. Late work is work that is turned in after the due date as a result of student decisions, such as skipping class or blatantly not turning in an assignment on the day it is due.</p> <p>Make-up work, however, is work that a student was not able to turn in because of a legitimate absence. Absences covered under this umbrella do not refer to being in the tardy room or skipping class.</p> <p>Late work falls into the same two categories as the gradebook: summative (mastery) and formative (practice). Late work in both categories is subject to a grade penalty of up to 10%. All work that has not been turned in will be indicated in the gradebook with a code of NHI, signifying that the work was “not handed in.”</p> <p>Formative (practice) late work must be turned in prior to the summative (mastery) assessment.</p> <p>Summative (mastery) assessments must be completed no later than one week prior to the mid-term and semester grades being due.</p>
<p>What is eligible for a retake?</p>	<p>Students will be allowed to retake a summative (mastery) assignment to demonstrate improved understanding in the areas being assessed.</p> <p>Student work that is turned in late is not eligible for a retake.</p> <p>The exception to this eligibility are any courses that are deemed dual credit through Indiana University. Participating schools are responsible for aligning content and assessment to the policies of IU.</p> <p>Mid-term and final exam grades are not eligible for retakes.</p> <p>Beginning on Monday, November 28th, the high school will be implementing a score threshold of 90% for all summative (mastery) assessments. Any student scoring at or above 90% on an assignment will no longer be eligible for a retake opportunity, as they</p>

	<p>have earned a grade in the “A” range. Students who score below a 90% will be eligible for a retake, but their maximum retake score will be a 90% to reflect the threshold.</p> <p>Please note that students who refuse to take the initial summative (mastery) assessment or do not complete it are not eligible for retakes, as the goal is to assess learning and provide students the opportunity to demonstrate growth in their understanding of content.</p>
What grade is entered into the gradebook when my student completes a retake of an assessment?	The grade to be entered into the gradebook should be reflective of the highest score earned on either assessment.
Why is extra credit no longer available?	<p>Extra credit represents work that is beyond the requirements of a course and can reinforce that a class is more about acquiring points than learning and mastery of the content. Additionally, with the primary focus being on summative scores representing mastery, students are provided the opportunity to retake certain assignments to demonstrate stronger comprehension of the content. This shift removes the need for extra credit.</p> <p>According to Joe Feldman, author of <i>Grading For Equity</i>, extra credit increases the achievement gap, citing that only those who have the resources, supports, or stronger education backgrounds can take advantage of it. Additionally, research has shown low-achieving students do not complete extra credit assignments as often as high-achieving students do.</p>
How are these grading principles aligned to best practices?	Adjustments were made to create consistent and equitable opportunities across grade levels and content areas. Aligning philosophy and approach across 3 middle schools and a large high school is important to ensuring that students and families know what is expected of them and that they see a consistent format for what it means to be successful. The goal is for the outcomes and paths to achievement to be clear and consistent, which minimizes classroom inconsistencies and allows students to focus on content and outcomes.
Why did we move to having a 50% floor for student grades?	<p>This shift came from several considerations, but the following points from the book <i>Grading for Equity</i> illustrate many of the ideas behind that move:</p> <ul style="list-style-type: none"> • There is no research that finds failing grades motivate students but there is plenty that has found the opposite • An appropriate consequence is not a zero, it is completing the work • The 100-point scale is disproportionately weighted toward failure, sending the

	<p>message that failure is more likely than success</p> <ul style="list-style-type: none">• Requires same degree of improvement from an F to a D as movement from a B to an A• Targets a small but well-defined subgroup of students - those with intermittent failing grades• Minimizes the impacts of intermittent catastrophic performance failures• Creates a climate of hope and support
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