Grading Policies: An Introduction

What is a standard or objective?

A **standard** or **objective** is the main idea or topic that is being learned. This main idea is usually a combination of specific skills, descriptions, and representations. I will always provide a description of the specific objective because they provide the basic structure for all classroom discussions, activities, labs, and assessments.

What are assessments?

You will complete frequent assessments (or "checks for understanding") in class to show your level of mastery on a specific skill or objective. **Practice assessments (or formative assessments)** will provide you with feedback on your understanding after a topic has been introduced and throughout the unit. The **unit assessment (or summative assessment)**, which you would consider to be a "test," is used to measure your mastery or understanding at the end of the unit.

How frequent are assessments?

You will be given practice assessments frequently—typically once every 1-2 days. These may be over one or more objectives, and are meant to provide feedback on where you are at that point in time.

Unit assessments are given once at the end of the unit. While focused primarily on the most recent unit, they may contain previous objectives as well.

How is homework graded?

Homework is practice work, a chance for you to practice and work for improvement on a specific skill or topic. I see no difference between homework, labs, activities, and notes in this regard. I realize that this is different than your experience in other classes for which you were simply rewarded for "doing homework." I hope that you will realize that there is a connection between the work and effort that you put in, particularly on a difficult topic, and the level of mastery (and ultimately your grade) that you will obtain for that standard in class.

Grading Policies: Assessment and Objective Scores

What do the mastery scores mean?

Each objective on an assessment will receive a mastery score according to the following rubric:

Score	Description
E — Excellent Example	*Meets or exceeds expectations.* *Demonstrates a full understanding of the concepts involved.* *Completely and clearly shows all reasoning.* *Uses notation correctly and consistently.* *Any error is trivial.*
M — Meets Expectations	*Meets expectations.* *Demonstrates complete or nearly complete understanding of the concepts.* *Some small errors may be found which should be reviewed and corrected.* *Response may show slightly incomplete or unclear reasoning.* *Notation is correct but may either be inconsistent or occasionally missing.*
R — Needs Revision	*Needs revision or reassessment.* *Demonstrates partial understanding, but some significant gap(s) remain:* • *Unclear communication (U)* • *Incomplete response (I)* • *Calculation error (C)* • *Flawed reasoning (R)*
L — Lacking	*Demonstrates weak or no understanding.* *Fragmentary, insubstantial, or incomplete response provided.* *There were too many errors to correct each one individually.* *Response uses inappropriate methodology for the problem type.*
N — No Evidence	*Response is blank, grossly incomplete, does not attempt to answer the question, or was not submitted.*

Left margin labels: **Proficient** (for E and M), **Not Proficient** (for R and L).

These scores do not represent points. Instead, they are your level of mastery—or your level of understanding—at the time that you completed the assessment. If it is easier to think of as a letter grade, I have provided a corresponding grade for each score below. These percentages will appear next to the mastery score on myCCS; however, it is the mastery score, and not the percentage, that is used to determine your overall grade.

E	M		R	L		N
90%	80%		70%	60%		50%
Proficient			**Not Proficient**			**No Evidence**

What is mastery?

If you show mastery of an objective, then you will receive a score of M-Meets Expectations or E-Excellent Example for that single assessment. Any score that you receive below an M-Meets Expectations (i.e. R-Needs Revision or L-Lacking) means that you have not mastered that objective. Because you will know how well you have mastered a specific objective, you will know your strengths and weaknesses so you can direct your learning of topics. If you use this feedback effectively then you would be better prepared for a future assessment on the same topic.

How are the different assessments managed?

To determine your overall performance for an objective I will look first at your **Most Recent** evidence. Generally, this will determine your current score for an objective. I will also consider your overall pattern of evidence and consult with you if necessary.

How can grades change over time?

This means that you are rewarded for showing improvement, and previous low scores (from when you were first learning the material) have less impact on the overall score for an objective. Consider the following example:

1st	2nd	3rd	Most Recent	Overall Score
R	R	M	E	E
70%	70%	80%	90%	90%

This also means that your score could go down over time if you can no longer demonstrate mastery of a particular objective. This is shown in the following example:

1st	2nd	3rd	Most Recent	Overall Score
E	M	R	R	R
90%	80%	70%	70%	70%

Grading Policies: Quarter and Semester Grades

How are overall grades calculated for the quarter?

Just as all of your assessment scores are combined to provide a score for a specific objective, your objective scores must be combined to provide an overall quarter grade. Your **quarter grade** will be determined by reviewing all objective scores assessed within that quarter grading period. The relative number of objectives at each level of mastery (E, M, R, L, or N) will determine your overall grade. You can also use this information to help you stay on target for a particular overall grade.

Distribution	Score Criteria		Grade	Limitation(s)
E / E M / E M	*Majority E*	All E	**A+**	*All ≥M* *No R or L**
		Few M	**A**	
		Some M	**A-**	
E M / M / M R	*Majority M*	Any E	**B+**	*Majority ≥M* *No L**
		All M	**B**	
		Any R	**B-**	
E M R / R / R L	*Majority R*	Any EM	**C+**	*Majority ≥R*
		All R	**C**	
		Any L	**C-**	
E M R L / L	*Majority L*	Any EMR	**D+**	*All ≥L*
		All L	**D**	
N	*No grade can be provided when evidence is missing. Any N scores present at the end of a grading period may result in a failing grade.*			

* *If the minimum requirements for a grade range are not met, then the grade assigned will be limited to the highest grade in the next range (e.g. EEER would be a B+ and not an A-).*

No specific quantity of objective scores is defined because the number of objectives assessed will increase as the quarter progresses. Also, each quarter is likely to contain a different total number of objectives. Using the chart above, however, should indicate the relative quantity of scores needed for a particular letter grade.

What are limitation(s)?

Limitations establish the minimum criteria for an overall letter grade range. If scores do not meet this minimum criteria, then the grade will be limited to the highest score in the next grade range. **Whenever you receive any scores of R, L, or N it is always in your best interest to review, get help, reassess, and improve your understanding.**

What percentage will be assigned for overall grades?

Letter grade percentages will be assigned as follows:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100%	95%	92%	88%	85%	82%	78%	75%	72%	68%	65%	50%

What if a quarter grade is close to the next letter grade?

Your scores are not actually points or percentages, so I cannot simply award you with a point or percent to "help" your grade. The mastery scores indicate your level of understanding, so the best way to ensure the quarter grade you want is to **monitor your progress, improve over time, and demonstrate mastery** of the objectives within the quarter.

Over a quarter your grade is based on multiple assessments of multiple objectives; it is unlikely that any single assessment score will significantly impact your grade. Additionally, you will have opportunities to reassess that you should utilize as necessary. I review all quarter grades. If your grade is on a borderline, I will use my professional judgment and your collective assessment evidence to decide if the next highest grade is warranted. **I will not increase any grade without collective evidence and a clear, evidence-based rationale.**

How are overall grades calculated for the semester?

Your semester grade will be calculated according to Carmel High School policies. Each of your quarter grades will account for 40%, and your final exam will account for 20%.

Can the final exam be "skipped?"

No.

Grading Policies: Revision and Remediation

What is a revision?

A **revision** is a required assignment for you to submit a corrected response and explanation to a previous assessment on which mastery of the objective was not demonstrated.

When are revisions assigned?

Revisions will be assigned for any assessment receiving a score of R-Needs Revision. These represent cases where you have shown partial but not complete understanding. Therefore, going back to correct and explain mistakes is a worthwhile exercise in refining understanding that is already in progress. Revisions are assigned at teacher discretion and not every time you receive a score of R.

Are revisions assigned for scores other than R?

A score of M-Meets Expectations represents a general mastery of the objective and revisions will not be assigned, although revising on your own is a good method for studying and preparing for future assessments. A score of L-Lacking represents a weak or significantly flawed response. Revisions may be assigned on a case-by-case basis, but this score generally means that little understanding has been shown and you are in need of extra help (and not simply revising existing work).

Can I get help on revisions?

Absolutely! You may seek out help from peers or from me. This is an extra assignment, however, so you will need to make use of extra class time or sign up for an SRT session.

When are revisions due?

Revisions are always due by the next class.

How will revisions affect my score?

For all complete and correct revisions, a score of R will change to a score of M for the assessment that was revised. If the revision is insufficient or incorrect, the score will remain an R for the assessment. Please note: revision does not provide a new or "most recent" score for an objective; it simply updates the previous score for an existing assessment.

How will future assessments affect my grade?

The most recent assessment always counts as 75% of the score for an objective. Revision is meant to help you better understand the concepts so that you do better on future assessments.

How is revision different from reassessment?

Revision occurs during the unit and updates existing scores. Reassessment occurs only after the unit assessment and provides a new most recent score for an objective.

What is remediation?

Remediation will be assigned (as necessary) as an SRT review session for any assessment score of N or L. You will be given an option of sessions, but will be required to attend one. If you received a score of R or better you may attend the review session as well by simply requesting and SRT pass from me.

Grading Policies: Reassessments

What is a reassessment?

While you will be provided opportunities for both practice (formative) assessments and the unit assessment, I understand that you may need an additional opportunity to show what you have learned (either because you learn at a different rate, had a bad test day, have put in extra time to learn the material, etc.). A **reassessment** is an additional chance for you to demonstrate mastery of an objective.

Is this the same as a "retake"?

No. You will receive a new set of questions on the specific learning objective. You are not earning back "points" when you complete one—but a reassessment would become your most recent assessment (unless replaced later by an additional assessment).

When can a reassessment be taken?

You may have a reassessment on a single learning objective within the announced time period following a unit assessment (typically 1-2 weeks from the date of the unit assessment). The reassessment should be completed within this reasonable time frame because it is meant to be a final opportunity on objectives you have not yet mastered, not an opportunity to "re-do" all of the material at the end of a grading period. You should be responsible and monitor your progress on all standards covered in the class, and ultimately use the reassessment as a last resort.

What should be done to get a reassessment?

In order to reassess on a standard following a unit assessment you should do the following:

1. Fill out the reassessment form. This will help you organize your thoughts and plan the steps necessary to prepare for the reassessment.

2. Prepare for the reassessment according to your plan of action. This could mean completing additional problems (hopefully not completing problems that were unfinished initially) or seeking out additional help from a friend or teacher.

3. Schedule the reassessment with me. I will ask to see your plan of action and any work completed. If I am not satisfied, I will ask you to do more. Reassessments are not just another "chance" and I will not allow you to take one for which there is only a "chance" that you would do better.

4. Sign-up online for any SRT scheduled reassessments (if applicable).

How many reassessments can be done?

You may only complete one reassessment per day and it must be scheduled with me in advance. Please understand that it takes additional time and work for me to both create and grade an assessment. I am not simply trying to limit your opportunities, but I must share my time with all of my students—please respect this. Additionally, a reassessment for you, while a helpful safety net, should not become the status quo for you in the class.

Are there other opportunities for reassessment?

So far I have only described **student-initiated reassessments**. I will also use **teacher-initiated reassessments** throughout the course. Typically this is simply because some concepts and standards continue to be used from one unit to the next (therefore it is not reasonable to only assess that concept in one unit and not the other). There are other reasons I may choose to give the class additional assessments, and I will explain these at any point they should occur.