

# FCPS Grading Policy

## GRADING PHILOSOPHY

The primary purpose of grading is to summarize and to communicate, as accurately as possible, the academic performance of students to families, to educators, to employers, to post-secondary institutions, and to the students themselves. A grade should only reflect what students know and are able to do in a course of study as measured against pre-determined standards and criteria after they are provided an opportunity to learn. Therefore, formal grading and reporting are to be primarily based upon individual performance on summative, standards-based assessments, after students are provided the opportunity to learn. Non-academic factors such as attitude, attendance, behavior, and work completion are valuable and should be communicated to others, but such factors shall not factor into the methodology for determining individual grades. We strive for summarizing and communicating student performance in a manner that is fair and accurate. Increasing the fairness and accuracy in our approach to grading will also raise the level of awareness and accountability for learning for our students, parents, and school alike. Some classes may be graded as pass/fail. If so, they will be expected to adhere to the FCPS Grading Policy.

### LEVELED - GRADE CONVERSION SCALE

100% - 97% = 4.5	88% - 85% = 3.0	76% - 73% = 1.5
96% - 93% = 4.0	84% - 81% = 2.5	72% - 69% = 1.0
92% - 89% = 3.5	80% - 77% = 2.0	68% - 0% = 0.0

The use of leveled-grades will allow for the use of both objective assessments that typically use percentages of accuracy and performance assessments that may rely on rubrics to determine level of performance. Because all individual scores are leveled prior to being recorded for formal grading purposes, we ensure that a variety of appropriate measures can be used to represent student performance while being able to fairly and accurately summarize student performance for formal grading purposes.

### FINAL GRADE REPORTING SCALE

A 4.000 - 4.500	C+ 2.500 - 2.999	D+ 1.500 - 1.999
B+ 3.500 - 3.999	C 2.000 - 2.499	D 1.000 - 1.499
B 3.000 - 3.499	F 0.000 - 0.999	

**I** An 'Incomplete' will be recorded in the student-data information system for any summative task for which a student does not provide sufficient evidence for assessing and evaluating learning or performance. Students will have until the last Monday of each quarter to complete any summative task. After this date, student, teacher and building administrator must agree upon a scheduled testing time prior to the end of the quarter. All recorded 'Incompletes' will be converted to a grade of zero (0) at 8 AM on the final day of the quarter, except for cases deemed appropriate by the building principal.

### GRADE CALCULATION \* WEIGHTING \* GPA & TRANSCRIPTS

#### Recording Individual Grades

Individual grades shall be entered as a percentage grade or as total points in the student-data information system.

#### Weighting

A student's final grade will be based on a whole number % weight of formative and summative assessment categories.

The maximum formative assessment % is as follows:

- 3rd & 4th Grade X = 30%
- 5th & 6th Grade X = 25%
- 7th & 8th Grade X = 20%
- 9th & 12th Grade X = 20%

#### GPA Points & Transcripts

Once final grades for the term are calculated, final grades will be recorded on transcripts and assigned GPA points using the following values:

A (4.0)	C+ (2.5)	D+ (1.5)
B+ (3.5)	C (2.0)	D (1.0)
B (3.0)		F (0.0)

If a "comprehensive" semester exam is given, it will be recorded in the summative assessment category and shall not make up more than 20% of the category. The sum of formative and summative categories shall equal 100%.

R E - T A K E S & A B S E N C E S

*Re-Takes & 2nd Attempts*

Students are allowed one re-take, or 2nd attempt, on any summative task, test, or project that does not include a presentation element, and that is not initially recorded as 'Incomplete'. Because student learning is our primary goal, students will be required to engage in a reasonable process of remediation, under the direction of the teacher, prior to being allowed a re-take opportunity. Projects that include a presentation element are expected to be presented on their due dates, in a classroom setting, and are not allowed a re-take. Such a process of remediation may include providing evidence that previously assigned formative work is satisfactorily completed.

Students are only guaranteed one re-take attempt per summative assessment; however, additional attempts may be granted at the discretion of the teacher. Any re-take must be completed during the quarter in which the original, summative assessment was assigned. For grade calculating and reporting purposes, 100% of the retake score will be used. Students will not be guaranteed a re-take opportunity in cases where the initial assessment was recorded as 'Incomplete.' A re-take will not be allowed for semester tests or any summative assessment given during the semester testing period.

*Extra-Credit*

The use of extra credit is prohibited. Students wishing to improve their grade shall only do so through the process of remediation (which may require additional practice) and re-takes on summative assessments. Additional, formative work, which may be assigned as part of the remediation process, may be recorded in the appropriate formative category and used for formal grading purposes at the discretion of the teacher. However, students may not receive zeros or docked grades on incomplete, late, or missing formative tasks that are assigned as part of the remediation & re-take process.

*Absences*

Students who are absent will have three school days (including the day they return) to complete any summative or formative tasks missed during their absence.. Failure to complete the tasks will result in an 'incomplete' being recorded into the student-data information system for each unfinished summative task; additionally, students will forfeit the right to any retake for each 'incomplete' summative item. The building principal may make exceptions where deemed appropriate (such as lengthy absences due to illness). Students who know they will be absent are encouraged to make up work before they leave.

A S S E S S M E N T S , G R A D I N G , & T H E L E A R N I N G P R O C E S S

*Formative Assessments & The Learning Process*

It is fair, reasonable, and appropriate to base formal grades upon pre-determined, standards-based outcomes rather than the individual learning process used by individual students to work towards those outcomes. Because the learning process can be highly individualized from student to student, we feel that it is most fair and appropriate to determine final, individual grades based on individual performance towards the final outcomes in a particular course and not the individualized, learning processes used by students to reach those outcomes.

**Formative** assessments and activities usually take the form of homework, daily work, early drafts, or practice. These assessments and activities occur *during* the learning process and are used to facilitate, monitor, and adjust the process of teaching and learning. **Summative** assessments and activities often take the form of performances, demonstrations, tests, final drafts, or completed projects that take place *after*, or at the end of, the learning process. Because formative assessments occur *during* the learning process as a means of guiding the teaching and learning process, and because that process may be highly individualized for each student, we feel that the usefulness of formative assessments for formal grading purposes is limited. Summative assessments require students to demonstrate knowledge or skill and allow teachers to summarize student performance. Because summative assessments take place at the end of the learning process, we feel that they are the most appropriate assessments for determining true levels of student performance, which we then summarize and communicate as a final grade.

*Valuing Formative Work & Feedback*

We want to stress to students and to parents the importance of completing all assigned work, regardless of the extent that it is used for formal grading purposes.

Formative activities are given less weight, or no weight, with regard to determining final grades. However, these activities benefit both the student and the instructor, and they are a necessary part of the teaching and learning process. These types of activities allow students to engage in the learning process, improve their performance, and practice newly learned skills. These types of activities are necessary for instructors to monitor student learning, provide students with constructive feedback, and differentiate instruction to meet the needs of individual students. The feedback that students should expect from completing formative activities is specific information regarding what they're doing well and how they can improve. By completing formative work and responding to teacher feedback, students will maximize their learning opportunities and reach their full potential.

*Motivation For Completing Formative Work*

Students who fully participate in the learning process by completing formative work and implementing teacher feedback in their subsequent work will be more fully engaged in the learning process and are likely to demonstrate higher levels of learning. Higher levels of learning will lead to higher levels of performance on summative assessments. Higher levels of performance on summative assessments will directly translate into higher grades.