



Lincoln Lutheran Grades 9-12 Grading Guidelines



Explanation

The Lincoln Lutheran Grades 9-12 Grading Guidelines provide all high school teachers with a set of grading guidelines to follow.

Purpose of Grading

The purpose of grading at Lincoln Lutheran Middle School is to measure and communicate student learning and achievement to students, parents, and teachers. Grades also:

- Monitor student progress toward established learning goals, objectives, and standards
- Guide classroom instruction
- Identify students for available educational interventions and opportunities
- Provide information that students can use for self-evaluation and growth

Grading Guidelines

All teachers will use the following guidelines in formulating a student's quarter grade. These guidelines will ensure the purpose and focus of grading remains on student learning and achievement. Teachers have the flexibility to work within these guidelines to develop the most appropriate grading model for their particular grade, course, or group of students.

Guideline #1 – Assessment

Teachers will base 80% or more of a student's final grade on summative assessments and 20% or less on formative assessments.

Summative Assessments: A summative assessment is a culminating judgment/decision using assessment information based on established goals, objectives, and standards. Summative assessments can take the form of projects, papers, examinations, tests, quizzes, or other performance tasks designed to measure student learning. Students will be assessed using a wide variety of summative assessment tools and given multiple opportunities to demonstrate content/skill mastery in every class.

The Purpose of summative assessment is to:

- Arrive at a formal conclusion of what a student knows and can do with knowledge and skills

Formative Assessments: A formative assessment is an informal ongoing assessment that provides information to guide instruction and learning. Formative assessments are class discussions, simulations, feedback, homework, quizzes, and other activities designed to promote or measure learning as part of the instructional process.

The purpose of formative assessment is to:

- Prepare students for upcoming instruction
- Provide practice of essential skills previously taught
- Prepare for summative assessments
- Give students opportunity to apply or extend learning
- Promote study skills and accountability
- Promote the development of independent learning skills
- Allow students opportunities to self-evaluate their progress

The teacher's responsibility regarding both summative and formative assessment is to:

- Communicate with parents regarding the teacher's expectations through the class Canvas site
- Ensure that it is tied to learning goals, objectives, and standards
- Provide timely feedback
- Provide necessary resources and support for each student to complete the task
- Monitor and hold students accountable for completing assessments

The student's responsibility regarding both summative and formative assessment is to:

- Put forth his/her best effort
- Seek help from other students, the teacher, or other available school resources when needed
- Complete and turn in all assessments on time
- Use feedback from assessments for self-evaluation and growth

Guideline #2 – Student Behavior, Effort and Performance

In addition to receiving quarter and semester grades, every student's report card will include a comment(s) that reflects behavior, effort, and/or citizenship for each class. These factors will not formally be included as factors in determining a student's letter grade.

Performance may be included in a student's letter grade if it is the actual goal, objective, or standard being taught, measured, or assessed.

Guideline #3 – Group Grades

A student's grade demonstrates what they know or can do as an individual. An individual's grade on a group project will reflect what that individual has accomplished. An individual's grade on a group project will not reflect what other members of the group have accomplished.

Guideline #4 – Extra Credit

Extra credit assignments will not be given. A student grade where extra credit has been included does not accurately measure and communicate student learning and achievement. Extra credit cannot replace required assignments and should not be used to adjust or increase a student's grade.

Guideline #5 – Re-Doing Summative Assessments

Students interested in re-taking tests must communicate their intent to do so to the teacher within one week of receiving the corrected test. The teacher may require the student to complete remedial formative assessments before re-taking the test. The test must be retaken by the deadline established by the teacher and communicated to the student. The grade-of-record for the test will consist of the average of the original test grade and the grade on the retaken test. Final examinations and tests taken during finals days may not be retaken. Students may be allowed to re-do summative assessments other than tests at the discretion of the individual teacher. Students taking a class for college credit may not re-do summative assessments.

Guideline #6 – Late Work

Students are expected to complete all formative and summative assessments. When a student does not complete an assessment, opportunities for learning are diminished.

Formative Assessments - Since timeliness is often essential for the effectiveness of formative assessments, students, at the discretion of the teacher, may receive a grade of zero for formative assessments if they are not completed prior to the corresponding summative assessment.

Summative Assessments - Students are expected to complete summative assessments by their due dates. Students who can demonstrate a valid reason for not completing a summative assessment by its due date, such as a family emergency, will not be penalized for turning the assessment in late, provided there is communication with the teacher and the assessment is turned in as soon as possible.

See the Parent-Student Handbook for more information regarding Pre-Arranged and Excused absences, and the completion of work missed due to each type of absence.

Guideline #7 – Use of Zero Grades

All assessments must be completed by the end of the quarter in which they are assigned. Assessments not completed by the end of the quarter in which they are assigned will be assigned a grade of zero. The Incomplete Grade Policy as outlined in the Lincoln Lutheran Parent-Student Handbook will be used for students with special or extenuating circumstances. Students with special or unique learning needs will be addressed on a case-by-case basis as outlined in their Individual Education Plan or 504 Plan.

Reporting Student Progress

The following grading scale will be used to communicate student academic progress on report cards. This grading scale will be used for all classes at Lincoln Lutheran Middle/High School.

93-100%	A	4.00	
90-92%	A-	3.67	
87-89%	B+	3.33	
83-86%	B	3.00	
80-82%	B-	2.67	
77-79%	C+	2.33	
73-76%	C	2.00	
70-72%	C-	1.67	
67-69%	D+	1.33	
63-66%	D	1.00	
60-62%	D-	0.67	
Under 60%	F	0.00	
Satisfactory Progress	S	1.00	Average below 60% but achieving to ability
Unsatisfactory Progress	X	0.00	Achieving two grade levels below ability