

## PARIS MIDDLE AND HIGH SCHOOL GRADING POLICY

The administration and faculty of Paris Middle and High School take the responsibility of assessing student learning very seriously. We recognize that each student is an individual who learns at their own pace. We also recognize that all students can develop and grow academically with clearly stated learning targets, quality teaching, formative assessment with descriptive feedback to practice their learning, quality summative assessment that allows for multiple opportunities to present evidence of learning, and student involvement in the assessment process. The following policy describes our principles of assessing and grading student learning and the responsibility teachers and students have in this process.

### 1) Definitions

- A mark or score is the number given to any student test or performance that may contribute to the later determination of a grade.
- A grade is the symbol reported at the end of a period of time as a summary statement of student performance.
- Formative assessments are student assignments that will help learners acquire skills to achieve standards, shall provide evidence of student progress, shall encourage student risk-taking, shall prepare students for summative assessments, and shall not be used in a summative grade.
- Summative assessments are products and or performances to evaluate student achievement of standards within a grading period.

2) Grades will accurately reflect achievement of the learning outcomes of students as defined by the Kentucky and / or national curriculum guidelines defined by Kentucky Revised Statute.

3) Grades will be assessed on the learner's progress towards reaching the required standard and will not be based on behaviors such as work habits, bonus points, student absences, group scores, neatness, etc.

- Students are required to submit both formative and summative tasks on the due date. Practices related to supporting students in meeting deadlines include:
  - i) Due dates are negotiated for major summative tasks/tests with the class.
  - ii) Due dates are allowed within a range of dates.
  - iii) Extensions for submissions of assignments are based on individual circumstances.
  - iv) Firm due dates for major summative assessments are communicated in advance.
  - v) Students who have missed due dates must arrange alternate times to receive support services to aid in the completion and submission of the work. These can include before or after school tutoring, lunch tutoring, alternative class placement, Saturday school, etc.
  - vi) Reporting of missing work will be shown as an "I" or incomplete. The "I" will remain until sufficient work has been turned in to judge student performance against the standard.
  - vii) If a student fails to submit formative or summative work on time, there will be escalating consequences:
    - (1) Teacher notifying the parents.

- (2) Student must attend tutoring.
  - (3) Creation of student contracts.
  - (4) Loss of privileges: break time, lunch with friends, elective classes, extra-curricular privileges.
  - (5) An "I" on the report card can lead to no credit being given for the course.
- Students will be given multiple opportunities to demonstrate their mastery of standards. All work and or assessment must be completed on or before the last day of the course. From the date an assessment is given, students will have one month to retake the assessment. The teacher may extend this time if special arrangements are made with the teacher. The last day of the course is final for all work.
  - Bonus work or extra credit is given only to add to a student's understanding of a standard and not to artificially inflate a grade.
  - Academic Honesty is a core value in our school. If you submit work or parts of work that are not your own, you have not shown that you can demonstrate the curriculum expectations. Plagiarism is the theft of intellectual property and it is treated with the utmost seriousness. To avoid this, your teachers will help you plan your work. If you find that you require assistance in order to complete the assignment properly, see your teacher well in advance of the due date. Your teacher can help you to establish a reasonable timeline to complete an assignment and/or strategies to do your research and write your final submission. Citing all sources used in your work is a must. Your teacher will provide you with guidelines for correct citation.
    - (1) Plagiarism – In a case where a teacher suspects plagiarism, the teacher will determine the scope of plagiarism that has taken place. For intentional and/or excessive cases where you have submitted work that is clearly not your own, the teacher will speak to you and will refer the matter to administration. For cases where it is deemed that plagiarism has taken place, the following steps will apply:
      - (a) For a first offense, an in-school suspension of one day will be assigned, during which you will complete an assignment based on the overall expectations addressed in the original assignment.
      - (b) A second or subsequent offense will result in longer placement to in-school suspension and completion of an assignment based on the overall expectations addresses in the original assignment.
    - (2) Providing work to another student for the purpose of academic dishonesty is a violation of our code of conduct. If you allow another student to use your work and present it as his or her own, you will be referred to administration and serve an in-school suspension. If you use another student's work and present it as your own, you will be required to demonstrate the expectation covered by the test or assignment in another way as determined by the teacher and to serve an in-school suspension.
  - Attendance will not count against a student in grading. It is the responsibility of the student to make up any formative or summative work missed during their absence. Students may make up their work outside of school or in tutoring sessions.

- Group work will not be used for a student’s grade. Cooperative learning is a valuable instructional tool but is not an assessment tool. Students will have multiple opportunities to work cooperatively but will be graded individually.
- 4) Teachers will record and report all grades by published learning outcomes based on state and national standards. The teacher will match all formative and summative learning tasks and assessments to the learning outcomes.

LEVEL OF MASTERY SCALE		
SCALE	DESCRIPTION	GRADE
<b>5. Above Mastery</b>	Student exceeds mastery of course standard. Student is able to apply understanding beyond what is expected of the course standard.	100%
<b>4. Mastery</b>	Student meets all expectations of course standard. Student demonstrates understanding of course standard, with some misconceptions.	90%
<b>3. Approaching Mastery</b>	Student is approaching mastery of course standard. Student demonstrates understanding of course standard, with some misconceptions	80%
<b>2. Partial Mastery</b>	Student has partial mastery of course standard. Student demonstrates some understanding of the course standards, with several misconceptions.	70%
<b>1. No Mastery</b>	Student does not meet expectations of course standard. Student demonstrates little to no understanding.	60%
<b>I – Incomplete</b>	Student is done no work to demonstrate mastery level.	40%

- 5) We believe it is very important for students to practice their learning both in school and at home. Classwork and homework will be assigned to enhance student’s understanding of standards and learning targets. Classwork / Homework will be 10% of the student’s grade. The same scale grade calculation will be used for this category. The one month rule described earlier also applies to this category. Teachers may require that students complete their classwork / homework for a section before they re-test on that information.

- 6) Final grade calculation for middle school classes will use the average of the two semester grades.  
Final grade calculation for high school classes will use the average of the two semesters as 80% of the final grade and the final exam grade as 20% of the final grade.
- 7) Paris Middle and High School grading scale is as follows:
- A        100 – 90                      Worth 4 points for GPA
  - B        89 – 80                         Worth 3 points for GPA
  - C        79 – 70                         Worth 2 points for GPA
  - D        69 – 60                         Worth 1 point for GPA
  - E        59 – Below                        Worth 0 points for GPA
- 8) All Advanced Placement courses and their equivalent college class will be awarded weighted points for GPA.