**Calhoun County Public Schools GRADING PROCEDURES** **Handbook for Teachers**

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# “The Champion C’s”

#### Competence – Focus on showing students that they can master their skills.

#### Confidence – Focus on providing students opportunities to feel a sense of success.

#### Connection – Focus on developing positive connections with students, parents and stakeholders.

#### Character – Focus on developing student’s respect for societal and cultural rules and have standards for their behaviors.

#### Caring – Focus on helping students develop empathy and compassion for humanity.

## General Guidelines

The district grading procedures will form a foundation for consistent grading practices. Grades will accurately communicate what students have learned, and each student will be an active participant in learning and assessment processes. Teachers will use a variety of formative and summative assessments to evaluate the level of student proficiency and to assign grades according to district policy.

All teachers will intentionally facilitate an environment that supports exemplary and innovative teaching and learning opportunities in every school, in every classroom, every day, for every student – no exception.

All teachers will be held accountable for the teaching and assessing of the South Carolina Standards of Learning and maintaining a current gradebook in a manner consistent with the guidelines set forth in this document.

Grades will be based on student achievement in a prescribed time frame. The classroom teacher is responsible for evaluating the academic performance of students and for determining grades. Teachers are expected to use a variety of methods in evaluating students. Teacher-made tests should be appropriate for the subject matter as well as for the age and/or maturity level of the students and should support the SCCCRS (South Carolina College and Career Ready Standards).

Special education students receiving instruction in the general education curriculum are graded as other students unless the IEP indicates alternative grading procedures.

Multilingual Learners (MLs) who are progressing towards English proficiency will not receive a grade lower than 60 if language is the barrier for understanding and connection. Teachers must follow the Language Instruction Educational Program (LIEP).

Identified Gifted and Honor’s Academy students receive instruction through their Gifted Resource Teachers (GRTs), Calhoun County High School, and OC Tech Technical College who collaborate with classroom teachers, the schools’ administration/counselors and professors regarding assessment practices for work completed toward academic acceleration.

Teachers will clearly describe and communicate to parents and students the criteria used to calculate grades. If a student believes that an error has been made, the student and/or parent may request a grade review.

* Teachers will follow district guidelines for computing quarterly grades.
* Teachers will follow district curriculum pacing guides.
* Teachers will post grades in the electronic gradebook according to guidelines.

## Means for Reporting Grades

Grades will be reported periodically throughout the school year to denote student achievement. Academic grades will reflect student learning/performance in a content area. Teachers will be responsible for providing students and parents with the written criteria by which academic performance will be assessed. This will be provided at the beginning of each year, project, and/or course. Parents will have the ability to monitor their student’s performance in all content areas electronically through the Parent Portal online gradebook. Grades will be provided on report cards and on interim progress reports as outlined below:

* **Kindergarten**: Students receive 4 report cards per year.
* **Grades 1 – 5**: Students receive 4 interim progress reports and 4 letter-grade report cards.
* **Grades 6 – 8**: Students receive 4 interim progress reports and 4 letter-grade report cards.
* **Grades 9 – 12**: Students receive 4 interim evaluations and 4 letter-grade report cards.

## Use of Grades

Academic grades will be used to:

* Communicate the teacher’s assessment of a student’s knowledge of and proficiency in a subject
* Provide a record of student achievement over time
* Serve as part of the criteria for student promotion to the next grade level
* Provide information for advisement and counseling regarding future course/program selection
* Provide criteria for honor roll selection
* Provide course credit
* Derive student GPA
* Provide information for entrance into specialty programs

## Assessment Methods & Strategies for Determining Grades

Performance expectations should be made clear at the beginning of instruction and remain consistent throughout the teaching and learning process. Students’ grades are an accurate representation of content knowledge development. Grades should be impartial and represent a teacher’s professional judgment of performance.

**Student Products for Projects (Examples):**

A performance portfolio which includes samples of student work can show gradual or marked improvement or decline in progress. Samples include, but are not limited to:

Projects Content Portfolio Presentations Writing Portfolios

Videos Performance Tasks Journal/Sketchbook Work Samples

Drawings Non-linguistic representations

**Teacher-Made Assessments:**

Assessments can provide valuable feedback for making instructional decisions, monitoring student progress, and evaluating student mastery. Formative assessments, such as quizzes, alert teachers to student readiness for further instruction and/or the need for re-teaching. Summative assessments focus on the mastery of instructional objectives that have been taught.

Instructional programs or texts that provide ready-made tests should be screened carefully to ensure that they are aligned to the content and cognitive demand of the SC College and Career Ready Standards.

## Division Unit Benchmark Assessments

STAR, Aims Web, Case 21, Classworks and Progressive, formerly USA Test Prep

## Posting of Grades

Grades must be posted every week – Gradebooks will be monitored. Teachers must put grades in regularly. A parent should not be surprised at the end of a quarter.

Students have the responsibility to:

1. Complete all homework as assigned.

2. Ask teachers questions to clarify any problems encountered.

3. Inform teachers of any difficulties experienced during the completion of homework assignments.

4. Take home all necessary materials to complete homework assignments.

5. Secure assignments when absent (grades 4-12).

### Procedures Governing Make-up/Re-Take Work

All graded assignments will be assigned a numerical grade. **Principals will ensure these opportunities are provided for all students.**

* All students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students, including during and after suspensions.

* Teachers will communicate (via telephone, e-mail, or in writing) with students and/or parent/guardian regarding incomplete work, missing assignments, or unsatisfactory course/class work.

* **Make-up work completed** within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.

* It is expected that students will make up incomplete or missing assignments. However, if an **incomplete/missing** is not made up according to the new due date given by the teacher, a grade of zero may be given.

### Grading Exceptions

**Students with Disabilities:** Certain students with disabilities have **Individual Education Program (IEP)** teams who have determined that they will be graded according to their progress toward meeting their IEP goals.

**English Learners:** Once English Learners (ELs) have been determined to be English proficient enough to earn an A, B, C, or D in the content areas, grades should be given using the same criteria required of all students.

However, as long as the level of English proficiency prohibits progress in the content areas, English Learners shouldn’t be given a grade lower than a 60. In any case, a student’s lack of English proficiency should not be the sole reason a student earns a failing grade.

An EL’s proficiency level on the ACCESS for ELLs © test can be used as a guideline for determining which type of grade to assign.

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| --- | --- |
| **English Proficiency Levels (1-5) based on the**  **WiDA ACCESS for ELLs© Test** | Guideline for assigning a grades of 60/or proficiency grading |
| **ELs at Levels 1 and 2** | Can *generally* be expected to earn a 60 in their core content courses, but could feasibly earn regular letter grades (A, B, C, etc.) in Math courses or performance based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided. |
| **ELs at level 3** | Should be able to earn *at least* a passing letter grade 60if the following has a occurred:   1. The teacher has engaged the student and appropriate accommodations and scaffolds to instruction have been provided. 2. The student has attended class and attempted work. 3. The student is able to demonstrate understanding of content in non-linguistic ways. |
| **ELs at levels 4 and 5** | Can generallybe expected to earn regular letter grades*.* |

**Weighting for K-8 Schools:**

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| --- | --- | --- |
| Categories | Weighting | Number of Grades Per Quarter |
| Testing | 35% | 4 |
| Classwork, Quizzes (progress checks), Class Participation, Labs, Homework | 30% | 10 or more |
| Projects/Performances | 35% | 1 |
|  |  |  |

\*All categories are mandatory

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