

**WASHINGTON MATHEMATICS SCIENCE TECHNOLOGY
PUBLIC CHARTER HIGH SCHOOL**

SY 2017 - 2018 Grading and Reporting Policy

POLICY

WMST PCHS Grading Policy is developed with several objectives in mind. Moreover, besides being a means for communicating student progress to parents, guardians and to the students themselves, WMST PCHS is committed to the utilization of a grading system that places the following objectives at its core:

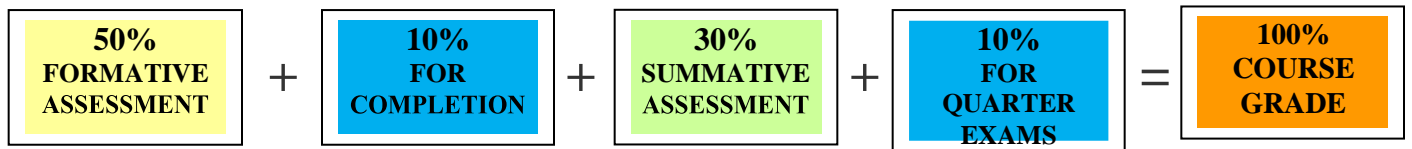
- Describing objectively the worth, merit, or value of the work performed or accomplished;
- Improving the capacity of students to self-identify quality work and to improve their ability to self-evaluate or critically assess their skills with respect to work submitted in class or as homework assignments and projects;
- Stimulating and encouraging proficient and advanced work/performance by students;
- Communicating the teacher's objective judgment of the student's progress as it relates to both formative and summative evaluations of the student's aptitude;
- Informing the teacher and all instructional staff about student comprehension and what they have and have not learned by milestone date requirements, and
- Selecting students for additional support or intervention and/or for rewards.

Goal: The implementation of a fair and objective process for evaluating and reporting on student progress that demonstrates student aptitude, student comprehension and mastery of instructional goals.

Purpose: To communicate to parents and students information and data relevant to understanding and identifying student mastery, strengths, weaknesses and overall achievement on subject relevant course work. To give meaningful feedback on formative and summative assessments results; and to gauge student performance.

A	B	C	D	F	Teacher Comments
A	Outstanding achievement of grade level standards: The student demonstrates excellent achievement and skills compared to all other students of his/her grade level in the subject. The student must master 90-100% of the materials required in the course.				
B	Above average achievement in the subject area compared to grade level standards. The student must master 80-89% of material required in the course.				
C	The student demonstrates grade level achievement and sufficient preparation for the class. The student must master 70-79% of the materials required in the course.				
D	The student's achievement score is less than the grade level requirement for the course. The student must master 60-69% of the materials required in the course.				
F	The student is functioning below grade level and is only mastering 59% or less of the required information.				

In addition to the above, WMST Instructional Staff will employ the following criteria and assessment framework when evaluating and assigning grades in the categories above:



Formative Assessment:

- Students in each course may often complete assignments/assessments that are designed to provide opportunities for them to demonstrate understanding of the content they are learning.
- These types of assignments/assessments may include homework, quizzes, mini-tests, essays, projects and other class work.
- Since assignments/assessments in this category are designed to check for students' understanding of new content, teachers may typically provide opportunities for students to re-take or re-do the assignment/assessment.
- The goal is for students to have multiple opportunities to learn new content, demonstrate their proficiency and, based on their demonstrated proficiency, have the option of demonstrating their growth. **Students have a total of 5 consecutive school days to make up assignments and must assume the responsibility of collecting work from their teachers.**

For Completion:

- Students in each course may sometimes complete assignments that will be collected by the teacher and graded "for completion." These include some homework, warm-ups, and class assignments that students *complete*.
- These types of assignments are not graded for accuracy and are not used necessarily to assess student understanding on content material. Rather, these are assignments that provide opportunities for students to engage in guided practice as they apply new theories/concepts.

Summative Assessment:

- Students in each course will periodically complete assignments/assessment that are designed to assess students' final mastery of learned content material. These types of assignments/assessments may include homework, quizzes, unit tests, essays, projects, and other class work.
- Unlike formative assignments/assessments, this category of tasks is intended to provide opportunities for students to demonstrate their level of proficiency *after* having been provided multiple opportunities for guided practice to learn new content material.

Final Quarter Exams:

- Students in each course will complete a final exam for each quarter of the school year. These exams are used to assess students' understanding of the content covered within each quarter.
- The final exam is used to determine students' mastery of concept/skills within the entire course.

Notes

- All quarter grades must be based on a minimum of 10 formative assessments, 5 summative assessments, 1 quarter exam and 3 completions.
- Teachers must collect a minimum of 1 assignment per class meeting from students that will be graded.
- All assignments collected must be accounted for in Power Teacher within 2 days. If the assignment is not graded within 2 day, teachers must indicate for each student either “**M**” for missing (student was absent or did not turn it in) or a **check mark** for collected to indicate the student did turn it in the assignment.
- Student's efforts should be reflected in their grades; as a result, students who have demonstrated significant effort in completing an assignment, class quiz, project etc. should receive a minimum grade of 50% on that assignment. For example, if a student really tries on a class quiz and receives a grade of 36%, that student's grade should be recorded as 50% in Gradebook. That student should also receive re-teaching as well as another opportunity to demonstrate mastery of that topic/standard(s).
- **Incomplete grades**, at the end of a marking period, are rarely given since those marks are reserved for students that are ill or injured and cannot fulfill their academic obligations. Incomplete grades are never given to students that have had sufficient time to do complete work. For students qualifying to receive an incomplete grade, at the end of the grading period, there is a grace period of ten (10) school days (after the grading period) to complete the missed work. If the makeup work is not completed within that grace period, and/or special arrangements for an exception were not made with the Head of School, then the incomplete reverts to a failing grade.
- Teachers must update PowerTeacher at least ONCE a week.
- The Head of School will audit the grade books every quarter.