

**Freeport School District
Grading Practices
September 2012**

Grading Scale: A 90 – 100 B 80 – 89 C 70 – 79 D 60 – 69 F 50 – 59

If a student does not complete the required work or has completed-work not at the level of expectation, the teacher has two options for recording the score in the gradebook:

1. Use an asterisk (*) as a placeholder until the student successfully completes the assignment or assessment.
2. Temporarily assign a 50% until the student successfully completes the assignment or assessment.

For both options, the teacher should indicate in the gradebook that the assignment/assessment is missing by checking the **Missing** box next to that student’s score. The teacher is encouraged to use assignment comments and/or special codes, e.g. Not Turned In (**NTI**) to communicate with parents using Family Access.

The asterisk is replaced with a score when student redoes an assignment/assessment. When entering the final score, special codes should be updated or removed and the **Missing** box unchecked.

The asterisk (*) or the 50% score may be changed to a zero after a student has refused to complete the assessment/assignment by the end of the unit and/or does not accept the opportunities or interventions offered by the teacher. The teacher should use his/her professional judgment to determine if a legitimate attempt was made and score accordingly.

Academic Practice vs. Academic Achievement

Academic Practice and Academic Achievement must be recorded separately in the grade book. Whether an assignment should be Academic Practice or Academic Achievement is determined by the intent of the final product. If Mastery is expected, then the assignment should be coded as Academic Achievement. There must be at least three Academic Achievement gradebook entries per quarter.

Definition	Academic Practice is work conducted when a student is still learning the material. It is designed to give the student feedback about his/her learning in a timely manner. This may also be referred to as formative work.	Academic Achievement is work conducted when a student has completed adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about a student’s achievement at the end of an instructional unit. This may be referred to as summative work.
Purpose	To monitor	To judge
Time	During process	End of process
Types	Informal	Formal
Use	To improve	Judge process/product
Data Use	Short -term: Used for re-teaching	Long-term: Used in curriculum design

The definitions provided above are guides for determining if an assessment is Academic Practice or Academic Achievement. The examples below show that work for practice and achievement may be used differently between subjects and grade levels.

Academic Practice Examples	Academic Achievement Examples
● Quizzes that check understanding (exit slip, pop-quiz)	● Assessments/Tests (written, oral, and performance)
● Homework that reinforces classwork	● Quizzes over concepts that have already been practiced
● First drafts of writing	● Work that summarizes content from several lessons (review sheet)
● Teacher questions during instruction	● Writings (term papers, essays, stories, etc)
● Some worksheets (used on rare and appropriate occasions)	● Projects/Presentations

Assessment Retakes:

In addition to District common assessments, teachers are encouraged to develop other assessments to assist in determining academic achievement. Teachers are to afford students the opportunity to **retake assessments**. When a student completes a retake, the higher of the two assessment scores is placed in the gradebook.

Semester Exams and 9-12 Grade Break Down of Categories

Final Exams are 10% of the student’s Semester grade. The remaining 90% is split into two categories: Academic Practice (20%) and Academic Achievement (80%). A student’s semester grade considers all of the work for the entire semester and is NOT an average of the two quarters.