

GRADING POLICY

Lansdowne High

Grading is a measure of student learning. It is designed around 2 simple questions.

1. What do we grade?
2. How do we grade?

1. What do we grade?

- a. Each teacher will design lessons from the BCPS Curriculum.
- b. The curriculum is divided into units. These units must then be broken down into Objectives. To support these objectives there are resources, works sheets and formative assessments.
- c. The teacher along with BCPS will identify key targets from the units that students must learn / demonstrate.
- d. Grades will be calculated based on the students' product which demonstrates their understanding of these targets. This is determined by the teacher.
- e. Students can have multiple opportunities to demonstrate the understanding but must work with the teachers in these circumstances.

2. How do we grade?

- a. There are two Categories
 1. Major Assignments --Curriculum Assessments
 2. Minor Assignments ---Teacher Evidence
- b. Students will be graded on a 50%-100% scale. If a student scores lower than a 50% they will receive an "LS" - which calculates to 50%.
- c. If a students does not turn in an assignment then they will receive an "M" for missing. This will calculate as a zero.
- d. An average number of graded items should range between 8-15 grades per quarter. Most of these assignments are under the "Minor" category. It is not recommended to be lower than 8 graded assignments. There should be at least 2 assignments in the "Major" category.
- e. The overall calculation for the Quarterly grade will be set as
 1. Major Assignments---33%
 2. Minor Assignments---67%
- f. If the quarter will end without a Curriculum Formative Assessment, the teacher will create an assignment that meets this criteria. Teachers may place other assignments in this category that demonstrates overall knowledge of the unit or large assignments in point value.

Definitions

Major Assignment – covers a large amount of material or the unit. Can be from the curriculum guide or teacher created. It is high in point value and falls into the Curriculum Assessment category

Minor Assignments - covers a limited amount of material within the unit. Can be from the guide or teacher created. It is low in point value and falls into the Teacher Evidence category.

Zero- there are **No “0”** in the grade book. A student that does not do work or turns work in gets a “M”. This stands for MISSING. You will set up ENGRADE that an “M” = a 0.

Excused- a student missed an assignment and you are not requiring them to make it up.

Make-up – a student has missed an assignment and needs to complete it.

- The work must be completed between the INTERM time frame when the assignment was given. (Begin Quarter- Interim / Interim – end of Quarter)

Re-do - the student has another opportunity to do an assignment. The following are the redo requirements.

1. It is not a major assignment, all minor assignments (teacher evidence) can be fall under the redo process.
2. The student must arrange the time for the redo opportunity with the teacher (after school, during lunch).
3. The redo's should take place within 1 week after the assignment was returned to the student.
4. Only one opportunity for a redo per assignment.