# GRADING and ASSESSMENT Policies and Procedures

A Handbook for Parents, Teachers and Students

Revised July 2021

## Philosophy

Students will attain academic proficiency as defined by US and International Standards. Students will have many opportunities to demonstrate their understanding of newly acquired information and skills that are tied to rigorous academic standards.

UCIS grading procedures will form a foundation for consistent grading practices. Grades will accurately convey what students have learned. Each student will be an active participant in learning and the assessment processes. Teachers will use various assessments to evaluate the level of student proficiency and to assign grades according to the UCIS policy. This grading handbook will ensure the policy is understood by administrators, teachers, students and parents.

## General Guidelines

All students will be held accountable for grades 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.

Special education students and students with 504 Plans receiving instruction in the general education curriculum are graded as other students unless the IEP indicates alternative grading procedures.

Teachers will clearly describe and communicate (in writing) to both 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 the guidelines for computing grades.
- Teachers will follow the UCIS curriculum pacing guides.
- Grades will be posted in the electronic gradebook according to guidelines.

## UCIS Grading Scales: Grades K3-12

The following assessment scale will be used in evaluating and reporting student achievement in the academic skill areas:

## UCIS Grading Scale: Grades K3-12

| Grade | 100% Scale | GPA | Definition |
|-------|-----------|-----|------------|
| A+ | 97-100 | 4.33 | Designates the status of a student who consistently demonstrates a thorough understanding and skill application in the content area (<u>at grade level</u> curriculum objectives). |
| A | 93-96 | 4.0 | |
| A- | 90-92 | 3.67 | |
| B+ | 87-89 | 3.33 | Designates the status of a student who demonstrates a high degree of understanding and skill application in the content area (curriculum objectives for the grade/course level). |
| B | 83-86 | 3.0 | |
| B- | 80-82 | 2.67 | |
| C+ | 77-79 | 2.33 | Designates the status of a student who demonstrates a satisfactory understanding and skill application in the content area (curriculum objectives for the grade/course level). |
| C | 73-76 | 2.0 | |
| C- | 70-72 | 1.67 | |
| D+ | 67-69 | 1.33 | Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the content area (curriculum objectives for the grade/course level). |
| D | 63-66 | 1.0 | |
| D- | 60-62 | .67 | |
| F | 59 and below | 0.0 | Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified and requires additional practice and instructional experiences in order to succeed (curriculum objectives for the grade/course level). |

## Grades 6-12 Honors Classes

Unity Concord International School is a California Common Core standards-driven school which values the socio-emotional growth of its students and utilizes differentiation to ensure students are placed in a challenging and nurturing environment. The needs of each individual student are of utmost importance and must be met in the most effective manner possible.

The UCIS Honors (H) program is designed to provide an appropriate level of challenge for our students by providing an accelerated curriculum with expanded exploration of the subject area's content and skills by providing students with additional opportunities to display <u>mastery that exceeds grade-level expectations</u>. Assignment to an Honors subject area will occur only after careful assessment of the student's ability, intellectual growth, and academic

achievement. For this reason, the following criteria will be adhered to when considering Honors placement.

The requirements for entering Honors classes:
1. A cumulative GPA of 3.0 or higher in the subject area that the student is attempting to enter,
2. For Social Studies and English, a STAR Reading result approaching, at, or higher than grade level, and an Oxford ESL test result that indicates no need for additional ESL support. The UCIS ESL Policy can be found below.
3. For Math, a STAR Math result approaching, at, or higher than grade level,
4. Teachers will pre-assess any student wishing to enter an Honors class to determine if they are eligible.

## UCIS Grading Scale: Grades 6-12 Honors Classes

| Grade | 100% Scale | GPA | Definition |
|-------|-----------|-----|------------|
| A+ | 97-100 | 5.33 | Designates the status of a student who consistently demonstrates a thorough understanding and skill application in the content area (above grade level curriculum objectives). |
| A | 93-96 | 5.0 | |
| A- | 90-92 | 4.67 | |
| B+ | 87-89 | 4.33 | Designates the status of a student who demonstrates a high degree of understanding and skill application in the content area (at grade level curriculum objectives for the grade/course level). |
| B | 83-86 | 4.0 | |
| B- | 80-82 | 3.67 | |
| C+ | 77-79 | 3.33 | Designates the status of a student who demonstrates a satisfactory understanding and skill application in the content area (curriculum objectives for the grade/course level). |
| C | 73-76 | 3.0 | |
| C- | 70-72 | 2.67 | |
| D+ | 67-69 | 2.33 | Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the content area (curriculum objectives for the grade/course level). |
| D | 63-66 | 2.0 | |
| D- | 60-62 | 1.67 | |
| F | 59 and below | 0.0 | Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified and requires additional practice and instructional experiences in order to succeed (curriculum objectives for the grade/course level). |

## ESL Policy and Honors Classes: Grades 6-12

The Common European Framework (CEFR) is a framework of guidelines for the identification of English-language skill levels.  Students in grades 6-12 must meet established minimum English-language competency levels to be admitted into Honors classes as represented in the following table:

| Grade Level | CEFR* | Admission Decision |
|:---:|:---:|:---:|
| 6-12 | A1<br>A2 | Eligible for Honors Math Classes<br>provided additional required criterion is met.<br><br>Not eligible for English, Social Studies<br>or Science Honors Classes<br><br>Required: enrollment in ESL<br>Encouraged: enrollment with CEC |
| 6-12 | B1<br>B2 | Eligible for Honors Math Classes<br>provided additional required criterion is met.<br><br>Not eligible for English, Social Studies<br>or Science Honors Classes |
| 6-12 | C1<br>C2 | Eligible for all Honors Classes<br>provided additional required criterion is met. |

The Oxford Scoring System:
- A1: 1 – 20
- A2: 20 – 40
- B1: 40 – 60
- B2: 60 – 80
- C1: 80 – 100
- C2: > 100

## 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. Work and behavior habits will be reported separately from achievement grades. 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, semester, project, and/or course. Parents can also monitor their student's performance in core content areas electronically through the online gradebook. Additionally, grades will be provided by teachers on a regular basis throughout the instructional process. Grades will be provided on report cards and on informal progress reports as outlined below:

> **Pre-Kindergarten- Grade 12**: Students receive 2 informal progress reports and 2 formal report cards per year.

## Use of Grades

Grades reflect student learning; 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, and
> - Determine student GPA (grades 6-12).

Work and behavior assessments will be used to:

> - Provide a record of attendance/punctuality, respect for authority, and compliance with school rules,
> - Provide a record of student preparedness and task performance,
> - Align work-related skills to character education,
> - Align student growth to the Student Learner Outcomes/ESLR's.

## 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 mastery only. Grades should be impartial and represent a teacher's professional judgment of performance.

Curriculum guides and companion documents provide assessment and measurement suggestions for evaluating student progress. Evaluation information should be gathered by teachers on a regular basis from a variety of sources to determine a student's level of learning and mastery. The following strategies have proven successful in assessing student performance:

### Teacher Observations:

Recording instruments which can assist teachers in systematic, focused data collection on student performance should include but not be limited to:

| | | |
|---|---|---|
| Anecdotal notes | Rubrics/Scoring Guides | Checklists |
| Journal Entries | Reading/Writing Portfolios | Interviews/Conferences |
| Running Records | Content Portfolios | |

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

| | | | |
|---|---|---|---|
| Projects | Content Portfolio | Presentations | Writing Samples |
| Videos | Math Applications | Journal/Sketchbook | Work Samples |
| Drawings | Non-linguistic representation | | |

**Teacher-Made Tests/Quizzes:**

Both tests and quizzes can provide valuable feedback for making instructional decisions and assessing student progress. Quizzes alert teachers to student readiness for further instruction and/or the need for re-teaching. Formative assessments should 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 in line with curriculum and instructional objectives. Some of these tests may require modification before they can be used to measure accurately and effectively what has been taught.

## Posting of Grades

**Elementary Level** – A **minimum** of 1 to 2 posted grades per content weekly – not including homework. However, the monitoring of the number and posting of grades will be at the discretion of the building principal.

**Secondary Level** – A **minimum** of 1 to 2 posted grades per subject weekly – not including homework. However, the monitoring of the number and posting of grades will be at the discretion of the building principal.

Homework will be reviewed, marked, and returned within a reasonable period of time (not to exceed **two days** for elementary students and **two to three class periods/meetings/blocks** for secondary).

Building principal's will monitor and give feedback to teachers about their grading practices. The expectation is that grades for assigned work will be posted in a timely manner and that the grades will represent quality work.

Final Grades will be based on a numerical average and fractional grades calculated to the benefit of the student (.5 and above rounded to next higher point).

## Grading Parameters

To ensure that grades awarded to students are equitable and consistent across UCIS, content grading parameters are used. The rationale for these parameters is for teachers to use a variety of assessments that promote higher levels of thinking while engaging students in meaningful learning activities.

Please note that the examples provided for some categories are intended to be a **representative sample only and are not all-inclusive**. Teachers may have other examples that fit each category. Teachers are not required to have work samples for every possible example; however, there should be enough work samples to reflect performance accurately in the category**.** If you need clarification or assistance, contact the building principal.

Curriculum coaches, in collaboration with teacher leaders and department heads, annually review and update the parameters and weights for assessing student achievement.

## Pre-Kindergarten through Kindergarten 2

Pre-Kindergarten, Kindergarten 1 and Kindergarten 2 parents will receive an electronic copy of the **UCIS Development Assessment Booklet** in October 2021, December 2021, March 2022 & June 2022, reflecting progress in the following areas:

  - ➢ Social/Emotional Development
  - ➢ Communication
  - ➢ Fine Motor Skills
  - ➢ Gross Motor Skills
  - ➢ Phonics
  - ➢ Phonological and Phonemic Awareness
  - ➢ Oral Language and Vocabulary
  - ➢ Writing and Written Expression
  - ➢ Math
  - ➢ Personal Information

The following assessment codes will be used to evaluate and report student achievement in the academic and social skills areas:

| Mastery (4) | Proficient (4) | Developing (2) | Emerging (1) |
|---|---|---|---|
| The student demonstrates a ***sophisticated*** understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a c***omplete*** understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a ***partial*** understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates an ***initial*** understanding of the concepts and competencies relevant to the expected learning. |

## Overview UCIS Student Report Cards Grades K3-G5

UCIS report cards are aligned with the state academic standards utilized to guide our school's curriculum, e.g. CCSS, AERO, NGSS & NCAS*. Report cards provide information about how

your child is progressing towards the mastery of end-of-year standards. Standards are what students should know and be able to do at the end of each grade level. Teachers identify the standards taught for each marking period to inform instruction and assessment. Standards' expectations change from one marking period to the next as students move toward the end-of-the-year grade level expectations. Learners are scored on their progress made toward mastery of those expectations set forth for each quarterly marking period. Due to the number of standards, not all can be listed on the report card. Instead, the UCIS report card reports on the overall domain. Please note that under each domain reporting area, you will find summaries of the clusters of standards that are included within the domain. These are summaries only and do not speak to all of the standards. You can find the complete standards documents on the UCIS website, organized by subject area.

## How does traditional grading differ from standards-based grading?

Traditional grading is what many of us are used to. As students, we earned a letter or number that represented a wide variety of skills and understandings in a particular subject. We may have earned extra credit, or we may have turned in late assignments causing us to earn a lower grade. Assignments were averaged for the entire semester, including quizzes and tests that may have been low earlier in the semester, even if we learned those skills later. Work habits and behavior were all part of these overall grades. Standards-based grading, on the other hand, provides parents, students, and teachers a more accurate view of a student's progress in both academic and behavioral areas. It identifies the skills in which students are struggling, and provides a clear understanding of a student's strengths. Standards-based grading looks at grade level standards individually and separate from student behaviors. It also acknowledges a student's growth in their learning by emphasizing the most recent evidence of learning.

## How will my student be assessed?

UCIS students are assessed using a combination of weekly classroom assessments, standardized grade level unit assessments and project-based learning assessments. UCIS students are also graded on their participation, effort, classwork, homework and organizational skills. Each of these areas are weighted individually and compiled to create a students' summative semester letter grade.

## What do the numbers (4,3,2,1) on my students report card represent?

UCIS teachers report on students' progress quarterly. UCIS students are given a Progress toward Standard proficiency scale score based on a 4-point rubric for each domain area. If a domain has not been formally assessed during this marking period, it will be marked with an X. The following proficiency scale score numbers will appear in the quarterly sections of your students report card; 4,3,2,1.  4= Mastery, 3 = Proficient, 2= Developing, 1 = Emerging.

### The breakdown of these proficiency scale scores are discussed in the table below.

| Mastery (4) | Proficient (4) | Developing (2) | Emerging (1) |
|---|---|---|---|
| The student demonstrates a *sophisticated* | The student demonstrates a c*omplete* | The student demonstrates a *partial* | The student demonstrates an *initial* |

| | | | | | |
|---|---|---|---|---|---|
| understanding of the concepts and competencies relevant to the expected learning. | understanding of the concepts and competencies relevant to the expected learning. | understanding of the concepts and competencies relevant to the expected learning. | understanding of the concepts and competencies relevant to the expected learning. | | |

UCIS students also receive a summative letter grade, for each subject, upon the completion of Semester One and Semester Two. This summative subject grade will be a combination of your students' academic testing, participation, effort, classwork, homework and organizational skills for that semester. Each area of assessment is weighted to make up an overall value marked out of 100%. The UCIS weighting formula used can be seen in the table below:

| | Weekly Tests | Unit Tests | Participation, Effort & Classwork | Organizational Skills | Homework (N/A K3) |
|---|---|---|---|---|---|
| **ELA** | Vocab/Spelling 20% | 20% | 40% | 10% | 10% |
| **Math** | Pretest recorded, not weighted | 40% | 40% | 10% | 10% |
| **Science** | - | Project Based Rubric 40% | 40% | 10% | 10% |
| **Social Studies** | - | Project Based rubric 40% | 40% | 10% | 10% |
| **Art** | - | Project Based rubric 40% | 40% | 10% | 10% |
| **Music** | - | Project Based rubric 40% | 40% | 10% | 10% |
| **Computers** | - | Project Based rubric 40% | 40% | 10% | 10% |

| | | | | | |
|---|---|---|---|---|---|
| **Library** | - | Project Based rubric 40% | 40% | 10% | 10% |
| **PE** | - | 40% | 40% | 20% | - |
| **Thai/TFL** | - | 40% | 40% | 10% | 10% |
| **Chinese/CFL** | - | 40% | 40% | 10% | 10% |

### UCIS uses the following grade equivalency scale for overall, end of semester grades:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A+** | 97% - 100% | **B+** | 87% - 89% | **C+** | 77% - 79% | **D+** | 67% - 69% |
| **A** | 93% - 96% | **B** | 83% - 86% | **C** | 73% - 76% | **D** | 63% - 66% |
| **A-** | 90% - 92% | **B-** | 80% - 82% | **C-** | 70% - 72% | **D-** | 60% - 62% |

### Should I be concerned if I see "1s" on my student's report card?

A 1 on a report card indicates that the student is not meeting the target for the grade level standard. Often, students in this situation are in an intervention and/or a conversation has been had with the parent already. If your child receives a 1 on a domain on the report card, you may want to follow up with the teacher to learn how you can support his/her progress in this domain in the future.

### Can my student earn a "4" in the first semester?

It is possible for a student to earn a "4" in the first semester. Students can earn "4's" if their work consistently demonstrates that they have fully mastered the grade level standards and if they are consistently working with depth and complexity. Students who earn 4's apply skills independently and display self-motivation for their learning.

### Is it possible for students to "drop" from one marking period to another?

The mid-year score is an indication of performance on standards at that point in time, with the expectation that difficulty will increase throughout the school year. Therefore, a student who demonstrates a score of "3" in the first semester can earn a "1" in the second semester when the rigor of the standard has been increased.

### How and when will I receive my students' report card?

Report cards will be issued electronically to the parent email address UCIS has registered in our Student information System; ENGAGE. Hard copies will be available upon request. Report cards will be issued quarterly. For the academic year 2021/2022, report cards will be distributed in October 2021, December 2021, March 2022 & June 2022.

### Will I be able to discuss my students' report card with my students' teachers?

Yes, of course. Parent-Teacher conferences will be held twice a year, at the end of Quarter 1 and Quarter 3. However, communication between parents and UCIS teachers should be carried out regularly throughout the school year. Teachers can be contacted during the school year, via email or through the ENGAGE instant messaging app, Monday to Friday, 7.30am - 4.30pm. Face to face appointments can also be arranged throughout the school year, by contacting your students' teacher directly.

*CCSS = Common Core State Standards*

*AERO = American Education Reaches Out*

*NGSS = Next Generation Science Standards*

*NCAS = National Core Arts Standards*

# Overview Grades 6-12

Grade 6-12 will use the previously stated **A+, A, A-, B+, B, B-, C+, C, C-, D+, D, or F** assessment codes located on pages 2 and 3 for Progress Reports during Quarter 1 and Quarter 3 and semester Report Cards.

## What is a Progress Report?

Progress Reports are issued halfway through the first and second semester during parent teacher conferences. Progress Reports help parents and students focus on areas of improvement and celebrate areas of success. Progress Reports are not included on the transcripts for grades 6-12; however, they are part of the permanent Report Card for grade K3-5.

## Assessment Portfolios

**Reading:** Teachers will keep e-Portfolios current and communicate the progress with parents. By the end of the year, students must show a minimum of .9 growth on their STAR 360 Reading Benchmark.

**Writing:** Teachers must place an analytically scored writing sample in student portfolios each quarter. The other two writing samples go home for parents to review and return. By the end of the year, students must demonstrate growth, evidenced using their pre and post Writing Benchmark.

## Gradebook Requirements

**Formative Assessments:** (20% maximum, including up to 10% for participation grade) Formative assessments are to be entered into the Engage gradebook at least once per week. Feedback is required for these assessments. Grades or numeric representations or percentages are not necessity required

**Participation Assessments:** Any participation assessments must use the following rubric

**Summative Assessments:** (80% minimum) At least one summative assessment must be administered during each unit of study (approximately every 4 weeks). Summative assessments are to effectively determine the level of mastery of the learning objectives for that unit.

**Authentic Assessments:** Teachers must have at least one authentic assessment for each unit. This may be formative or summative in nature. These are tests that focus on authentic tasks to assess students' skills and knowledge as they relate to real-world endeavors.

**All summative assessments must be accompanied by a rubric and/ or a test blueprint.**

## Exemplars for Course Syllabi

The following are **examples** of potential ways a teacher may categorize assessments and clarify weightings in different subject areas. All students will receive a course syllabus with detailed information regarding weighting, assignments and projects.

## (Subject Area) Grading Guidelines

| Middle and High School | | |
|---|---|---|
| **Category** | **Weight** | **Examples** |
| **Summative Assessments** | 80% of total grade | Includes:<br>- Tests, Essays, Projects, Presentations |
| **Formative Assessments** | 10% of total grade | Includes:<br>- Classwork, Quizzes, Homework |
| **Class Participation** | 10% of total grade | Includes:<br>- Attendance, Participation, Effort<br>- Teamwork during group assignments |

## Art Grading Guidelines

| Category | Weight | Examples |
|---|---|---|
| **(Formative)<br>Sketchbook/Homework** | **10%** | Observational drawings<br>Warmups<br>Thumbnails and preparatory sketches<br>Notes, reflections, research, technical exercises and written responses of independent development of ideas |
| **(Formative<br>Classwork/ Participation)** | **10%** | Productivity (not participation or behavior)<br>Intermediate progress on project requirements, performance goals or project benchmarks |
| **(Summative) Projects** | **40%** | Final performance assessment for a completed assignment |

| | | All exams will be comprised of 2 parts: Oral/written (such as commentary, self- critique, multiple choice, artist statement, description of idea development and process) Performance (such as problem-based assessment, culminating mixed media, application of technical process or skills) |
| :---: | :---: | :--- |
| **(Summative) Exam** | **40%** | |

## Business, Computer and Technology Grading Guidelines

| Category | Weight | Examples |
| :---: | :---: | :--- |
| **(Formative) Class Participation** | **5%** | Appropriate response to prompts Peer review/ Peer editing Essential Questions Journal entries Q & A review sessions |
| **(Formative) Homework Classwork/Labs** | **15%** | Graphic organizers Proofreading / Editing Newspaper article analysis Certification practice Internet searches Drill and practice Oral presentations Timed writings Online course work assignments Simulations Role plays PowerPoint presentation Formatting documents |
| **(Summative) Alternative Assessments** | **40%** | Vocabulary/ Word Wall quiz Technique assessment Objective tests Application problems Certification practice test Notebook evaluation Career research project Group projects Internet search activity Oral presentation Business plan Create budget Create webpage |
| **(Summative) Semester Exams** | **40%** | Comprehensive assessment of skills and knowledge Performance assessment Oral exam, Written exam Timed Keyboarding test Presentation |

# English Grading Guidelines

| English Teachers must send scored 2nd draft home for parents to review, sign and return to teacher | | |
|---|---|---|
| **Category** | **Weight** | **Examples** |
| **(Summative) Tests/Essays** | **40%** | Bi-weekly Monthly, unit Grammar Tests |
| **(Formative) Homework** | **10%** | Practice Activities |
| **(Participation/ Formative) Class Assignments** | **10%** | Entrance/Exit Slips, Pre-reading and Pre- writing activities, Pair-Share/Whole and Small group discussion Comprehension activities, Unit/Skill Quizzes, Editing/Revision Practice, Daily classroom activities |
| **(Summative) Alternative assessments** | **40%** | Journal writing, Prompt responses, Oral presentations, summaries |

# Foreign Language Grading Guidelines

| **Category** | **Weight** | **Examples** |
|---|---|---|
| **(Formative) Homework** | **5%** | Assignments that are checked for completion rather than accuracy |
| **(Formative) Classwork/Participation** | **15%** | Daily practice, vocabulary, structure Listening/reading comprehension practice/activities Speaking activities/practices Warm-ups/sponge activities Partner/group practice/activities Workbook/board work Culture activities Assignments/posters Grammar/vocabulary games |
| **(Summative) Alternative Assessments** | **50%** | Formative assessments Quizzes Listening/Reading comprehension assessments Speaking assessments Writing/draft writing assessments Dictations Essays Skits and dialogues Partner/group activities Cultural activities/assessments Projects/draft projects assignments |
| **(Summative) Tests** | **15%** | Summative assessments Unit tests Projects/presentational assessments |

| | | Listening/reading comprehension assessments |
| --- | --- | --- |
| | | Integrated performance assessments |
| | | Timed writings |
| | | Essays |
| (Summative) Final Semester Exam | 15% | Final semester assessment |

## History/Social Science Grading Guidelines

| Category | Weight | Examples |
| --- | --- | --- |
| (Summative) Unit Assessments | 40% | Unit Assessments Performance Based Assessments Projects Oral presentations Research papers |
| (Formative) Homework Class Assignments Quizzes | 20% | Out of Class Assignments Reinforcement of concepts Class Preparation Application activities Journal writing Daily warm-ups Daily assessments (exit tickets) Essential Skills-based activities |
| (Summative) Essays/Projects | 40% | Daily formative assessments Extended Writing Activities (DBQs, Free response, short answer, etc.) |

## Music Grading Guidelines

| Category | Weight | Examples |
| --- | --- | --- |
| (Formative) Technical Skill | 15% | Comprehension of musical symbols and terms Breath control Phrasing, fingering, response to musical direction (conducting) |
| (Formative) Musical Disciplines | 5% | Proper posture Care of equipment/instruments Engagement in rehearsal Instrument specific performance qualities Independence of part |
| (Summative) Performance Assessment | 40% | In-class performance School assemblies Winter/spring concerts Additional performance assessments |
| (Summative) Written Assessment | 40% | Quizzes Tests Reports Part writing Musical direction |

# Mathematics Grading Guidelines

| Category | Weight | Examples |
|---|---|---|
| (Formative)<br>Classwork | 10% | Summaries<br>Daily Math Review<br>Independent assignments |
| (Formative)<br>Homework | 10% | Practice activities |
| (Summative)<br>Alternative Assessments | 40% | Student products<br>Open-ended, performance and observational assessments<br>Journal, exit-slips<br>Mini assessments<br>Accountability |
| (Summative)<br>Tests | 40% | Bi-weekly<br>Monthly<br>Nine weeks<br>Not diagnostic |

# Physical Education Grading Guidelines

| Grades 6-12<br>Combination of PE and Health | | |
|---|---|---|
| **Category** | **Weight** | **Examples** |
| (Summative)<br>Physical Education Performance | 40% | Sports Skills (basketball, volleyball, etc.)<br>Portfolio<br>Fitness Development (aerobic, strength, etc.) |
| (Formative)<br>Physical Education Participation | 10% | Proper Attire<br>Sports Skills<br>Team Sports<br>Individual Sports<br>Lead-up Games<br>Fitness Activities<br>Fitness Testing |
| **Health Education 50% of PE grade** | | |
| **Category** | **Weight** | **Examples** |
| (Summative)<br>Health Quiz/Test | 40% | Weekly, chapter, unit |
| (Formative)<br>Health Class<br>Work/Participation/Homework | 10% | Unit questions<br>Chapter reviews<br>Writing<br>Oral presentations<br>Projects<br>Concept maps<br>Discussion<br>Reading activities |

# Science Grading Guidelines

| Grades 6-8 | | |
|---|---|---|
| **Category** | **Weight** | **Examples** |
| **(Formative)**<br>**Classwork** | **10%** | Class work<br>Warm-up<br>Closure<br>Interactive Notebook entries<br>Class participation |
| **(Formative)**<br>**Homework** | **10%** | Practice activities Class Preparation |
| **(Summative)**<br>**Alternative Assessments** | **40%** | Lab Projects<br>Papers<br>Practicum<br>Models<br>Web Quests<br>Presentations<br>Journal Writing<br>Essays<br>Quizzes<br>Formal lab reports Journal writing |
| **(Summative)**<br>**Tests** | **40%** | Test (Unit, Bi-weekly, Non-diagnostic) |
| **Grades 9-12/End-of-Course** | | |
| **Category** | **Weight** | **Examples** |
| **(Formative)**<br>**Classwork** | **10%** | Class work<br>Warm-up<br>Closure<br>Interactive Notebook entries<br>Class participation |
| **(Formative)**<br>**Homework** | **10%** | Practice activities |
| **(Summative)**<br>**Alternative Assessments** | **30%** | Labs<br>Projects<br>Papers<br>Practicum<br>Models<br>Web Quests<br>Presentations<br>Journal Writing<br>Essays<br>Quizzes<br>Formal lab reports |
| **(Summative)**<br>**Tests** | **30%** | Test (Unit, Bi-weekly, Non-diagnostic) |
| **(Summative)**<br>**Final Exam** | **20%** | Final semester assessment |

# Make-Up Work, Homework Procedures Grades PK-12

## Procedures for Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic gradebook with **"I"** placed in the grade book for any incomplete or missing assignments. **Teachers are expected to provide multiple opportunities for students to make-up assignments to avoid assigning zeroes. Principals will ensure these opportunities are provided for all students.**

1. 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.

2. Students have a **maximum of 10 (ten) school days** to make-up incomplete or missing work. **However, the period of time allowed to make-up work may be extended at the discretion of the principal working with the teacher.**

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

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

5. After 10 days, if work is not completed the **(I)** will become a zero grade (0). It is expected that students will make-up incomplete or missing assignments. An **incomplete (I)** may not be given as a final grade.

## Procedures for Honor Students

The following procedures should be used in identifying honor roll students and honor graduates. These regulations should be applied to **all** students participating in an approved program of studies.
**Principal's List (3.75 and above)**
**Dean's List (3.50 – 3.75)**
**Honor Roll (3.00 -3.74)**

Grade 12- students who graduate with a cumulative GPA of 3.0 or higher will wear Gold/Blue Cords with their cap and gown.

## Homework and Grading
Homework is required at all levels and is assigned a minimum of four nights a week. However, in some content areas homework may not be appropriate. Because homework is an extension

of class assignments at an independent level, students should be held accountable for completing homework assignments and given credit for fulfilling the required tasks. Homework should be reviewed, marked, and returned within a reasonable period of time (not to exceed **two days** for elementary students and **two to three class periods/meetings/blocks** for secondary). Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Assignments should not be "busy work".

All homework will be counted. Because of the variety of assignments that may be included as homework, some homework assignments may receive grades, and some may receive checks for completion. The way in which homework is evaluated will be based on teacher discretion and should be clearly communicated to parents and students. To ensure that grading and accounting for homework assignments will be consistent across UCIS the following have been developed:

### GRADES PK-2

Homework will be assigned and accounted for, but will not be given a letter grade or be used in calculating content grades. Teachers are to use the "Performance Indicators" area of the report card to note a concern or need for improvement.

### GRADES 3-5

Homework will be assigned, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g., grades and/or frequency of completion). Homework in a particular content area will be included in calculating that content area grade for a 9-week period, and will represent between 5- 10% of the 9-week grade. Teachers will also use the "Performance Indicators" area of the report card to note a concern or need for improvement.

### Middle / High School

Homework will be assigned, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g., grades and/or frequency of completion) Homework in a particular content area of course will be included in calculating that specific grade for the 9-week period, and will represent between 5-10% of the 9-week grade. Teachers will also use the "Comments" area of the report card to note a concern or need for improvement.

## Grading Exceptions

### Exceptions:

1.  Certain students with disabilities have **Individual Education Plan (IEP) and/or 504 Plan** teams who have determined that they will be graded according to their progress toward meeting their IEP goals.

**High School**: When transcripts are not available, students will be placed initially in grade 9. This will give them sufficient time to learn English and accumulate the credits required for graduation. They may be promoted to a higher grade upon evidence of progress or receipt

of transcripts. Otherwise, promotion will be determined using the same criteria used for all other students.

# The Assessment Policy at UCIS recognizes that:

- Students must recognize their achievements and identify areas where further development is needed, meaning that it is crucial that they receive timely feedback that is both positive and constructive.
- Assessment should be ongoing, student-centered, and standards referenced.
- Assessment, recording, and reporting are a crucial and integral part of the teaching and learning process.
- Effective assessment, recording, and reporting promote a partnership between students, teachers, parents, leadership, other schools, and universities.
- Assessment that results in improved student learning and provides opportunities for a range of learning requires a range of appropriate approaches.
- Assessment and differentiation are based on a clear process of pre-testing and post-testing

## Formative Assessment

Formative assessment or assessment "for" learning takes place before and during a unit of learning and provides information that teachers use to adjust their instruction to individual students' needs throughout the unit. Formative assessment takes place on a continuous basis and may occur as often as every lesson. Formative assessments cannot account for any more than 30% of a final grade.

**Teachers are responsible for ensuring that formative assessments:**
1. Assess a learning objective.
2. Provide meaningful feedback to students which provide students opportunities to reflect, self-evaluate, set goals and improve.
3. Teachers will modify and differentiate instruction based on results of formative assessments.

## Summative Assessment

Once the unit is complete, summative assessments are conducted to measure each student's final skill and knowledge levels related to the objectives of the unit. All summative assessments should be accompanied by a rubric and/or a "test blueprint" (for any paper-based tests). When students do not meet a standard, teachers will provide additional support as well as another opportunity for students to demonstrate mastery.

## The Role of Authentic Assessments and Traditional Assessments

Performance tasks reflect the foundational standards from the unit. These tasks require students to demonstrate their thought process as they solve problems or respond to prompts. For example, during a performance assessment in a chemistry course – a teacher could ask students to balance chemical equations in real-time on the shared virtual white-board.

Performance tasks provide an opportunity for teachers to offer feedback on students' thought processes, not just their answers. This allows teachers to guide students toward mastery of essential course concepts.

Teachers and administrators should create flexible grading policies and employ project-based learning (PBL) instead of traditional exams, etc. These flexible policies minimize student stress and recognize disadvantages for at-risk student populations, such as those who qualify for special education and receive services hard to adapt to a remote environment.

However, grading policies must not only accommodate students who may be distressed or cannot access the services they need, but also must motivate students to complete their assignments. To do so, administrators and teachers can adopt practices from a range of different grading approaches.

### Do's and Don'ts

1. Do not include student behaviors in grades; include only achievement.
2. Do not reduce marks on "work" submitted late; provide support for the learner.
3. Do not give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Do not punish academic dishonesty (first time) with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Do not consider attendance in grade determination; report absences separately.
6. Do not include group scores in grades; use only individual achievement evidence.
7. Do not organize information in grade records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
8. Do not assign grades using inappropriate or unclear performance standards; provide a clear description of achievement expectations.
9. Do not assign grades based on a student's achievement compared to other students; compare each student's performance to preset standards.
10. Do not rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.
11. Do not rely only on the mean (average); consider other measures of central tendency and use professional judgment.
12. Do not include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement, or use "I" for Incomplete or Insufficient Evidence.
13. Do not use information from formative assessments and practice to determine grades; only use summative evidence.
14. Do not summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.
15. Do not leave students out of the grading process. Involve students; they can – and should – play key roles in assessment and grading that promote achievement.
Reference: Ken O'Connor's **15 Fixes for Assessment**

**Late or Missing Work**

A late work penalty may be applied, up to a total of 10%. After ten days and multiple teacher attempts to intervene with the student, the teacher will decide the priority of continuing to try to intervene regarding the missing homework. Work still not complete at the conclusion of the nine-week grading period will be designated as I, which factors into the final nine-week grade as a zero.

In the Assessment portion of the grade book, teachers will enter missing assessment scores or projects as an Incomplete (I) until the work is completed or until the end of the semester.

Multiple attempts will be made to intervene with and communicate to students and/or parents about incomplete work. When the work is completed, it will be scored and recorded in the grade book, within 10 days, no penalty, after 10 days, late penalties (up to 5%). A high school student who has not completed major assessments or projects by the end of the semester may receive NC (No Credit) if the student has failed to demonstrate mastery or basic competency on essential learning goals. An NC marking will have a GPA value of zero on a five-point scale (A=4, B=3, C=2, D=1, F=0.)

**We also ask that teachers:**

• Know the purpose for administering the interim assessment (or test items). For example, what new information do you need about your students' skills? This should be indicated in unit plans.
• Match the conditions with the purpose including the student's environment (access to external information), accessibility resources, and timing based on when the instruction was provided.
• Use the results to inform the next steps of instruction.
• Do not post the test items on the internet or a public page.
• Do not email interim test items.
• Do not email or text students' personal or confidential information—even to parents.

**Academic Acceleration**

Assignment to a higher-grade level will occur only after careful assessment of the student's ability, intellectual growth, emotional development, social competence, and academic achievement. Any change in a student's grade level must be in the student's best interest. In some unique cases, parents/guardians may seek grade level advancement for a student in grades K3-8. The needs of each individual student are of utmost importance and must be met in the most effective manner possible; therefore, grades K3-8 level acceleration will be considered when compliance with all of the following criteria is completed:

- Receipt of written request to the Superintendent from the parent/guardian requesting their student "advance" a grade. The Superintendent should receive this written request no later than the end of the first semester;
- Recommendation from the current grade level teacher as to in-class/grade performance in core subjects (Language Arts, and Mathematics). The developmental readiness of the student will be confirmed by in-class observation and external testing;

- Review of available norm-referenced tests to determine academic ability with the proposed grade level placement as determined by Curriculum Assessments and Benchmark testing and the discretion of the Superintendent;
- Current grade level norm referenced tests (pre and post), and the post test for the grade level to be "skipped";
- The school may contact a psychologist or counselor who may perform an emotional and social readiness evaluation of the student's ability to deal with issues and students in the proposed grade placement;
- Conference with the Superintendent and parent/guardian;

The academic placement will be made by the Superintendent prior to the start of school, and formally communicated to the parents/guardians via letter to their home address. A student may be accelerated if he or she meets all of the following requirements (scores are for end of the year exams of the grade being skipped):

1. Reading Assessment 90%
2. Math Assessment 90%
3. Other materials such as social maturity, observation records and student work
4. A school district representative recommends acceleration of the student
5. A parent of guardian approves acceleration of the student
6. STAR Reading score: (grade level being skipped +.9)
7. STAR Math score: (grade level being skipped +.9)

### Academic Honesty/Plagiarism

To be successful in school, all students are expected to do their own work. In the event a student or group of students plagiarizes an assignment or test, consequences will be imposed. UCIS defines plagiarism as the practice of taking someone else's work or ideas and passing them off as one's own. Using this definition, plagiarism includes, but is not necessarily limited to, taking someone else's work from a written text, online source, or from a peer. Please refer to the consequences below when a student is found to be guilty of academic dishonesty/plagiarism:

**First incident:** student(s) involved receive a warning and the teacher calls the parents/guardians.

**Second incident:** student(s) receives a zero (0) on the assignment or test, parents/guardians are called, the teacher writes a disciplinary referral for the incident.

**Third incident:** student(s) face possibility of suspension and may be recommended for expulsion according to the guidelines in the zero-tolerance policy.

### Kindergarten 3, Grade 8 and Grade 12 Graduation/Promotion Requirements

In order to participate in the graduation ceremony, the following requirements must be met:

- Academic: Students must be recommended for graduation/promotion by the classroom teacher(s).

- Behavior: The student must not receive more than two (2) out of school suspensions during the year. Any expulsion or pending expulsion will mean an automatic loss of promotion privileges.
- Grade 12 students must meet the minimum graduation requirements to be eligible. Students not meeting the requirements will earn a Certificate of Completion in lieu of a Diploma. Parents will be notified in writing during Semester 1 if this is a possibility.

## Progress Reports

Progress reports are generated halfway through each semester to advise the parent of their student's progress. This gives the student the opportunity to improve his/her grade before the semester grade is issued. Other progress reports may be sent home in addition to this progress report. Parent/teacher conferences are scheduled two times per year. Progress reports will be distributed at mandatory parent/teacher conferences. If a parent/guardian is unable to attend the scheduled conference, they should contact the school to make alternate arrangements with their child's teacher. Parents/guardians may schedule times to meet with teachers on a regular basis to discuss their student's progress, and they are encouraged to do so.

Parents have a responsibility to stay informed regarding student grades by attending conferences and reviewing reports.

## Report Cards

Parents will be emailed report cards and will have additional access though the Parent Portal.

## Benchmark Tests (STAR 360)

The school utilizes benchmark testing to track a student's progress related to Mathematics and Reading proficiency. Scores will be reported to each student's family, in writing, throughout the school year. The school invites parents/guardians to contact appropriate school personnel for further explanation or information regarding how the parent or guardian can best assist the school and the student in improving the student's performance on these tests.

## Students with Disabilities

Students learn in a variety of ways with most students learning effectively in a traditional school setting. Students with disabilities may be eligible to receive special services. These services are based on assessment and determined by the SST team, which includes the student's parent or guardian. Some special services are designed to meet the unique educational needs of students with disabilities and are provided at no cost to parents. Such services may include support, instruction and accommodations in the general education program or may be provided in other settings. However, should the school staff not be able to accommodate a student with disabilities the parents will be required to provide a 1:1 aid for their student at an additional cost. Additionally, students who are consistently causing class disruptions or have consistent behavior issues, will be required to have an aid at the parent's expense.

Parents of school age children who suspect their child may have a disability and who may need special education services should contact the Administrator.

## Academic Requirements to Participate in School Athletics

Students must have a 2.0 GPA with no "D" grades from the previous grading period. Students must attend the entire school day of a game day. Only verified doctor or dentist appointments are acceptable excuses. Students must abide by all mandatory check-ins for eligibility. This check-in will be held by the coach or coaches and verified by the Director of Athletics. Check-ins consist of a review of a student's grades to ensure they meet GPA and other grade-related requirements.

Students who have grades below the GPA requirement or who have less than a 60% in any particular class will be temporarily suspended from athletics and required to attend tutoring until they have fulfilled all academic requirements for participation; even while suspended, students must attend all meetings and competitions unless directed to attend academic mediation.

## Independent Study Contracts

Short Term Independent Study Contracts:

Independent Study Contracts allow students to complete their class work and homework assignments away from the school campus while not being considered absent during these days. The following conditions must be met to participate in the short-term independent study:

- The minimum number of days of participation is 5 (five) and the maximum is 20 (twenty).
- If the student is absent after 20 days, he/she may be dropped from school rolls.
- The parent must complete the application request 3 school days prior to the planned leave.
- The Superintendent must approve the request.
- The student and parent must sign the appropriate form and pick up assignments before independent study begins.
- Assigned work must be completed and returned the day the student returns or designated day or return, whichever comes first. If the assigned work is not returned on time, the student will not receive credit.

## Independent Study Contract for Military Families

UCIS may grant up to five days of excused absences for military-connected students whose parents are unable to have their child attend school due to mandatory military obligations. The conditions under which the school may approve excused absences are: (1) the absence is pre-approved; (2) the student is in good standing; (3) the student has a prior record of good attendance.

## Clubs/Organizations Requirements

Students are encouraged to participate in the various extracurricular activities approved by the principal and sponsored, supervised, or directed by faculty members. Students or

teachers interested in chartering a new student organization should first discuss proposed goals with the principal. Charter of a club or similar organization requires principal approval of bylaws, sponsorship by a faculty member, and establishment of a regular schedule of meetings to be held at the school. An established organization's charter may be revoked for lack of a faculty sponsor, failure to hold regularly scheduled meetings, or failure to abide by club bylaws and school policy. Please refer to campus websites for additional information and updates as well as the list of clubs and organizations available for membership.