



## Grading Practices

School: Frank W. Cox High School

Subject(s): AP English

Grade Level: 12

### Homework

#### **Homework will account for 10% of the student's grade.**

Homework is defined as a task assigned to students intended to be completed outside the classroom, and which is an extension of regular classroom instruction. Homework shall be used as a tool to provide teachers with information on how well students understand the information being taught in relation to curricular objectives. At times, it is appropriate to differentiate homework assignments by content and / or quantity for particular students or groups of students. Homework should serve one of the following purposes:

- to practice material presented during classroom instruction
- to prepare for new learning or classroom instruction
- to promote extended and independent learning

When assigning a homework task, teachers shall:

- consider students' readiness for a particular task and purpose
- align the assignment to current curricular objectives
- communicate the purpose of a particular assignment

Consider the purpose of the task when determining whether and how the homework will be graded. Daily homework assignments shall not exceed 10% of a student's cumulative grade.

### Late Work

#### **No late work accepted.**

When an assignment is not completed by the date due, teachers shall exercise informed professional judgment to determine consequences and adjust deadlines if appropriate, taking into account the following:

- the nature and purpose of a particular assignment
- the timeliness of the assignment as it relates to the current instruction
- individual circumstances

Teachers shall strive to empower students to exercise developmentally appropriate responsibility through built-in processes, such as strategic planning for long-term assignments.

Students who exhibit a chronic pattern of turning work in late need further evaluation and increased levels of support, such as

- parental notification
- classroom interventions
- referral for guidance support services

SRT meeting

## Explanation of Zeroes

In assessing student learning, all student work is to be carefully considered. Teachers should refrain from initially assigning zeroes for work that is missing as this distorts the cumulative grade and does not reflect what the student has learned. Every effort should be made to hold students accountable for completing missed assessments before assigning a zero. However, teachers can and should treat this as late work. These guidelines also reflect an understanding that teachers must provide summative grades quarterly and are not expected to assign grades for work not completed within a quarter.

Students who exhibit a chronic pattern of behavior around missing work need further evaluation and increased levels of support, such as

- parental notification
- classroom interventions
- referral guidance services
- SRT meeting

Teachers should use an "I" for Incomplete until all efforts to hold students accountable have been exhausted.

## Reassessment

### Will follow school wide policy

### No make-up for honor code violation

Departments, grade levels or schools shall establish and communicate clear processes and expectations for grading and planning for reassessment.

Any student who receives a failing grade on a summative (unit test, end of quarter test, major projects or papers) assessment may be given an opportunity for additional instruction and reassessment provided that the student has

- participated in class
- completed assignments
- demonstrated evidence of best effort on the assessment and the learning leading up to the assessment.

In other instances, teachers shall exercise informed professional judgment to determine when additional opportunities for reassessment are appropriate and/or necessary in order to obtain evidence of student learning as it relates to curricular objectives.

Reassessment is a productive part of the learning process when teachers:

- provide targeted instruction between assessments
- incorporate student reflection of learning into the process
- focus the reassessment on that which the student did not know
- give credit for a student's most recent or most frequent evidence of learning

## Make-up Work

### Students are responsible for collecting and submitting make-up work

When a student is missing work due to an excused absence, teachers shall

- provide all relevant assignments
- consider the length and reason for the absence when determining which assignments will be assessed and when they are due
- accept and assess all assigned make-up work
- provide reasonable and flexible deadlines that take into consideration a student's individual circumstances

In the event the teacher does not have adequate assessment data to provide a nine-week grade that reflects the student's knowledge of the course learning objectives the teacher may consider assigning a grade of "I for Incomplete due to a lack of required evidence.

Students who receive unexcused absences may make up assignments at the discretion of the teacher, subject to the requirements communicated (provided) by the teacher at the beginning of the year. It is the student's responsibility to be aware of established guidelines and to follow those guidelines to make up the assignment.

## Extra Credit

### **Following school wide guidelines**

Extra credit shall be used sparingly and purposefully as an opportunity for further learning. Teachers will clearly articulate to students how an extra credit assignment is aligned to ***curricular objectives***. Extra credit shall be related to the current topic of study, fairly available and accessible, and require the use of only those resources known to be available to all students. Extra credit will not be used for non-learning activities.

For additional information, please access the [VBCPS Grading Guidelines for Secondary Schools](#) on vbschools.com.