James Monroe Upper School Grading Philosophy and Policy

Learning is a continual and ongoing process that can be facilitated through intentional, targeted assessments and learning experiences. Students' understandings exist along a continuum through which students continually move. Grading is a representation of where students currently are in their knowledge. Grades are not a reward or punishment- they are a snapshot of student progress toward skills that will carry them into their future.

Monroe's Academic Grading Policy

Game Day	Scrimmages, Practices & Drills	
Summative Assessments (SA) 65%-80%	**Progress Towards Mastery (PTM)** 10-25%	**College/Career Readiness (CCR)** 10%
Summative Assessments at Monroe are any assignments that can be objectively graded to determine a student's academic level.	**Progress Towards Mastery at Monroe are any assignments that develop grade level proficiency through repeated practice of standards-based skills.**	**College/Career Readiness at Monroe are the grade-level appropriate student actions and patterns of consistent practice that have been shown to impact a student's academic progress.**
Within this context, any independent and graded assignment using assessment criteria can be considered a summative assessment. Individual student evidence for their level of understanding can be included in this section of the grade for the marking period.	Within this context, formative data can be collected to identify the students' progression towards meeting a standard. The productive struggle and work towards mastery of a concept can be included in this section of the grade for the marking period.	Within this context, students shall receive credit for **College and Career Skills** towards building their post-secondary development through the consistent practice of on-time/on-task behavior, effective use of time, professional language, conversation, and body language,
Examples of summative assessments include, but are not limited to:	**Examples of progress towards mastery include, but are not limited to:**	**Examples of college/career readiness skills include, but are not limited to:**
Teachers can use any evidence showcasing students' mastery of grade-level standards. For example: Unit Tests, Quizzes, Writing Assignments, Lab Conclusions, Essays, Projects, Portfolios, Benchmarks, or any section of an assignment that directly determines the students' independent level of understanding.	Classwork completion to the level expected in students' progress towards mastery, Homework completion and the growth in students' understandings, Group work, Group Projects, Station Work, Model sense-making, Rough Drafts, etc.	Positive contribution to school culture, active participation in the learning environment, consistent effort in following routines and rituals, classwork/homework completion, students' use of strategies to solve problems, and student self-evaluations.

CCR Professional Proficiency Scales |

Monroe's Learning and Grading Policy:

Teachers will provide multiple opportunities to allow students to practice, develop, and demonstrate mastery of standards, PTM, and CCR. Teachers will provide grade-level, standards-based instruction for all students and allow time for feedback and revision.

All student work, in any category, must be submitted within a two-week grace period. Any work submitted within the two-week deadline must be graded with no point deduction. Teachers may choose to have late work reflected in the CCR category. **Extenuating circumstances can be considered on a case-by-case basis.

Teachers will document a range of grades within the marking period that will include at least 5 summative assessments, a minimum of 5 progress toward mastery grades, and 10 or more student college/career readiness skills data points to reflect an accurate determination for a grade.

Teachers will update their PowerSchool gradebooks regularly to ensure all stakeholders are aware of student progress. At the 5-week point in the quarter, Interim reports will be an accurate reflection of students' progress.

All stakeholders agree that grades are to be an accurate reflection of the student's current levels of understanding and their skill development throughout the marking period. Grades are not a reward or punishment. Students, families, and other stakeholders should view grades on PowerSchool- noting deadlines and encouraging completion. Adjustments to a student's grade must be based on evidence that supports the modification.

Differentiating the "F" at Monroe:

Our grading policy has reserved the **50 (F)** *for students who are* "no-shows" and therefore have demonstrated NO mastery because they have not been to class and have no measure on ANY standard.

51-59 (F) *is reserved for students who are* severely chronically absent from class **and** have demonstrated little to no mastery of standards.

60-64 (F) *is reserved for students who have demonstrated some mastery of standards, but have not reached proficiency and/or there is insufficient evidence of grade-level proficiency. INC can also be used in this scenario.*

Interim Reports will be mailed to each student's home and be used to discuss student growth during PTC, or as needed.

Routines and Rituals

4	In addition to Level 3, models behavior and reinforces the behavior with peers
3	Follows established rituals and routines Follows safety protocols Respects students, teachers, and the school environment Contributes to a positive classroom community Seeks makeup work when absent Seeks extra help when needed
2	Achieves Level 3 with prompts, reminders, and/or cues
1	Does not achieve Level 3 with prompts, reminders, and/or cues

Homework

4	In addition to Level 3, extra practice and/or more difficult tasks completed
3	Completes all homework independently or in a group as directed by the teacher Attempts all tasks Completes homework consistently and on time
2	Achieves Level 3 with prompts, reminders, and/or cues
1	Does not achieve Level 3 with prompts, reminders, and/or cues

Monroe's CCR
Professional
Proficiency Scales

Productive Struggle

4	Remains on task for the entire work period without prompting Manages time effectively and completes the task with mastery Self-assesses to determine what productive struggle tools they need to complete the task and meet the standard independently and then utilize those tools Helps others with questions about the task and/or explains further
3	Remains on task the entire work period with minimal prompting Asks clarifying questions of a peer Uses Productive Struggle tools and resources to complete the task with prompting Manages time effectively
2	Requires some prompting to stay on task but uses time effectively Needs directions clarified by the teacher before trying on their own Tries a Productive Struggle tool but quits before finishing the task in its entirety/ only does the lower entry-level tasks
1	Requires consistent prompting to stay on task with uneven success Dependent on teacher/students (others) for support Does not manage time effectively Does not try a Productive Struggle tool and do not complete most of the task- even lower entry-level parts of the task.

Class Attendance

4	In addition to Level 3, student is present greater than 93% and have no tardies
3	Student present 93% of the marking period AND Has three or fewer tardies per marking period
2	Present 90-92% of the marking period OR Has three or fewer tardies per marking period
1	Present less than 90% of the marking period OR Has four or more tardies per marking period