**Core Practice Exemplar:**

**Homework Redo p. 7**

**Grading Policy**

**AFBMS 2014-2015**

**How this document is organized**

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8. **OUR PHILOSOPHY**

**Why grade?** The table[[1]](#footnote-1) below summarizes the several purposes of assessment.

|  |  |  |
| --- | --- | --- |
| **Student performance** | **Efficacy of curriculum and instruction** | **Student placement** |
| To make summative statements about how well students have done overall in meeting course objectives  To give feedback to students about their strengths and weaknesses  To report progress to parents and communities  To motivate students | To signal what knowledge is important and what the criteria and standards are for quality  To make instructional decisions about where to start students with instruction and about which skills are mastered  To give feedback to teachers about the effectiveness of instruction and of curriculum  To elevate the curriculum so as to provide meaningful, higher-level thinking tasks for all students | To certify students as on track/ competent for promotion  To sort students for awards or for admissions into programs |

Of these purposes of assessment, the shaded are also purposes of *grading* (that is, in addition to assessing student performance, entering a grade for the student to reflect her performance or effort[[2]](#footnote-2)).

**Why grade according to common procedures?** We strive for consistency in giving academic feedback to scholars for the same reasons we do in giving feedback on behavior. [[3]](#footnote-3)

* Effectiveness – every one of the purposes of grading listed above is more completely realized if we grade according to common procedures. For instance, following (well-designed) common procedures will instill greater faith in what our gradebooks indicate about scholars’ readiness for promotion.
* Teamwork and fairness – if some teachers on the 7th grade team accept homework with improper capitalization, and others do not, then we do not have a united front. Insistence on this rule will feel arbitrary, and the teachers insisting on it will be perceived as “unfair.”

**Principles of our approach.** The table below outlines the principles informing our grading procedures, and the rationale for each.

|  |  |
| --- | --- |
| **Principle** | **Rationale** |
| A. Assess both achievement and effort, and gradually increase the importance of achievement | * Why assess for achievement?   + To give scholars and families a sense of how scholars will fare on the State test   + To hold students to the same bar for college readiness that the State does * Why assess for effort? Because while many of our scholars arrive behind, and thus may not complete a given grade level at standard, we feel confident that with strong academic habits, they will close the gap by 12th grade * Why increase the importance of achievement over time?   + To ensure readiness for college – scholars must achieve at grade level by 12th grade (i.e., at that level, effort no longer counts)   + To ensure readiness for high school – at AF University Prep, the achievement:effort breakdown is 75%:25% |
| B. Grade a sufficient number and diversity of assignments | * Why a sufficient number?   + Because the greater number of data points in our gradebook, the more accurate an assessment we have of a scholar’s performance   + Because research demonstrates that increasing the frequency of assessment has a positive impact on achievement   + Because giving scholars ample academic feedback early in a trimester will validate their progress to date, or give them sufficient opportunity to correct course * Why a diversity:   + To enable scholars with different intelligences to demonstrate success   + To enable scholars to develop the executive functioning skills (e.g., time-management) they will need to succeed in high school, college, and the workplace |
| C. Provide scholars with academic feedback that they can use to improve their performance | Studies show that merely communicating a scholar’s grade, and identifying right and wrong answers, has a negligible impact on student achievement; what moves the needle is allowing scholars to revise/ practice excellence[[4]](#footnote-4) (just as we include an opportunity for teachers to practice when de-briefing lesson observations) |
| D. Determine scholars’ grades in a manner that is simple and transparent | * To ensure that grades are meaningful measures of scholar performance, and not unintentionally distorted * So that scholars appreciate the impact of their actions on their grades, and so are motivated to adopt good habits |
| E. Align our procedures with AF University Prep’s as much as possible | So that our 8th graders graduate ready for their high school’s expectations. |

1. **GRADING PROCEDURES**

Our grading procedures are introduced according to the principles that inform them. If you’re ever left wanting more rationale for a procedure, please read the accompanying footnote.

These procedures are mandatory, unless they are identified as “recommended.”

* 1. **Assess both achievement and habits/ effort**

**Grade weighting –** all teachers of core classes (i.e., all classes except for book club and specials) will create the same five categories of assignments[[5]](#footnote-5), and weight them according to the table below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | | **Types of assignments included** | **Weight[[6]](#footnote-6)** | |
| Lower school | Upper school |
| **Effort-based** | “Daily work\_effort” | * Classwork graded for effort * Participation * Binder quizzes | 20% | 15% |
| “Homework\_effort” | * Homework graded for effort | 20% | 15% |
| **Achievement-based** | “Daily work\_accuracy” | * Classwork graded for accuracy * Quizzes | 20% | 25% |
| “Homework\_accuracy” | * Homework graded for accuracy | 10% | 10% |
| “Summative assessments” | * Unit assessments * PBAs * IAs | 30% | 35% |

See Appendix 2 for directions on how to set up your gradebook in IC in accordance with these categories and weights. Specials teachers and book club teachers, see Appendix 3 for tables outlining the grading categories and weights that apply to your classes.

**Grading daily work and homework –** we will grade some classwork and homework assignments according to effort, and others according to accuracy, according to teacher discretion

* To illustrate: A teacher might collect an exit ticket on Monday and grade it for accuracy; she teacher should enter this grade in the “Daily work\_accuracy” category. The next day, the teacher might collect a Do Now and grade it for effort; she should enter this grade in the “Daily work\_effort” category.
* We will communicate to scholars whether we graded an assignment for accuracy or effort (e.g., by including a table of the sort below at the top of every assignment, and entering a grade in one column or the other)

|  |  |
| --- | --- |
| **Effort** | **Accuracy** |
|  |  |

**Grading for effort –** when grading for effort, we will do so according to an “Effort Checklist” that is published on the assignment. [[7]](#footnote-7) See the checklist below, to be used in 7th grade Literature, as an example.

|  |  |
| --- | --- |
| **Did you give 100%?** | |
| Completeness | * *Answer every question* |
| *Follow directions specific to Literature*   * Make ~2 annotations per page of text * Make annotations that demonstrate understanding * Answer questions with complete sentences |
| Good habits | *Present your work well*   * Complete heading * Write with appropriate utensil * Submit on clean, crisp paper * Write legibly |
| *Avoid basic errors*   * Spell all “right there” words correctly * Capitalize the first word of each sentence * Include proper end punctuation to each sentence * Indent the first word of a new paragraph |

See Appendix 4 for the checklist developed for your grade level. We will modify the shaded row in our grade level’s checklist to suit our respective content areas.

We will use the checklist as follows:

* If a scholar is missing anything related to “completeness” (i.e., the first two rows of the checklist), then we will check “missing” in IC (which equates to a zero) and return the assignment. The scholar may then re-submit the assignment and earn partial credit (see below for our late work procedure)
* If a scholar is missing anything related to “good habits” (i.e., the bottom two rows of the checklist), then we will issue a demerit, but not dock the scholar’s grade. It is therefore possible to earn both a 100% and a demerit on an assignment graded for effort.

**Grading for accuracy –** when grading an assignment for accuracy, we will first confirm that the assignment clears our bar for effort. If the assignment is not complete, then we will enter an “incomplete” into IC and return the assignment. If the assignment does not demonstrate good habits, then we will issue a demerit and grade for accuracy.

* To illustrate: A 7th grade Literature teacher might collect an exit ticket on Monday and grade it for accuracy.
  + If a scholar answers a question with a sentence fragment, she should earn an “incomplete” for the assignment, *even if she answered every question correctly*.
  + If, on the other hand, a scholar forgets to write her last name, but otherwise completes the exit ticket and answers every question correctly, then she should earn a 100% on the assignment and a demerit for the incomplete heading.
* Thus, teachers are not really grading for effort OR accuracy, but rather either grading for (a) effort or (b) both effort AND accuracy.

**Late work –** A scholar may submit an assignment late and receive partial credit, according to the guidelines below[[8]](#footnote-8):

|  |  |  |
| --- | --- | --- |
| **Submission date** | 1 day late | > 1 day, but before the end of the unit |
| **Penalty** | 10% | 30% |

To support scholars in doing (late) homework, teachers will maintain a folder system in every homeroom that contains homework assigned in every class in each of the previous five school days. Scholars are welcome to make up homework (or other assignments) that are more than 5 days late, but teachers are not responsible for printing such assignments.

**Make-up work –** Scholars missing a class for whatever reason (e.g., absence from school, tardiness, referral to CRR) will be held accountable for—and supported in—submitting/ completing the work that was collected/ assigned during their absence, as outlined in the table below.[[9]](#footnote-9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **Lower school** | | **Upper school** | |
| **Respons-ible?** | **Support provided** | **Respons-ible?** | **Support provided** |
| Daily work[[10]](#footnote-10) | N |  | N |  |
| HW due day scholar was absent | Y (day of return) | * HR teacher collects * Scholar held accountable via M&I | Y (day of return | *Same as in lower school* |
| HW assigned day scholar was absent | N |  | Y (within 1 week) | Teachers hand missed HW to scholar |
| Assessments | Y | Teacher pulls scholar (e.g., during lunch) to make up[[11]](#footnote-11) | Y | *Same as in lower school* |

A scholar who is not provided support in the manner outlined above will be excused from completing the missed assignment. This provides a means by which upper school teachers may opt out of holding scholars responsible for homework assigned the day the scholar was absent.

**Extra credit –** we will only award extra credit for assignments classified as Daily work\_effort and Homework\_effort, and never for assignments graded for achievement.[[12]](#footnote-12)

**B. Grade scholars on a sufficient number and diversity of assignments**

**Number of assignments –** the table below specifies the minimum number of assignments we will grade, by category, every marking period/ half-trimester (these are each seven weeks long).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | | **Minimum number of assignments** | | |
| Core subjects | Specials | Book club |
| **Effort-based** | Daily work\_effort | 7 | 7 | 7 |
| Homework\_effort | 7 |  | 7 |
| **Achievement-based** | Daily work\_accuracy | 7 | 7 |  |
| Homework\_accuracy | 7 |  |  |
| Summative assessments | 2 | 2 |  |
| **Implied minimum # grades to enter per week** | | 4 | 2 | 2 |

**Type of assessments** (recommended) **–** we will include at least one minor or major assessment per marking period that is an “alternative” to an on-demand, written exam. Examples include seminars, presentations, debates, performances, labs, and projects.

**C. Provide scholars with feedback that encourages and enables scholars to improve their performance**

**Turnaround –** we will hand back every assignment that we grade (save participation), and do so within a week of the due date

**Minimum grades in a trimester –** we will not post a grade of less than 55% in a marking period.[[13]](#footnote-13)

**Curving grades on individual assessments –** when a grade level’s average score on an assessment is less than 70%, we will curve the scores[[14]](#footnote-14) so that (a) the lowest score entered is a 45%, and (b) the average score entered is a 70%.

* See Appendix 5 for instructions on how to calculate such a curve
* This curve is calculated across the grade level, and not within homerooms; this will require math teachers to coordinate

The floor of 45% *does not apply* to assignments (a) not submitted, (b) submitted mostly incomplete, or (c) completed with a lack of integrity. In these instances, a scholar will earn a zero. [[15]](#footnote-15)

**Homework Re-do** – teachers of core classes will employ one of the below three models to build a routine in which we provide actionable feedback on homework, and scholars implement it.

|  |  |  |
| --- | --- | --- |
| **Option 1: Thorough revision 1 x week** | **Option 2: Build this in nightly** | **Option 3: Differentiated revision** |
| * + Content Team owned: Teacher plan in a "revision" day into their HW sequence.  It can look like this:     - Tuesday HW includes a well-written TDQ or problem that requires work     - Tuesday HW is turned in on Wednesday. Teachers score normally. Teachers give feedback.  Grade is entered into IC.     - Thursday night HW is to revise written response by implementing feedback     - HW is turned in on Friday     - Teachers grade again for a new grade (achievement).  Grade is entered into IC.   + Ideas on how to make this more sustainable:     - Partner:       * Writing and Lit       * 2 Math teachers       * Science + DST member       * History + TIR     - Make other HWs grading “friendly” (e.g., with answer keys or multiple choice).  This means that 1 day a week will be the heavy grading day while others should be a little lighter.     - Make the heavy grading day later in the week so that it does not impact lesson plan submission. | * While using last year's HW:   + Monday: Teacher indicates a designated problem(s) for scholars to revise from Friday's HW in addition to Monday's  HW   + Scholar revises problems on a loose piece of paper and staples the revisions to the new HW   + Teacher scores revised HW based on achievement and builds into Monday night's score * Slightly adjusting last year's HW: Teachers creates a “redo” space in nightly HW | * + Preventative revision: In this model, teachers can determine a sub-group of scholars (no less than 8) who have a common misconception that is limiting their achievement.  The teacher then meets with this group of scholars 2 a week during homework center to get feedback on and revise their HW.   + Reactive: While grading the entire grade's HW, a teacher may notice a common misconception that about 12-18 kids might have.  Then, a teacher can hold a homework center group for those 12-18.  During this time, the scholars will get clarity on their feedback and an opportunity to revise and improve their score. |

**Re-do with performance tasks and IAs** – teachers of core classes will take the below approach to re-do with every performance task and IA

* Build a "Re-do" day into our scopes and sequences, in the week following every performance task and IA (to ensure that the process is still relevant and meaningful)
* During our Friday roll-offs (or Data Day, in the case of an IA):
  + Provide feedback for each scholar
  + Identify a whole class misconception, and plan a mini-lesson to address it
* Then structure the Re-do day as follows:
  + Teacher introduces common misconception
  + All scholars revise the common misconception
  + Scholars use the remainder of the class (should be 30+ min) to implement individual feedback. Expectations by content area:
    - Writing – scholars revise their entire essay
    - Literature – scholars revise multiple short responses or complete question analysis for MC questions
    - Math – scholars complete error analysis for the entire test.
    - Science and History – scholars revise whatever is most relevant
  + While one class period should be enough time to fully revise, teachers should use their discretion to adjust as necessary.
    - In lower school, teachers should send revisions home for HW following a "Re-do Day" to ensure that scholars have enough time to revise.
    - In upper school, teachers can give scholars a week to revise if they would like to increase scholar ownership on improving their work.  This is also aligned to the habit we want to build as scholars enter high school.
* After scholars turn in their revised work, we will grade for effort according to the below rubric. We will enter the grade as Daily work (effort) or Homework (effort), depending on whether the assignment was collected in class, or scholars were asked to complete it independently.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0%** | **40%** | **60%** | **80%** | **100%** |
| The scholars did not turn in the redo assignment. | This scholar simply rewrote the work without any implementation of feedback. | This scholar implemented most, but not all, feedback. | This scholar implemented all feedback, and the work is thus stronger than it was originally.  This scholar has evidence of improvement, but the work is not perfect. | The scholar's work is exemplary because all feedback has been implemented.  On the state test or PBA assessments, this work would get the highest score possible. |

**D. Make the calculations of grades simple and transparent**

**Possible points –** we will make every assignment worth 100 points; when we want to increase an assignment’s importance relative to others in the same category, we will use the multiplier function in IC[[16]](#footnote-16) (see Appendix 6 for instructions on how to use this function).

**Syllabi –** during the first week of the year, we will share a syllabus with our scholars and families that, *inter alia*, includes the following:

* Grading categories and weights
* The checklist according to which work will be graded for effort

See Appendix 7 for a sample syllabus.

Appendix 1. Beginning of Year To-Do’s

This appendix identifies our Beginning of Year To-Do’s, as individual teachers:

* Set up your gradebook categories and weights in IC
* Modify Effort Checklist for use in your content area (the shaded row only)
* Apply Effort Checklist to all HW and CW
* Draft a syllabus

Appendix 2. How to set up your gradebook in IC

**Please follow the below instructions to set up your gradebook for a given class**. Before doing so, make sure you understand the categories and weights for each of your classes (see p.4 for core classes, and Appendix 3 for Specials and Book Club)

1. Log into IC
2. In the drop-down menu in the upper left, select the year 14-15
3. In the drop-down menu at the top, select the section for which you are creating categories
4. In the left hand navigation, select “Instruction” > “Assignments”
5. If prompted to validate, select “Continue”
6. Select “Edit Categories” (third from left)
7. Choose to “Create Category.” For each category:
   1. Enter a name and weight according to the table that corresponds to your class.
      1. What names and weights to use:
         1. Teachers of core subjects – see the table in Section IIA, on p.4
         2. Teachers of Specials and/ or book clubs – see the tables in Appendix 3
      2. The names of the categories must match those in the table (within quotation marks) exactly
      3. When entering the weight, leave off the percentage sign
   2. Click the section that you teach that class
   3. Assign the category to following grading tasks:
      1. Fall Report Card
      2. Winter Report Card
      3. Spring Report Card
      4. Final Grade
   4. Save

Supplementary steps

1. In the left hand navigation, select “Instruction” > “Assignments”
2. Select “Edit Grade Calc Options” (second from left on top)
3. Click the “Show” button
4. In the drop-down menu (currently blank), select “Calculate In-Progress Grade”
5. In the drop-down menu that appears (titled “Grading Scale”), select AFCurve  (don’t click “Weight categories” or “Use score’s % value”)
6. Click “Fill All”
7. Save

Repeat the above steps for each class you teach.

Appendix 3. Grading categories and weights for Specials and Book Clubs

The table below identifies categories and weights for specials teachers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | | **Types of assignments included** | **Weight** | |
| Lower school | Upper school |
| **Effort-based** | “Daily work\_effort” | * Classwork graded for effort * Participation | 40% | 30% |
| **Achievement-based** | “Daily work\_accuracy” | * Classwork graded for accuracy * Performance graded for quality * Quizzes | 25% | 30% |
| “Summative assessments” | * Unit assessments | 35% | 40% |

The table below identifies categories and weights for teachers of book clubs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | | **Types of assignments included** | **Weight** | |
| Lower school | Upper school |
| **Effort-based** | “Daily work” | * Classwork graded for effort * Participation | 60% | 60% |
| “Homework” | * Homework graded for effort | 40% | 40% |

See Appendix 2 for directions on how to set up your gradebook in IC in accordance with these categories and weights.

Appendix 4. Effort Checklists

This appendix includes the checklists that we will publish on all homework and classwork, and we will use when grading work for effort. These were developed by the Grade Level Chair and Writing teacher on each grade level.

Before use, please edit the shaded row to suit your content area.

**5th-7th grades**

|  |  |
| --- | --- |
| **Did you give 100%?** | |
| Completeness | * *Answer every question* |
| *Follow directions specific to <your content area>* |
| Good habits | *Present your work well*   * Complete heading * Write with appropriate utensil * Submit on clean, crisp paper * Write legibly |
| *Avoid basic errors*   * Spell all “right there” words correctly * Capitalize the first word of each sentence * Include proper end punctuation to each sentence * Indent the first word of a new paragraph |

**8th grade**

|  |  |
| --- | --- |
| **Did you give 100%?** | |
| Completeness | * *Answer every question* |
| *Follow directions specific to <your content area>* |
| Good habits | *Present your work well*   * Complete heading * Write with appropriate utensil * Submit on clean, crisp paper * Write legibly |
| *Avoid basic errors*   * TBD (to be introduced one-a-time to scholars) |

Appendix 5. How to curve grades on assessments

This appendix describes how to use the Excel file titled “140721 Curve” to curve grades on assessments

1. In Column B, write in the name of every scholar in the grade level (Note: If you copy and paste this tab in the future, you will avoid the need to repeat this step for future assessments)
2. In Cell H4, type in the total number of points possible on the assessment
3. In Column C, type in the number of points earned by each scholar
4. In Column D, delete the value in the cell for any scholar that did not earn a grade on the assessment, or earned a zero (e.g., for cheating)
5. Enter the curved numbers in Column E into your gradebook

Appendix 6. How to use the multiplier function in IC

When creating an assignment, the column to the right of “Total Pts” is titled “Multiplier.” This is set to “1” by default. To increase the importance of an assignment, increase the multiplier (e.g., a multiplier of “2” would result in an assignment’s being worth 200 points, instead of 100 points).

Appendix 7. Sample syllabus

**SYLLABUS: 7TH GRADE MATH**

**ABOUT YOUR TEACHER**

**Vitals:**

* **Name:** Mr. Dutta
* **Email:** [priamdutta@achievementfirst.org](mailto:priamdutta@achievementfirst.org)
* **Phone:** 1-202-821-6978
* **My contact preferences:** I love to hear from scholars and family members, so please contact me as much as you’d like. I’m best reached by email or text message.

**Personal background**

* Where my family is from: India
* Where I’ve lived: I was born in Boston, MA, but grew up outside Chicago. Since leaving home for college, I have lived in six states: New Hampshire, Louisiana, California, Georgia, New York—and most recently—Washington, D.C.
* Favorite novel: *All the Kings Men*, by Robert Penn Warren.
* Favorite team: Chicago White Sox
* Favorite movies: *Last of the Mohicans*, *The Lives of Others*

**ABOUT THIS CLASS**

**Course description**

In 7th grade, scholars will focus on: (1) developing an understanding of and applying proportional relationships; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

**Grading**

Thirty percent of a scholar’s grade will reflect the extent of her *effort*, and the other seventy percent her *achievement* (i.e., the accuracy of her work). The table below summarizes the types of assignments that are effort-based vs. achievement-based, and breaks down a scholar’s overall grade by type of assignment.

|  |  |  |  |
| --- | --- | --- | --- |
| **CATEGORY** | | **Types of assignments included** | **Weight** |
| **Effort-based** | Daily work\_effort | * Classwork graded for effort * Participation * Binder quizzes | 15% |
| Homework\_effort | * Homework graded for effort | 15% |
| **Achievement-based** | Daily work\_accuracy | * Classwork graded for accuracy * Quizzes | 25% |
| Homework\_accuracy | * Homework graded for accuracy | 10% |
| Summative assessments | * Unit assessments * PBAs * IAs | 35% |

The section below answers frequently asked questions about the types of assignments scholars will receive in this class:

* **How frequently will homework be assigned?** Every night!
* **How frequently will classwork be assigned?** Every day!
* **How will homework and classwork be graded?**
  + To be considered complete, a homework or classwork assignment must meet all of the criteria in the first two rows of the table below.
  + In addition, scholars should demonstrate good work habits; if a scholar’s work does not meet one of the criteria in the bottom two rows of the table below, then she will earn a demerit

|  |  |
| --- | --- |
| **Did you give 100%?** | |
| Completeness | * *Answer every question* |
| *Follow directions specific to Math*   * Show all necessary work * Include units * Box final answer |
| Good habits | *Present your work well*   * Complete heading * Write with appropriate utensil * Submit on clean, crisp paper * Write legibly |
| *Avoid basic errors*   * Spell all “right there” words correctly * Capitalize the first word of each sentence * Include proper end punctuation to each sentence * Indent the first word of a new paragraph |

* + I will grade at least one homework assignment and one classwork assignment a week for effort. When I do so, if a scholar’s work is complete, then she will earn a 100%
  + I will grade at least one homework assignment and one classwork assignment a week for accuracy. When I do so, a scholar will earn a grade that reflects the percentage of answers she answered correctly (unless her work is incomplete, in which case she will earn a zero)
* **How will participation be graded?**

Scholars are expected to speak voluntarily twice per day. Scholars meeting this expectation every day will earn 100% in participation for the week.

* + The accuracy of a scholar’s answer does not matter, so long as she makes a good-faith attempt
  + Responding to a cold call does not count as an instance of participation.
* **How often will scholars take quizzes and tests?**

Scholars can expect a weekly quiz every Friday, tests at the end of every unit, and 1-2 Interim Assessments per trimester.

* **What should scholars do if absent from class?**
  + **Homework:**
    - Homework due the day a scholar was absent is due in AM homeroom the day the scholar returns.
    - Homework assigned the day a scholar was absent is due one week after the scholar returns.
  + **Daily work:** Scholars are not responsible for daily work assigned the day they were absent
  + **Assessments:** Scholars must make up assessments outside of class (e.g., after school), within three days of their absence.
* **Can scholars turn work in late?** Yes, albeit with a penalty for missing the due date (see the table below).

|  |  |  |
| --- | --- | --- |
| **Submission date** | 1 day late | > 1 day, but before the end of the unit |
| **Penalty** | 10% | 30% |

I will not be able to print out new copies of assignments that are past due.

1. This table is adapted from Boston Charter Prep’s staff handbook, which drew from Saphier and Gower’s *The Skillful Teacher*. [↑](#footnote-ref-1)
2. An example illustrates the distinction: A teacher can assess her students’ mastery of an aim with an exit ticket. She can use the resulting data to make a decision about her instruction without entering anything in her gradebook. [↑](#footnote-ref-2)
3. Some of this rationale is adapted from a PD plan written by Chi Tschang [↑](#footnote-ref-3)
4. Dylan William, *Embedded Formative Assessment* (2011). [↑](#footnote-ref-4)
5. This will create visibility into our gradebooks, and thus better position grade level teams and coaches to support [↑](#footnote-ref-5)
6. Achievement accounts for 60% of a scholar’s grade in 5th and 6th grades, and then increases to 70% in 7th grade and 8th grades, thus setting our scholars up for its weight of 75% in 9th grade at University Prep [↑](#footnote-ref-6)
7. Using a checklist renders the assessment objective, and thus allows scholars to learn from the feedback they get and modify their effort/ habits accordingly. Using standard checklists ensures that we are grading for effort in the same away, which will allow scholars to learn from our feedback more quickly. Publishing the checklist keeps our expectations front and center, and allows us to identify clearly and quickly exactly what a scholar might have neglected to do (and thus what she needs to address) [↑](#footnote-ref-7)
8. Scholars must be held accountable for turning work in on time, as this is an important academic habit. At the same time, the penalty for late work is limited to (a) ensure that a scholar’s poor effort does not overwhelm our assessment of her proficiency, (b) ensure that the penalty is reasonable (the rationale here is similar to that for minimum grades – see FNs 13 and 14), and (c) encourage scholars to put in effort, even if at a later date. University Prep also docks 10% off the possible grade, per day that an assignment is submitted late. [↑](#footnote-ref-8)
9. The degree to which scholars are held accountable for completing missed work, and to which we expect them to do so independently, is scaffolded over the grade levels. [↑](#footnote-ref-9)
10. Scholars are not held accountable for missed daily work because this category of assignments is difficult to complete when not in class. [↑](#footnote-ref-10)
11. We place responsibility for make-up on the teacher, so that a scholar’s habits/ effort do not interfere with our ability to assess her achievement [↑](#footnote-ref-11)
12. Extra credit tends to reward effort, and would thus distort the balance of effort and achievement that we want to strike consistently [↑](#footnote-ref-12)
13. Three reasons to set a floor of 55% for a marking period: (1) so that a scholars’ grades motivate her to learn – for as much of the year as possible, we must avoid situations in which scholars believe that failure is inevitable; (2) so that very poor performance early on does not condemn a scholar’s entire year, given the possibility that she is demonstrating grade-level appropriate proficiency and habits by the end of the year; and (3) because this is consistent with University Prep’s practice (they set a floor of 49%) [↑](#footnote-ref-13)
14. See rationale in FN 13. In addition, a floor protects scholars from instances in which an issue with the curriculum,

    instruction, and/ or assessment resulted in a generally low class average on an assessment [↑](#footnote-ref-14)
15. This is University Prep’s practice [↑](#footnote-ref-15)
16. Assigning a different number of possible points to different assignments (e.g., 30 points for this quiz, and 40 points for that one) complicates the math behind grading. Even though awarded the same number of points, a 100-point major assessment will be far more important to a scholar’s class average than a 100-point homework grade, both because (a) the major assessments category is weighted more heavily than the homework category at every grade level, and (b) there are fewer major assessments than homework assignments [↑](#footnote-ref-16)