

Alan Shawn Feinstein Middle School of Coventry Grading Policy

Definition: Standards Based Grading

Alan Shawn Feinstein Middle School of Coventry utilizes standards-based educational practices. In this type of system, grading and grade reporting indicate what a student has learned and is able to do relative to the content standards.

Purpose

The purpose of grading is to describe a student's learning regarding how well he/she has achieved proficiency in the adopted content standards indicated by the content strands. Work ethic, homework, and other behaviors are indicated separately by the learner quality standards. It is intended to inform parents and students about learning successes, academic progress, and to identify areas of improvement.

Guiding Beliefs

1. The reporting of a student's academic progress and achievement must be multifaceted, comprehensive, and varied, incorporating much more than an interim progress report or an end of marking period report card.
2. An assessment of a student's performance should reflect his/her authentic learning (Product), work ethic skills (Process) and academic progress (Progress).
3. Work ethic, homework, behavior, attendance, timeliness, and other skills/qualities are integral to the learning process yet need to be distinguished from the reporting of authentic learning and academic progress. Such qualities are best considered as learner qualities.
4. Assigned work that is late or missing, when incorporated into a student's grade, negatively impacts that report card grade and delivers an inauthentic and false assessment of the student's learning and what he/she is able to do.
5. Formative assessments should be considered strong supports to both learning and teaching. They assist teachers in recognizing deficits in student learning, guide remedial and/or further instruction, and should not be heavily weighted in the trimester grade reporting.
6. Assessments should align with the adopted content standards. Summative assessments may be a better means of gathering an authentic evaluation of a student's learning.
7. A grade of a 0 (zero) unjustly skews a student's summative grade. Therefore, a student should have multiple opportunities to demonstrate what he/she knows and is able to do.

8. Students should have the opportunity for retaking assessments without penalty in their content grade.
9. A student's learning is a shared responsibility between students, teachers, administrators, and parents.
10. This policy creates consistency in grading practices, specifically providing an equitable opportunity for all students.

Policy

1. To insure that student learning is measured and reported in a more authentic manner, teachers will grade separately on Product, Process, and Progress.
 - **Product** (Content strands) relates to students' specific achievements or levels of performance. They describe what a student knows and is able to do at a particular point in time relative to the standards addressed for the trimester.

Product Grade	Explanation of Product Grade
4	Student work exceeds expectations for this trimester.
3	Student work meets expectations for this trimester.
2	Student work approaches but does not meet expectations for this trimester.
1	Student work is significantly below expectations for this trimester.
IE	Insufficient Evidence - Student did not provide sufficient evidence to assess student proficiency.
NA	Not assessed during this trimester.

- **Process** (Learner Quality strands) relates to how a student got to the level of performance; the effort and work habits students demonstrate. The following learner qualities will receive a Process grade:
 - Prepared for class
 - Participates in class
 - Submits homework on time
 - Submits work on time
 - Works well with others

These learner qualities receive a Process grade as follows:

Process Grade	Explanation of Process Grade
4	Always
3	Usually
2	Sometimes
1	Rarely

- **Progress** relates to how much movement an individual student has made towards the trimester expectations. Movement is based on a student's gain from pre-assessment to summative assessment. Progress information is reported to parents by the use of narrative comment(s) on the report card.
2. A minimum of three assessment opportunities are required to constitute a Product strand grade.
 3. If there is insufficient evidence to assess student proficiency for a Product grade, a grade of IE (Insufficient Evidence) will be assigned. The teacher will notify parents of a student receiving an IE grade as soon as possible, but no later than the close of trimester (for report cards) or mid-trimester date (for progress reports.)
 - a) Progressive support will be employed as follows:
 1. Academic detention may be assigned to make up work.
 2. Academic detention(s) may be assigned to resolve the IE status.
 - b) A student will serve social suspension immediately upon official notification of receiving an IE status on either the report card or progress report. Social suspension will remain in effect until the IE status is resolved, but no longer than thirty (30) school days. Social suspension includes all school activities not related to curriculum.
 - c) The student's Insufficient Evidence status must be resolved within ten (10) calendar days after the midpoint of the trimester or within ten (10) calendar days after the close of the trimester grades. The IE grade carries a .5 numerical grade until it is resolved within the ten (10) calendar days. If it is not resolved within the ten (10) day calendar time period, the IE becomes a permanent numerical grade of .5 on the report card. *(Note: If the tenth day falls on a day of no school, the work will be due on the first day school resumes.)*
Note: This policy clause does not apply to the third trimester; IE grades will be final and thus translate to a grade of .5.
 4. Priority should be given to the use of summative assessments in determining student proficiency for a trimester product grade. Formative assessments should be used to inform instruction and count minimally towards the trimester Product grade. Homework, when identified as an Extension of Learning assignment, can be included in the student's trimester product grade but cannot count for more than 25% of the Product grade.

5. A student will be allowed to submit missing assignments (or comparable work) without penalty to the Product grade. Such behavior can be indicated in the student's Process grade.
Note: As indicated in 3c, assignments assigned within the first half of the trimester must be submitted no later than 10 calendar days after the midpoint of the trimester. Assignments assigned within the second half of the trimester must be submitted no later than 10 calendar days after the close of the trimester grades.
6. A student will be provided with an opportunity(ies) to re-take an assessment or comparable assessment within ten (10) school days. Excluded from retake are the following assessments: Pre-assessments, Common Task Assessments, Student Learning Objectives (SLOs), State Interim Assessments, and any other assessment identified by the school, district or state.
 - a) A student must engage in additional learning opportunities to improve his/her understanding of the content prior to retaking assessments.
 - b) Re-teaching may be a necessary condition to support additional opportunities for retaking assessments. Academic detention may be assigned.
 - c) The grade shall reflect the most recent of the test/re-test performance assessment related to the student's learning.
 - d) A student will be informed of any assessment which is excluded from retake.
7. In determining a student's overall trimester grade, all product strands will be weighted equally. The median of the product strands will determine the trimester grade. A grade of 2 (Approaching Standard) represents a passing grade.
8. A student's final (year-end) subject grade will be determined by calculating the median of the trimester subject grades. A grade of 2 represents a passing grade.
9. Teachers will notify the parents of any student who is in danger of failing the trimester, or at any point when the student's achievement is significantly declining.
10. Using this policy as a reference, academic departments will develop and distribute, to students and parents, how students will be assessed and assigned grades within the first month of school. Specific assessment measures, to include product and process, will be identified as well as their corresponding weights towards the trimester grade.

Alan Shawn Feinstein Middle School of Coventry Homework Policy

Definition:

Homework is an out-of-class assignment to support learning in which most – if not all – work is completed outside the classroom.

Purpose:

The purpose of homework is to support learning in one of four ways:

Preparation: provides background information which allows students to gather/organize information before a lesson/instruction.

Checking for Understanding: provides students and teachers the opportunity to assess students' grasp of newly acquired learning.

Practice: reinforces newly acquired knowledge and skills.

Extension of Learning: provides the pursuit of further knowledge and/or higher level cognitive applications, or a comprehensive assignment in which students have been provided current instruction and should be completed at home.

Homework also provides parents insight into classroom instruction, curriculum and assessments.

Guiding Beliefs:

1. Homework must be of *quality* in order for it to play an important role in the development of skills and the acquisition of knowledge.
2. Completing homework allows a student to be better prepared to actively participate in class activities and discussions.
3. Homework provides feedback to the teacher and the student about how learning is progressing.
4. Homework not completed should be considered incomplete; students should be given additional opportunities to submit work when reasonable.
5. Homework may improve learning and performance on formative and summative assessments.
6. Homework is assessed and graded based on the type of the assignment. Generally, homework is considered a learner quality (Process grade).
7. Homework is often considered helpful in instilling student responsibility and study habits.
8. Homework has the potential to promote student ownership of learning and encourage self-assessment.

9. Students will learn more from homework if they think the teacher values it and is monitoring it.
10. Students who regularly complete homework should be recognized for their out-of-school work ethic.
11. A student's opportunity, capacity, and ability to complete homework are sometimes based on conditions at home, parental support, and other external factors.
12. Students, teachers, and parents all have essential roles in the completion of homework.

Policy

1. Teachers will assign quality (effective) homework. Homework is quality when...
 - a. It is relevant, useful, and driven by the learning goals/objectives of the lesson.
 - b. It elicits a teacher response/feedback.
 - c. the purpose of the assignment is clearly understood by students.
 - d. it provides clear expectations for completion.
 - e. it helps evaluate student understanding (Process or Product).
 - f. it is differentiated, when appropriate, based on student choice to reach learning goals, student learning style, and a student's opportunity, capacity and ability.
2. A student will be provided with an additional opportunity to submit homework, when reasonable and appropriate.
3. Homework will be assessed and graded as follows:
 - a. Preparation assignment – a Process grade
 - b. Checking for Understanding assignment – a Process grade
 - c. Practice assignment – a Process grade
 - d. Extension of Learning assignment* – a Process grade, or Product grade. Note that Extension of Learning homework, if used as a product grade, cannot count for more than 25 percent of the student's overall trimester strand's product grade.
** Teachers will inform students when a homework assignment will be graded as a Product grade.*
4. Homework is generally graded as a Process grade. As such, homework is a factor and a consideration in determining National Junior Honor Society eligibility. See Grading Policy and NJHS criteria.
5. When homework is assigned, it shall last, on average, no more than 30 minutes per subject area, per night.
6. Homework is a shared responsibility among students, teachers, administration, and parents:

STUDENT Responsibility

- Recognize that homework prepares you to be ready for the next days' learning.
- Record homework in *Agenda*.
- Ask for clarification when an assignment is not understood.
- Take agenda home with all necessary materials.
- Accept responsibility for completing the assigned work independently (if possible) and turning in quality work.
- Make arrangements with teacher to make-up incomplete/ missing homework assignments.

TEACHER Responsibility

- Assign homework that is relevant, meaningful, reinforces classroom learning, and is appropriate to students' learning needs.
- Provide time for each student to record homework in agenda, preview the requirements, and ask questions.
- Provide time for clarifying questions.
- Ensure students understand what is needed to complete the homework.
- Assess homework formatively and provide students with immediate feedback. Preparation, Checking for Understanding and Practice homework shall be graded by way of the Process Strand. Extension of Learning homework assignment shall be graded in either the Process or Product strands.
- Provide opportunities to complete missed homework (zeroes are unacceptable).

PARENT Responsibility

- Check *Agenda* nightly and make a plan for homework time.
- Ask your child to explain his/her homework; attempt to clarify, provide support, and respond to questions.
- Record in the agenda any questions/difficulties child has when completing the homework.
- Check to be sure child has all necessary materials.
- Check to see if homework is complete and is of quality.
- Be aware of homework your child has not completed. Support teacher attempts to provide additional time for students to complete the work. This may occur before, during, after school, or during lunch.

SCHOOL/ADMINISTRATION Responsibility

- Establish and communicate to the school community the ASFMS comprehensive homework policy.
- Support and supervise appropriate implementation of homework policy.