



# Mentor Public Schools Grading Protocol 2010-2011

## **Purpose of Grading**

Mentor Public Schools believes that the purpose of grading is to measure and communicate student achievement to students, teachers, parents, and community members. Grades also:

- Monitor student progress against established standards
- Guide teacher instruction
- Identify students for available educational opportunities
- Provide information that students can use for self-evaluation and growth

## **Key Terms for Consideration**

**Graded Course Objectives:** Graded course objectives include tests, quizzes, projects, performances, compositions, research papers, reports, presentations, and other activities based on the Ohio Academic Content Standards and/or stated course objectives.

**Summative Assessment:** A summative assessment is typically used to arrive at a conclusion of what a student knows and can do with specific knowledge and skills. Summative assessments can take the form of projects, papers, exams, or other performance tasks designed to measure student learning related to the course objectives. Students will be assessed using a wide variety of summative assessment tools and given multiple opportunities to demonstrate content/skill mastery.

**Supports to Course Objectives:** Assignments, activities, and other related work that is designed to help students master course objects. The supports may include, but are not limited to activities related to assisting students in becoming organized and improving study skills, types of formative assessment as noted below, and procedures leading to successful completion of major assignments. Supports to Course Objectives may differ from subject to subject.

**Formative Assessment:** A formative assessment is ongoing assessment that provides information to guide instruction, provides feedback to students, and supports learning. Formative assessments are used to monitor and adjust instruction in order to improve learning for current students. Formative assessment may include pre-assessments, homework, class discussions, entry and exit slips, bell work, and other instructional activities.

## **Grading Guidelines**

The following guidelines will be used by all teachers to arrive at a student's final mark. These guidelines ensure that the purpose of grading established in the grading protocol is reflected in the reporting of student learning. Teachers still have the flexibility to work within these guidelines to develop the most appropriate grading model for their particular grade, course, or group of students.

### ❖ **Guideline #1**

Teachers will base the vast majority of a student's final grade on assessments that directly measure the content standards and course objectives. The balance of the grade will be based on work done to support the learning of these content standards and course objectives.

Teachers will base a minimum of 70% of a student's final grade on graded course objectives and a maximum of 30% on supports of those course objectives. More specifically, each department has its own percentages to which the department members will adhere. They are...

- 1) **Art** – 70% Graded Course Objectives  
30% Supports to Course Objectives
- 2) **Social Studies**– 80% Graded Course Objectives 20%  
Supports to Course Objectives
- 3) **FCS**– 70% Graded Course Objectives  
30% Supports to Course Objectives
- 4) **Business**– 80% Graded Course Objectives  
20% Supports to Course Objectives
- 5) **Math**– 80% Graded Course Objectives  
20% Supports to Course Objectives
- 6) **Tech**– 70% Graded Course Objectives  
30% Supports to Course Objectives
- 7) **English**– 80% Graded Course Objectives  
20% Supports to Course Objectives
- 8) **World Language**– 70% Graded Course Objectives  
30% Supports to Course Objectives
- 9) **Science**– 80% Graded Course Objectives  
20% Supports to Course Objectives
- 10) **Music**– 70% Graded Course Objectives  
30% Supports to Course Objectives
- 11) **PE/Health**– 100 % Graded Course Objectives
- 12) **Career Tech**– 100% Course Objectives

## ❖ **Guideline #2**

### **Classroom Conduct**

Appropriate classroom conduct is expected of all students, including regular attendance, being punctual and respectful, and following all rules in the student handbook. Classroom conduct will not be included in an academic grade unless otherwise stated in the standard. Performance(s) may be included in a student's grade if it is the actual standard being taught or measured.

## ❖ **Guideline #3**

### **Group Grades**

Cooperative learning is a powerful teaching/learning strategy when it combines individual accountability and positive interdependence. Teachers will hold students accountable as individuals while assessing the performance of the group.

## ❖ **Guideline #4**

### **Extra Credit**

If it is offered, extra credit is curriculum-based work offered to all students in order to earn additional credit or provide a learning opportunity beyond traditional curriculum. Extra credit is intended to support and supplement the curriculum and cannot replace required assignments nor be offered merely to adjust a grade. Extra credit should not exceed 3% of the overall grade earned.

## ❖ **Guideline #5**

### **Student Late Work and Zeroes**

Students are expected to complete all assignments and need to be given opportunities to submit late work for credit during a current unit of instruction, thereby providing evidence of their learning. Student and teacher will work together to develop a plan to complete work in a timely manner.

Teachers will accept late summative work with a grade reduction of up to 50% of the grade earned to align with the primary purpose of grading.

Unexcused absences from class and academic dishonesty will result in a serious disciplinary consequence and up to a 50% reduction in a student's grade.

## **Mechanics of Grading**

### **Determination of Quarter Grades:**

Course grades will be completed based on percentage earned. All (course, quarter and exam) grades will be determined based on the following scale:

- 90% – 100%           A
- 80% to Below 90%    B
- 70% to Below 80%    C
- 60% to Below 70%    D
- Below 60%             F

### **Determination of Final Grades in Yearlong Courses:**

\*Q1% + Q1% + Q2% + Q2% + Midterm% + Q3% + Q3% + Q4% + Q4% + Final% / 10 = Grade

### **Determination of Final Grade in Semester Courses**

\*Q1% + Q1% + Q2% + Q2% + Final% / 5 = Grade

Grade point averages will be determined using the traditional process.

In addition, teachers may use professional judgment when the arithmetic average does not match student achievement.

\* - Quarter