

North Providence School Department Grading Practices	Practices for Policy #

Graded Assignments:

In general K-12, any assessment/task can be used for either formative, interim or summative purposes. The differences occur based on when the assessment/task is given and what is done with the information collected. For an assessment or task to be formative, the information collected must be used by the teacher to improve student learning during the course of instruction, not after a unit of study has been completed. Formative Assessment data is used by the teachers to learn about students' knowledge, their skills, to improve their learning, to provide feedback to students, and to guide further instruction. Formative Assessments are not calculated into the total grade.

Interim assessments/tasks are given throughout the school year. Interim assessments are as their name implies, an in-between measure of movement towards meeting standards. Interim assessments/tasks are graded and used to analyze student data to find the gaps in learning and plan for further instruction before the end of the quarter, trimester, semester, or end of the year. Feedback must be provided to students to help improve learning.

Summative assessments/tasks are graded and typically given at the end of a unit of study or grading period. Feedback must be provided to students to help improve learning.

At the secondary level, Interim and Summative tasks/assessments will determine 90% of the grade. All tasks/assessments should be returned to students in a timely manner to ensure they have the most up-to-date feedback and grade mark. Homework completion/preparedness may account for a maximum of 10% of the total grade.

In grades K-12, an Incomplete quarter/trimester grade may be assigned with administrative approval only; any incomplete assignments must be completed by an administrator approved deadline.

Homework/Preparedness:

Homework may be assigned in order to preview, review, reinforce, or extend concepts in the curriculum. It is critical for students to complete homework when assigned, as it directly impacts their level of understanding. Preparedness to participate in class also falls under this category.

Homework completion/preparedness may account for a maximum of 10% of the total grade. When turned in by the deadline, this homework is given credit for completion. Teachers will use

professional judgment to determine the value assigned to partially completed work turned in at the deadline.

These assignments may be discussed with the entire class and used to informally assess student learning and reteach as necessary. Students failing to complete these assignments generally will not get the intended learning benefit. Student work should always receive feedback to further student learning.

Grade Reporting:

It is expected that schools will make multiple attempts to intervene with and communicate to students and parents about incomplete and failing work. Teachers will record all student grades electronically within the North Providence School Department student information system (Skyward) within two weeks (may be longer for major projects or papers) of the work being completed by students. At the elementary level, the gradebook assignments will be linked to standards. At the secondary level, the assignments will be categorized as Homework, Interim Assessments, and Summative Assessments.

Learner qualities such as effort, attitude, compliance, and behavior are to be reported with a separate mark and not factored in as part of a grade for academic achievement of content knowledge. Elementary teachers will provide multiple learning opportunities for students to demonstrate growth/mastery of the standards. Secondary teachers will provide multiple learning opportunities for students to demonstrate their depth of understanding of course content and standards. A minimum grade of 70% demonstrates proficiency.

Grading Special Populations:

Teachers of English Language Learners, special educators, and general education teachers who provide instruction for a student will collaboratively examine evidence collected to determine a student's grade.

Parents of students with Individualized Educational Programs (IEP) will receive supplemental information on progress toward the attainment of IEP goals at the time report cards are issued, consistent with federal and state requirements.

Parents of English Language Learners will receive supplemental information on progress towards language development at the time report cards are issued based on CAN DO descriptors developed by WIDA and district ELL Guidelines.

Missing Assignments

Any missing assignments due to an absence will be recorded in the gradebook and may calculate as a zero until the assignment is submitted. Assessments and assignments may be made up when a student is absent as stated in the Student Handbook.

Reassessment Procedures and Criteria:

NPSD strives to have all students meet proficiency. When students score below proficiency (2 or lower in elementary, 69% or lower in secondary) on Summative Assessments, additional support will be provided by the teacher and one reassessment may occur when the conditions listed below have been met by the student. Reassessment cannot serve as an excuse to ignore deadlines or serve as advance preview of an assessment. All teachers MUST allow one reassessment of Summative Assessments once the students have met the following criteria:

- 1) The student must meet assignment due dates (unless excused absence from school).
- 2) The student must make a concerted effort at reaching proficiency on the first attempt.
- 3) The student must make corrections to the original assignment and any other related work as assigned by the teacher that will support the student to reach proficiency. This may include before and/or afterschool sessions with the teacher to review content.

Students that meet the reassessment criteria may then be reassessed within 2 weeks from the date the grade was posted in the electronic gradebook. The Reassessment is not a retake of the original assignment/assessment. It will be a comparable assessment/assignment to reassess the students understanding of the standards. The electronic gradebook will reflect a new grade mark (elementary score of 3 or secondary score of 70) if the student reaches proficiency.

Professional Development:

Professional development will be provided by NPSD on Grading Best Practices utilizing Skyward Student Information System electronic gradebook for all teachers and standards based report cards for elementary teachers. NPSD Grading Practices will be implemented by all instructional staff.