

<p style="text-align: center;">NORTH PROVIDENCE School Department PUBLIC SCHOOLS GRADING POLICY K-12</p>	<p style="text-align: center;">Approved: 4/29/2020 Updated:</p>

~~NPSD GRADING POLICY K-12~~

Introduction

Grades are an important measurement of a student’s success in school and should represent a student’s academic achievement of state standards. ~~The North Providence Public Schools (the “District”) adopts this grading policy to establish guidelines and procedures related to reporting student progress toward and achievement of the learning objectives in a course/class.~~

Policy

~~All grading practices adopted by Administration must support the learning process and promote student success. Evaluation of a student’s performance in a course/class is documented by numbered and lettered grades. A letter grade indicates the level of performance and will become a part of the student’s permanent academic record.~~

Purpose of Grades

~~All grading practices adopted by the Administration of the District will support the learning process and promote student success. The primary purpose for grading student work and eventually assigning a summative grade is to communicate to students and families the achievement status against the instruction and curriculum of the District to students, parents, and others during and at the conclusion of each grading period. In combination with instruction, reteaching, feedback, and assessment, students, parents, and others will have a strong understanding of how students have measured against the standards set forth in the curriculum through instruction reteaching, feedback, and assessment. Grades will be comprised of evaluation, assessments, assignments, and other coursework submitted for grading.~~

Grading Factors

~~Grades will accurately reflect students’ knowledge and the ability to apply that knowledge. Unless specifically part of the curriculum, behavior, class participation and/or attendance, attitude, attendance at an event, will not be factored into summative quarterly, semester or end of the year grades. Grades will primarily be based upon assessments (e.g., major course assessments, common assessments, unit assessments, district assessments, performance~~

tasks, major projects, research papers, and/or other district approved assessments) which measure important learning.

Student work habits will not be considered in student grades and will be reported separately. Grades shall reflect student level of understanding and mastery of state and course standards. Unless specifically part of the curriculum, behavior, class participation, and attendance are not considered in grading.

Grade appeals

All grade appeals may be initiated by the parent, legal guardian, or student aged 18 or older within five (5) days of the release of report cards. Quarter, trimester, and final grades are appealable.

All grade appeals shall follow the procedures outlined in the corresponding Grading Protocol.

Development of protocol

The Superintendent of Schools/designee shall develop a protocol and procedures to facilitate this policy.

~~Student work habits will not be calculated in student grades and will be reported separately. This policy is inclusive of all students including our special populations:~~

~~At the secondary level, a variety of assessment methods including formative assessments, interim assessments, and summative assessments will be used to monitor and evaluate a student's depth of understanding of course content and standards. Teachers use formative and interim assessments to support their instruction. These assessments will not be part of the total calculation of the students' grade. Technology practice tools such as IXL are to be used as part of a formative process by which a teacher informs instruction. Grade marks on the report card will be a numerical average based on assessments/assignments taken throughout each quarter.~~

~~At the elementary level, all student work evidence available for each standard assessed with formative assessments, interim assessments, and summative assessments will be reviewed each trimester. Teachers use formative and interim assessments to support their instruction. These assessments will not be part of the total calculation of the students' grade. Grade marks on the report card will reflect the student's individual growth towards or mastery of state standards (or other content standards for non-core areas).~~

~~Grade Reporting: It is expected that schools will make multiple attempts to intervene with and communicate to students and parents regarding incomplete and failing work. Teachers at all grade levels will record all student grades electronically within the North Providence School District the District student information system, within two weeks (may be longer for major~~

~~projects or papers). In extenuating circumstances, teachers will communicate with their administrator in advance for approval of an extension of this grade reporting timeline.~~

~~Grading Special Populations: Teachers of English Language Multilingual 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 towards attainment of IEP goals at the time report cards are issued, consistent with federal and state requirements.~~

~~Parents of English Language Multilingual Learners will receive supplemental information on progress towards language development at the time report cards are issued based on WIDA descriptors and district ELL/MLL guidelines.~~

~~Grades are issued and reported according to the district reporting schedule which is established yearly. All parents/guardians/students have access to all grades through our district electronic student information system.~~

Grading Scale:

~~Elementary level (grades K-5) grading scale:~~

- ~~4 Exceeds the Standard/Expectation~~
- ~~3 Meets the Standard/Expectation~~
- ~~2 Approaches the Standard/Expectation~~
- ~~1 Does Not Meet the Standard/Expectation~~
- ~~N/A Not Assessed at this Time~~

~~Secondary Level (grades 6-12) grading scale:~~

- ~~A 100-90~~
- ~~B 89-80~~
- ~~C 79-70~~
- ~~D 69-65~~
- ~~F 64 and below.~~

~~A final average of 65 or greater is considered passing the course. Successful completion of courses aligned to state and local content standards is the core indicator of student proficiency. Students are considered meeting proficiency on individual assignments/assessments when scoring a 70 or greater.~~

North Providence School District Public Schools Grading Practices

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, and course assignments 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; this includes any incomplete assignments during a grading period 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 District District 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 Multilingual Learners, special educators, and general education npsdteachers 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 Multilingual 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/MLL 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 the District 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 an 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 the District on Grading Best Practices utilizing Skyward the Student Information System electronic gradebook for all teachers and standards-based report cards for elementary teachers. NPSD the District Grading Practices will be implemented by all instructional staff.~~

Approved: 4/29/2020

Updated: 7/28/2021

**NORTH PROVIDENCE PUBLIC SCHOOLS
GRADING PROTOCOL K-12**

I. Introduction

This protocol facilitates North Providence Public Schools' (the "District") Grading Policy.

II. Types of assignments and assessments

Elementary teachers will provide multiple learning opportunities for students to demonstrate growth and mastery of the standards. Secondary teachers will provide multiple learning opportunities for students to demonstrate their depth of understanding of course content and standards.

Assessments, assignments, and tasks assigned to students fall under three (3) forms of evaluation: formative, interim, or summative.

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, skills, to improve student learning, to provide feedback to students, and to guide further instruction. Formative Assessments are not considered in the total grade.

Interim assessments and tasks are transitional measures of development toward meeting course or subject standards. Interim assessments and tasks are graded and used to analyze student data to identify gaps in learning and plan for further instruction. Feedback must be provided to students to help improve learning.

Summative assessments and tasks are graded and typically given at the end of a unit of study or grading period.

III. Homework and 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 the level of understanding and preparedness to participate in class.

Homework completion and 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. Teachers shall provide timely (i.e. relative to the assignment) feedback on homework to further student learning.

IV. Elementary grading

At the elementary level, all student work will be reviewed each trimester.

Formative and interim assessments will not be considered in the total calculation of the student's grade. Grade marks on the report card shall reflect the student's individual growth towards or mastery of state standards (or other content standards for non-core areas).

V. Secondary grading

At the secondary level, a variety of assessment methods including formative assessments, interim assessments, and summative assessments to monitor and evaluate a student's depth of understanding of course content and standards. Formative assessments will not be considered in the total calculation of a student's grade. Teachers shall return all tasks and assessments in a timely (i.e. relative to the assignment) manner to ensure students have current feedback and grade marks.

Grade marks on the report card will be a numerical average based on assessments and assignments taken throughout each quarter.

At the secondary level, assessments, tasks, and assignments will determine a minimum of 90% of the final grade in the course. Homework completion and class preparedness may account for a maximum of 10% of the total grade.

VI. Incomplete grades

An incomplete quarter or trimester grade may be assigned with administrative approval, only. Any incomplete assignments during a grading period must be completed by an administrator approved deadline.

Teachers and the school shall make multiple attempts to intervene with and communicate to students and parents or legal guardians regarding incomplete and failing work.

VII. Missing assignments

Assessments and assignments may be made up when a student is absent as stated in the Student Handbook.

VIII. Cheating and academic integrity

Cheating, plagiarism, and other forms of academic dishonesty undermine the integrity of the learning process and will not be tolerated. Instances of cheating include, but are not limited to:

- Copying from another student's work;
- Using unauthorized materials or aids during assessments; and
- Submitting work that is not one's own or has been copied from external sources without proper citation.

Students who engage in cheating or academic dishonesty will face disciplinary action in accordance with the District's Discipline policy. Consequences may include any or all of the following:

- Receiving a zero on the assignment or assessment in question;
- Parental notification and conference;
- Further disciplinary action as deemed appropriate by the teacher or site-based administrator.

A grade may be adjusted in accordance with the cheating policy, academic integrity policy, or artificial intelligence (AI) policy.

IX. Grading special populations

Multilingual Learners (MLL)

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

Parents of MLL students 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 MLL guidelines.

Individual Education Plans (IEP)

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

504 plans

Parents of students with 504 plans will receive supplemental information on progress towards attainment of 504 goals at the time report cards are issued, consistent with federal and state requirements and the 504 plan.

X. Reassessment procedures and criteria

The District 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 an 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 generally meet assignment due dates (unless excused as absent from school).
2. The student must display 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 after school sessions with the teacher to review content.

Students who meet the reassessment criteria delineated above may be reassessed within two (2) weeks of the date the grade was posted in the electronic grading system. The reassessment is not a retake of the original assignment or assessment. It will be a comparable assessment or assignment to reassess the student's understanding of the course material and meeting of state standards. The electronic gradebook will reflect a new grade mark (elementary score of 3 or secondary score of 70) if the student attains proficiency on the reassessment.

XI. Grade reporting

Teachers at all grade levels shall record all student grades electronically in the District student information system within two weeks. More complex assignments or projects may require an extended deadline for recording in the District student information system. Teachers shall make requests for an extended reporting deadline for such complex assignments and projects, such requests may be approved at the site-administrator's discretion.

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 shall be reported with a separate mark and not considered as part of a grade for academic achievement of content understanding.

Grades are issued and reported according to the District reporting schedule which is established yearly. All parents, legal guardians, and students have access to all grades through the District electronic student information system.

XII. Educators

Educators are expected to maintain transparency, consistency, and fairness in all grading practices. They must clearly communicate grading criteria and expectations to students at the beginning of each course, ensuring that students understand how their work will be assessed.

Regular feedback must be provided to guide student progress, and grades must accurately reflect a student's understanding and mastery of the content.

Educators are responsible for promptly updating grades and addressing any student or parent inquiries about grading. Open and ongoing communication with students and their families is essential, particularly when addressing concerns or discrepancies in grades, to foster a supportive learning environment.

XIII. Professional development

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

XIV. Grading scale

Elementary level (grades K-5) grading scale

4 – Exceeds the Standard/Expectation

3 – Meets the Standard/Expectation

2 – Approaches the Standard/Expectation

1 – Does Not Meet the Standard/Expectation

N/A – Not Assessed at this Time

Secondary Level (grades 6-12) grading scale

A 100-90

B 89-80

C 79-70

- D 69-65
- F 64 and below.

A final average of 65 or greater is considered passing the course. Successful completion of courses aligned to state and local content standards is the core indicator of student proficiency. A minimum grade of 70% demonstrates proficiency.