

**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.

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