

Castlemont High School
Draft School Wide Grading Policy V.2
 March 8, 2021

Goals: The goals of this policy are as follows:

1. To ensure **equity** in grading at Castlemont by aligning grading practices across classrooms using a common method of performance assessment.
2. To provide **clarity and transparency** to students and families about how we assess learning at Castlemont.
3. To eliminate bias in grading practices.

Structure: The policy has 3 components:

1. **Guiding Principles & Practices** that outline the foundational beliefs underlying this policy.
2. **Habits of Work (HOW) Grade** that communicates a student’s level of effort and engagement in the learning process. The HOW grade appears as the Work Habits Grade on the report card.
3. **School Wide Grading Rubric** that describes the level of mastery a student must demonstrate to earn each letter grade.

Minimester 4 Pilot - Spring 2021

- The pilot will focus on Guiding Principles 1 & 2, with a commitment to implement all aligned practices.
- Each teacher implements a unit plan with clearly defined focus content and skills for MM4.
- Each major assessment of focus content and skills is aligned to a rubric that is shared and reviewed with students.
- A student’s progress report grade is determined by their performance level (on the school wide rubric) as demonstrated by their body of work up to that point. For student’s scoring a 1, their progress report grade is Incomplete IFF their HOW grade is 3 or 4.
- A student’s final grade is determined by their performance level (on the school wide rubric) as demonstrated by their body of work during the term.

Component I: GUIDING PRINCIPLES & PRACTICES

Guiding Principles	Practice: What does this look like in practice?
Guiding Principle 1: Teachers will clearly communicate skills, knowledge, and other expectations through the implementation of rubrics.	<ul style="list-style-type: none"> - At the beginning of each academic term, teachers specify for students the content and skills they are to master during the term, via syllabus, Google Classroom, classroom postings. These are consistently referred to and reinforced throughout the term. - Each major (summative) assessment of target content and skills is aligned to a rubric. Examples: writing rubric, PBL rubric, art project rubric.
Guiding Principle 2: Students should have multiple opportunities to show what they know and can do.	<ul style="list-style-type: none"> - Students have multiple ways and opportunities to demonstrate their learning, based on their strengths. - Teachers provide timely feedback to specify areas in which students need to improve. - Teachers provide scaffolds to assist students in developing mastery. <p>Opportunities may include: Make-up Tests, Portfolios, Oral Presentations, Essay Drafts, Multimedia, Art Based Projects, or paper packets by request (during distance learning).</p>

Guiding Principle 3: Grades should clearly communicate what students know and are able perform.	<ul style="list-style-type: none"> - Academic grades reflect ONLY a student's level of mastery of focus content and skills, as indicated by the school wide grading rubric. - Academic grades are NOT based solely on the number of assignments completed. - Grades for participation, effort, and accountability are reported separately via HOW grades.
Guiding Principle 4: Academic knowledge and work habits are both important to acquire for college and life.	<ul style="list-style-type: none"> - In addition to an academic grade, students receive a Habits of Work (HOW) grade - HOW grades include a student self-assessment component

Component 2: HABITS OF WORK (HOW) GRADE

Habits of Work (HOW) Traits	Practice: How do these traits show up in students' actions?	To earn a 3 or better, a student must:
Effort	<ul style="list-style-type: none"> - Make an attempt to perform assigned tasks. - Participate actively and positively in class. - Be willing to try new things and take constructive risks. - Ask for help when you need it. 	<ul style="list-style-type: none"> - Turn in the majority of assignments. - Engage consistently in all class activities, discussions, cooperative groups, etc. - Communicate learning needs, and respond consistently to checks for understanding.
Perseverance	<ul style="list-style-type: none"> - Take advantage of multiple opportunities to demonstrate learning by completing make-up tests or revising work - Take advantage of support resources, e.g. office hours, tutoring 	<ul style="list-style-type: none"> - Complete all or most of make-up or revision opportunities. - Participate in an average of 1 hour per week of extra support as requested by teacher, or as needed..
Participation	<ul style="list-style-type: none"> - Engage in collaborative activities. - Participate actively and positively in class activities and discussions. - Contribute to a positive classroom culture by observing behavior norms to ensure all feel safe and comfortable. 	<ul style="list-style-type: none"> - Attend class 90% of the time (in person). - Use positive and affirming language in the classroom community at all times. - Engage in all classroom activities.
Collaboration	<ul style="list-style-type: none"> - Work actively and cooperatively to achieve group goals. - Fulfill individual responsibilities within the group. - Perform a variety of roles within the group 	<ul style="list-style-type: none"> - Engage in cooperative activities consistently and willingly. - Fulfill consistently a variety of individual responsibilities within groups.
Accountability	<ul style="list-style-type: none"> - Come to class prepared with required materials and pre-work. - Meet deadlines and established criteria. - Speak up. Communicate your learning and support needs to your teacher. - Take advantage of support resources. - Practice academic honesty. 	<ul style="list-style-type: none"> - Turn in all assignments on time. - Complete all learning self-assessments. - Communicate learning and support needs timely and consistently.

Component 3: SCHOOL WIDE GRADING RUBRIC

	Level	Indicator
4 (A)	<ul style="list-style-type: none"> ● (Exemplary) ● Exceeds the Standard ● Advanced / Excelling in content and skill acquisition 	A student's body of work has consistently and/or lately exceeded the standard (earned a 4) in each focus content and skill area assessed during the term. The student's body of work demonstrates competency in each of the assessed standards. This grade earns course credit.
3 (B)	<ul style="list-style-type: none"> ● Proficient ● Meets the Standard ● Proficiency in content and skill acquisition 	A student's body of work has consistently or lately demonstrated proficiency in content and skills. The student has met (earned a 3) in each focus content and skill area assessed during the term. Performance and progress demonstrates competency in each of the assessed standards. This grade earns course credit.
2 (C)	<ul style="list-style-type: none"> ● Developing ● Very Close to Meeting the Standard ● Approaching content and skill acquisition. 	The student has earned a 2 in the majority of focus content and skill areas assessed during the term. Performance and progress indicate mastery of some content and skills. With additional time and learning opportunities, the student can reach proficiency. This grade earns course credit.
1 (D)	<ul style="list-style-type: none"> ● Emerging ● Approaching the Standard ● Attempting Skill acquisition-broad based definition 	<p>The student's body of work has not demonstrated mastery, or shows only partial mastery of the majority of content and skills assessed. This grade earns course credit, but does not satisfy the college readiness requirement.</p> <p><i>Prior to being assigned this grade, students with HOW grades of 3 or 4, in at least 3 HOW categories, will be given additional time (2 weeks?) to improve their performance.</i></p>