

# DESERT HILLS HIGH SCHOOL GRADING POLICY

## Purpose

The purpose of a grade is to communicate subject-area skills and knowledge proficiency to the student, parents, and others and give feedback for improvement in teaching and learning. Our guiding principle for all grading decisions is to accurately measure and communicate demonstrated levels of student learning and skills proficiency.

## Grade Determination—the 80/20 Rule

Academic letter grades are determined by measurements of subject-area knowledge or skills. The letter grade may also reflect behaviors that affect instruction and learning, but at least 80% of the letter grade will be determined from summative assessments tied to department GVCs or core standards. No more than 20% of the letter grade will reflect formative assessments, practice assignments, and coursework behaviors such as timeliness, attendance, and participation.

## Summative Assessment (80%) Make-ups and Retakes

Students who are not proficient on (or absent for) a summative assessment must be given an opportunity to retake the assessment in order to demonstrate proficiency, within an appropriate timeframe. Students who are proficient but want to demonstrate higher proficiency may be offered an assessment retake. Teachers may change the format of a retake assessment or summative project and also may require students to submit evidence of additional learning before they are allowed an assessment retake. (Evidence may include all formative assessments be taken, all key assignments be turned in, and /or intervention be completed.)

## Practice Work (20%) and Late Work

Assignments designed to allow students to practice specific subject-area skills may be made up within a specified time, keeping relevance of practice as a guideline to set deadlines. Once a final assessment of a skill or a unit of study has been completed, practice assignments may not be made up unless the teacher determines that doing so has a valid learning outcome for the student.

## Assignment Deadlines

Teachers may use quarter mid-term dates as a cut-off deadline for late work, retakes, and missing assignments. Teachers should plan remediation time within a grading period. Students must completely remediate an Incomplete grade within two weeks of the end of the term in order to receive credit. Immediately following, students with a failing grade will be directed to credit recovery or other grade remediation by counselors and/or administration.

## Grading Scales

Teachers will use a grading scale that communicates an accurate measurement of student achievement. Therefore, a teacher's grading scale will not skew a grade with mathematically disproportionate letter-grade intervals such that a failing assignment is unfairly punitive (e.g., F= 0-50 on a 100-point scale). Teachers may choose to use a 4-point or 10-point grading scale, or otherwise make mathematically proportionate adjustments, such as beginning a 100-point scale at 50 (with 10-point intervals to 100%).

- Students who have a 50-59% at the end of each quarter will be given an Incomplete and be directed by the Intervention team to work with their teacher to get that grade improved to a passing grade. The student will be required to come to the teacher and get any assigned work to be done outside of class and turn it in to earn a passing grade. The student will have two weeks of the following quarter (1<sup>st</sup> – 3<sup>rd</sup> quarters only) to get the work completed and turned in to the teacher. If the student fails to complete the work in the two weeks, the final grade for the quarter will be changed to a F.