Policy Title: Elkhorn Middle School Grading Policy

Committee Responsible: Curriculum and Instruction

Grading Policy
Classroom assessments will be used to monitor each student’s progress toward academic goals, meet individual student needs, and drive the planning process for instruction. Assessment data in all subjects will also be used to improve instruction, inform program decisions, and communicate to families regarding student progress. In each class, students will complete formative and summative assessment activities to demonstrate their learning and to ensure their learning and continuous progress. Teachers are responsible for making sure those activities are aligned with the state standards for all subjects.

FORMATIVE ASSESSMENT
In each class, students will be given regular formative assessments to demonstrate learning.

1. Assess the learning target.
2. Are valid and appropriate demonstrations of what students should know and be able to do.
3. Provide data to drive future instruction
4. Provide opportunities for students to choose among a variety of ways they can demonstrate learning.
5. Provide meaningful feedback to students including opportunities to reflect, self-evaluate, set goals, and strengthen their performance.

SUMMATIVE ASSESSMENT
Summative assessments will be given to assess student mastery of standards. Summative assessment data will be utilized to inform instruction for the next time the standard is taught.

Grading percentage breakdown
Summative = 80%
Formative = 20%

*Teachers may include in their gradebook other aspects of student performance for purposes of communicating to parents. Other categories may include behavior, participation, or non-graded work. Any category outside of formative or summative assessments may not be factored into the overall grade of the student.
**Multiple attempts at graded assessments**

In all core classes and when able in exploratory, students may have multiple attempts at graded assessments. Teachers reserve the right to withhold any assessment retakes until a student has completed a relearning plan. A teacher may choose to allow a student to retake an assessment without first completing a relearning plan. Relearning plans could include but are not limited to; 1) tutoring, 2) completion of online programs, 3) completion of a review packet. Also, teachers may determine time and place for students to retake assessments. Retakes will give the student an opportunity to improve their grade free of any penalties for retaking. For example, if a student receives a 60% on the first attempt, then retakes and scores a 100%, the new grade on the assessment will be 100%.

*Students enrolled in high school credit courses at EMS, will follow the high school content grading policies and requirements.

*Advisory grade will be reflected as a Pass/Fail. Teams can determine what constitutes meeting a ‘pass’ grade in advisory. Students will still be held to behavior expectations in advisory, which includes but not limited to, participation and completion of assignments.

**Policy Evaluation:**

**Date of 1st Reading: July 5th, 2017**

**Date of Approval: August 3rd, 2017**

**Reviewed:**

**Council Chairperson: Jeff Rhode**

**Signature: ___________________________**