

## 2022-2023 Meigs Middle Magnet School Grading Procedures

MNPS Grading Procedures	Meigs-Specific Grading Information
<p><u>Grading Philosophy</u></p> <ul style="list-style-type: none"> <li>• The grading and reporting system should be simple and easily understood by educators, students, parents, and the community at large.</li> <li>• The method of determining grades should be consistent from class to class and school to school throughout MNPS.</li> </ul>	
<p><u>Grading Principles</u></p> <ul style="list-style-type: none"> <li>• Grading should be based on clearly defined and established success criteria.</li> <li>• Grading should not be a form of punishment, control, or compliance.</li> <li>• Students should have multiple opportunities to demonstrate mastery.</li> <li>• Formative assessment accompanied by specific, actionable feedback is vital to student growth; however, not all student work is necessarily reflected in grades.</li> </ul>	
<p><u>General Grading Procedures</u></p> <p>Overall grades are based on work products that address grade/course level content standards.</p> <ul style="list-style-type: none"> <li>• For each grading period, grades shall be determined and recorded using multiple forms of assessments in relation to work products, which may include but are not limited to:               <ul style="list-style-type: none"> <li>» Oral performance</li> <li>» Written performance</li> <li>» Quizzes, Tests, Summative Assessments</li> <li>» Classwork/Homework</li> <li>» Observations</li> <li>» Portfolio Assessments</li> <li>» Performance Tasks</li> <li>» Projects/Presentations</li> </ul> </li> <li>• <b>Extra credit will not be assigned.</b></li> <li>• When assessing standards throughout the year, grades should reflect the level of mastery expected at the time of the assessment.</li> <li>• Zeros may be given for students who verifiably cheat or have not made an attempt at an assignment.</li> </ul>	<p><u>Retake Policy</u></p> <p>After completing recovery work identified by the classroom teacher, students will have <b>one</b> opportunity to complete summative retake assessments on a timeline determined by the teacher. Teachers have the responsibility of publishing retake policies and procedures. Students have the responsibility of asking teachers for recovery assignments, completing the assignments, and taking the summative retake assessment within the time frame given by the teacher. The latest (retake) grade is the one that will be used toward the student's average.</p> <p><u>Make-up Work</u></p> <p>Upon return to school from an absence, students are responsible for checking in with the teacher to obtain work that was missed and for completing the work within the time frame determined by the teacher.</p>

<ul style="list-style-type: none"> <li>• Students are allowed opportunities to retake assignments per each school’s retake policy.</li> <li>• <b>A 50 is the lowest quarter grade a student may receive.</b></li> <li>• <b>A 50 is the lowest exam grade a student may receive.</b></li> <li>• In the gradebook the following categories and percentages apply:  <b>Gradebook Categories (5-12)</b> <ul style="list-style-type: none"> <li>○ Summative Assessments 90%</li> <li>○ Homework 10%</li> <li>○ Formative Assessments 0%</li> </ul> </li> </ul>	
<p><u>Notification (All Tiers)</u></p> <ul style="list-style-type: none"> <li>• Teachers must notify parents whose child is in danger of not passing for a given nine-week grading period prior to the end of that grading period. Documentation pertaining to these communications, notifications, and conferences must be kept by the teacher and maintained in the Support &amp; Intervention (S&amp;I) Page.</li> <li>• Exceptional Education and English Learners may have different parameters, and their grading procedures are listed in the next two sections.</li> </ul>	<p>Parents are responsible for checking students’ grades regularly in Schoology and/or Infinite Campus. Teachers are responsible for notifying parents when students are in danger of not passing a nine-week grading period prior to the end of the grading period.</p> <p>Parent Conference Day: October 28, 2022</p>
<p><u>Grading for Students with Individualized Education Programs (IEP’s) (All Tiers)</u></p> <p>The standards for grades in the general program cannot be changed. A student may receive assistance in order to master the material, but the grade reflects general curriculum standards. A general education report card is used. Definitions are as follows:</p> <ul style="list-style-type: none"> <li>• Accommodations – Accommodations are supports that assist the student with accessing the general requirements of the curriculum. Accommodations can be made without changing the curriculum or required mastery level.</li> <li>• Modifications – Modifications are changes to the curriculum or mastery level expectations for the student. Modifications require an IEP and the IEP progress report.</li> </ul>	

<p>For students who receive special education services, the IEP team must address the level of participation in the general education program. In all cases, the periodic progress report (including progress monitoring data) to parents is included with the grade-level report cards. All students with an IEP should receive high-quality standards-based instruction in the general education setting with the content expert, to the maximum extent possible.</p> <ul style="list-style-type: none"> <li>• In cases where the teacher of record is a general education teacher, the general education teacher – in collaboration with the special education teacher – shall assign the grade.</li> <li>• Teachers should NOT indicate whether a student has an IEP on the report card.</li> <li>• IEP progress reports, including progress monitoring data, MUST accompany the report card. All IEP goals must be progress monitored.</li> <li>• There are not separate report cards or standards for students on modified curriculum. If curriculum and standards are modified, this is indicated on the report card in the comments section.</li> </ul>	
<p><u>English Learner (EL) Grading Guidelines (All Tiers)</u></p> <ul style="list-style-type: none"> <li>• In middle and high schools, the course codes within the Student Information System (SIS) should identify courses as EL or sheltered content classes.</li> <li>• In all classes in which EL students are taught using modified instruction and assessment, the “Comment” section must state that the grading reflects the academic achievement of the student based on this modified instruction and assessment. This is true of all grade levels including sheltered and non-sheltered classes at the middle and high school level.</li> <li>• The teacher of record must notify parents if their child is working below grade level and make sure parents understand that the instruction and assessment is being modified and that, even if their child is making A’s and B’s,</li> </ul>	

<p>he/she may be working below grade level.</p> <ul style="list-style-type: none"> <li>• EL students are also eligible for exceptional education services when appropriate. Should a scheduling conflict occur between these two services, a team with a person from each area should determine the needs and services for the student.</li> <li>• Each EL student must be assessed according to his/her academic abilities and progress.</li> <li>• The teacher must make sure he/she has evidence of the modifications, accommodations and parent contacts made for each student taught.</li> <li>• No student may be retained or failed solely because of lack of English language proficiency or without providing the parents with sufficient and accurate documentation to support recommended grading status (retained or failed).</li> <li>• The “Comment” section must state that the student’s Individual Learning Plan (ILP) was followed in the instruction and assessment that these grades reflect.</li> </ul>	
<p><u>Authorization for a Grade Change (All Tiers)</u>  The teacher of record and Executive Principal are authorized to initiate a grade change. The teacher must provide documentation and the rationale for the grade change, and this information must be included on the “MNPS Grade Change Request Form.” The teacher will sign the form and submit it to the Executive Principal. The Executive Principal or administrative designee must approve or deny the request for the grade change and sign the form. The “MNPS Grade Change Request Form” shall be filed in the student’s cumulative record (archived digitally indefinitely) and changes will be reflected in the Student Management System (SMS). MNPS personnel are responsible for verifying that the information on the grade change form is consistent with what is contained in the SMS.</p>	<p>Grade change forms can be found on the Meigs Teacher Weebly.</p> <p>Grade change forms should be filled out and given to the executive principal or designee. Once the executive principal signs the grade change form, the grade will be changed by the grading administrator. Once the grade has been changed, copies of the grade change form will be filed in the student’s cumulative record, given to the teacher, and mailed home to the parent. The original grade change form is kept on file.</p> <p><u>2022-2023 Personnel</u>  Executive Principal: Dr. S. Scott Underwood  Assistant Principal (Grades 6, 8): Dr. Sonja Rosse  Assistant Principal (Grades 5, 7): Dr. Carmen Mullins  Grading Administrator: Elizabeth (Beth) Petty</p>

<p>The principal has the authority to modify a grade given by a teacher under his/her supervision only when it has been determined that the grade was based upon inaccurate data or when he/she feels that policy was not followed. An administrative change in a teacher's grade shall not be made without prior consultation with the teacher of record. The teacher may request that the decision of the principal or the results of the consultation be reviewed by the appropriate Community Superintendent or designee.</p> <p>In the event that the teacher is unavailable and/or unable to provide grades, the principal shall make the final decision regarding the grade using existing documentation.</p>	
<p><u>Grading Procedures for Student Transfers (All Tiers)</u></p> <p>Withdrawing and Enrolling schools are both responsible for ensuring students have complete grade records when students move in, out, or within the district.</p> <p>Teachers in the withdrawing school will post grades for students who withdraw during the last 10 days of the term. If the withdrawing school feels they do not have sufficient evidence to post grades for the current term, the withdrawing and enrolling schools should collaborate on what grade to post and who will post it (MNPS transfers). In Progress grades, up to the last 10 days of the term, will be supplied to the enrolling school.</p> <p>The enrolling school will ensure posted grades are backfilled for active courses. For completed HS credit courses, only the transcript should be backfilled, not the grade book. Teachers will incorporate In Progress grades into the grade book assignments up to the last 10 days of the term.</p> <p>In the event that previous grades are not available, teachers will use evidence from a variety of sources to assess student mastery of standards</p>	
<p><u>Academic Dishonesty (All Tiers)</u></p>	

<p>MNPS expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. This provision covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.</p> <p>The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty may be subject to an academic penalty.</p>	
<p><u>Middle School (Grades 5-8)</u> <i>General Information</i></p> <ul style="list-style-type: none"> <li>• Students shall only take the State assessment as part of the Tennessee Comprehensive Assessment Program that is aligned to the State Standards for the course/grade level in which they are enrolled.</li> <li>• Semester grades for courses taken for high school credit in middle school with no State end-of-course assessment or the first semester of a course with a State end-of-course exam shall be determined by each nine-week grade counting 40% and the teacher-administered examination grade counting 20% (40/40/20).</li> <li>• For high school EOC subjects taken in middle school, if scores are returned to the district at least the five (5) instructional days before the end of the school year: <ul style="list-style-type: none"> <li>○ Include the EOC exam numerical grade as 15% of the semester grade with each nine weeks grade counting as 42.5%.</li> <li>○ Assign a grade of 50 as 15% of the semester grade to students with an unexcused absence, who</li> </ul> </li> </ul>	<p><u>Definitions and Purposes from MNPS</u> <i>Quality Feedback</i></p> <p>Feedback is the process in which learners come together with their teachers to discuss where they are in their learning, where they want to be in their learning, and how they are going to get there. It usually involves looking at a particular piece of work done by the learner. Feedback can be described as the ‘bridge’ between teaching and learning. The aims and objectives of any assignment must be clearly understood by both the teacher and the learner. You can help by providing ‘success criteria’ before your learners start work (<a href="http://www.cie.org">www.cie.org</a>). Feedback to each learner should praise accomplishments as well as assist the learner to reflect and make adjustments to improve learning progress. Ongoing quality feedback must be given throughout the unit before students take summative assessments. Timely feedback is essential for student learning.</p> <p><i>Formative Work</i></p> <p>Formative work is any assignment that will be unweighted and may or may not appear in the grade book. This may include but is not limited to study guides, rough drafts, journals, pre-assessments, and other practice items. The goal of formative assessment is to monitor student</p>

<p>refused the test, or who have a nullified score due to cheating.</p> <ul style="list-style-type: none"><li>○ Exclude the EOC exam grade from the semester grade calculation for students with an excused absence or missing test score due to anything other than cheating or test refusal (with each nine weeks grade counting as 50%).</li></ul> <ul style="list-style-type: none"><li>● For high school EOC subjects taken in middle school, if scores are not returned to the district at least the five (5) instructional days before the end of the school year:<ul style="list-style-type: none"><li>○ Exclude the EOC exam grade from the semester grade calculation (with each nine weeks grade counting as 50%).</li><li>○ School administrators will make the decision if teachers will administer a teacher exam. If a teacher exam is given, the grade will count as a regular assessment.</li></ul></li><li>● For all courses with a State end-of-course assessment, a student may elect to take a teacher-administered exam. In this case, the grade earned must count and will be recorded as a regular assignment.</li><li>● For courses taken for high school credit, course credit for summer school and credit recovery courses is not awarded until the student completes the corresponding EOC exam.</li><li>● Homework will count for 10% of each nine-week grade. Providing high-quality academic feedback is the district's recommended best practice; however, a numeric grade reflecting the percentage correct is not required for the homework grade. The 10% for homework is based on completion and/or accuracy.</li><li>● Yearly averages for grades five (5) through eight (8) without a state assessment shall be computed by averaging the four nine-week grades.</li></ul>	<p>learning and provide ongoing feedback that can be used by instructors to improve their teaching, by students to improve their learning, and by parents to see growth toward mastery of standards.</p> <p><i>Homework</i> Homework is any practice work completed in school or at home. Homework will be weighted as 10% of the student's overall grade for the quarter in grades 5-12. Homework is best used to practice or reinforce what has been learned rather than to introduce new material. Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Assignments should not be "busy work." Research provides strong evidence that, when used appropriately, homework benefits student achievement (Good &amp; Brophy, 2003; Cooper, Robinson, &amp; Patall, 2006).</p> <p><i>Summative Assessments</i> The goal of summative assessments is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark (i.e., mastery of standards and/or learning goals). Summative assessments will be weighted as 90% of the student's overall grade for the quarter. Examples of summative assessments may include, but are not limited to, quizzes, tests, exams, major projects, research papers, major essays, presentations, performances, and anything that a teacher may grade to make a judgment of a student's ability level or their mastery of curriculum and content standards.</p>
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<ul style="list-style-type: none"> <li>Yearly averages for grades five (5) through eight (8) with a state assessment (not EOC) shall be computed by each quarter grade counting 21.25% and the state assessment counting 15% if scores are returned to the district at least five (5) instructional days before the end of the school year. If scores are not returned in time, the yearly average shall be computed by averaging the four nine-week grades.</li> <li>Courses taken in middle school for high school credit will receive three (3) honors points. Teachers add three (3) points to each grading period posted numerical grade and each semester exam grade.</li> </ul> <p><b>The grading legend for grades 5-8 shall be:</b>  <b>A = 100-90</b>  <b>B = 89-80</b>  <b>C = 79-70</b>  <b>D = 69-60</b>  <b>F = 59-50</b>  <b>I = Incomplete</b></p> <p><b>Gradebook Categories (5-8)</b></p> <ul style="list-style-type: none"> <li><b>Summative Assessments 90%</b></li> <li><b>Homework 10%</b></li> <li><b>Formative Assessments 0%</b></li> </ul>	
<p><u>High School (Grades 9-12)</u></p> <ul style="list-style-type: none"> <li>Incomplete grades at the end of any semester must be removed no later than three weeks following the close of that semester. Otherwise, the grade earned to date or a 50 (when there is no earned grade) shall be recorded and averaged with the other posted grades to determine the semester grade. Exam grades cannot be left blank or incomplete after the deadline. Any extension of the deadline must have prior approval of the building principal.</li> <li>In courses with the same state code and/or counting toward the same course credit, students with grades between 50-69 may pass in the corresponding semester course, if the yearly average of</li> </ul>	<p>This information pertains only to teachers of courses for high school credit.</p>



<p>semester grades result in a passing grade of 70 or above.</p>	
<p><u>Additional Procedures for Honors and Co-Curricular Classes - Secondary (Grades 5-12)</u>  <i>Honors Courses</i></p> <ul style="list-style-type: none"> <li>• Annually, MNPS Department of Curriculum &amp; Instruction shall approve the list of honors courses. No school may offer any course for honors credit that is not MNPS approved. The course must substantially exceed the content standards, learning experiences and performance indicators of non-honors courses. All honors courses must include multiple assessments aligning and reinforcing coursework (such as short answer, constructed response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios and analytical writing). Additionally, an honors course shall include a minimum of five (5) of the following components: <ul style="list-style-type: none"> <li>» Extended reading assignments that connect with specified curriculum.</li> <li>» Research-based writing assignments that address and extend the course curriculum.</li> <li>» Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, slide software presentations or other modes of sharing findings. Connection of the project to the community is encouraged.</li> <li>» Open-ended investigations in which the student selects the questions and designs the research.</li> <li>» Writing assignments that demonstrate a variety of modes, purposes and styles. Examples of mode include narrative, descriptive, persuasive, expository and expressive.</li> </ul> </li> </ul>	

Examples of purpose include informing, entertaining and persuading. Examples of style include formal, informal, literary, analytical and technical.

- » Integration of appropriate technology into the course of study.
- » Deeper exploration of the culture, values and history of the discipline.
- » Extensive opportunities for problem-solving experiences through imagination, critical analysis and application.
- » Job-shadowing experiences with presentations which connect class study to the world of work.

#### *Co-Curricular Courses*

Courses that are based on performance and require after-school rehearsals and/or performances are considered co-curricular courses. The students in these courses are expected to participate in and may be graded on after-school rehearsals and performances, as well as classroom assignments and assessments with the following provisions:

- The parents/guardians must be notified of the grading policy concerning after-school rehearsals and performances within the first month of school. At this time, the teacher must inform parents how the rehearsals and performances will be weighted during each grading period. The parents/guardians and students are to sign a statement indicating they have read and understood the grading policy.
- An after-school rehearsal may count only as a daily grade. A performance may count as a daily or test grade.
- The teacher of the co-curricular course must notify parents/guardians a minimum of two weeks prior to any after-school rehearsal and six weeks prior to any after-school performance.

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| <ul style="list-style-type: none"><li>• An unexcused absence from an after-school rehearsal or performance will be given the same percentage of the nine-week grade as other after-school rehearsals or performances. If grades are not given for all after-school rehearsals and/or performances, a grade cannot be given for an unexcused absence from an after-school rehearsal and/or performance.</li></ul> |  |
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