



Key Largo School Grades PK-8 2021 - 2022 Homework Policy & Grading Guidelines

1. Key Largo School Grading Guidelines Highlights

1.1. Grading Categories and Weighting

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives. All grades will be based on either formative or summative assessments.

Kindergarten Graded as Satisfactory, Progressing, Needs Improvement

1.1.1. Math, Science, Social Studies

Grades 1 - 5 Formative tasks/assignments 20% / 80% Assessments

Grades 6 - 8 Formative tasks/assignments 30% / 70% Assessments

1.1.2. Language Arts

1st Grade:

Phonics and Comprehension Assessments 50%

Grammar and Spelling Assessments 15%

Vocabulary Assessments 15%

Writing Assessments 15%

Formative 5%

2nd Grade:

Comprehension, Vocabulary and Phonics Assessments 60%

Grammar and Spelling Assessments 20%

Writing Assessments 15%

Formative 5%

3rd Grade:

Reading Assessments 60%

Writing Assessments 15%

Grammar and Spelling Assessments 10%

Formative 15%

4th Grade:

Comprehension Assessments 50%

Language, Writing and Vocabulary Assessments 30%

Formative 20%

5th Grade:

Comprehension Assessments 40%

Vocabulary Assessments 20%

Writing Assessments 10%

Grammar and Spelling Assessments 10%

Formative 20%

6th-8th Grade:

Assessments 70%

Formative Tasks/Assignments 30%

Examples:

Formative tasks/assignments: Rubric-based observations, class discussions, lesson practice, initial drafts, progress towards a final product, components of performance assessments,

independent practice, daily work, etc.

Assessments: Final drafts, quizzes, tests, exams, projects, performances, district assessments, essays, presentations, portfolio, labs, etc.

1.2. Minimum Number of Grades per Course

Grades K-4

Minimum of nine grades per quarter. Four to five grades per subject must be input into FOCUS prior to progress reports. In the elementary grades Science and Social Studies may be taught in a rotating schedule and therefore may not have the number of grades to meet this criteria.

Grades 5-8

Minimum of nine grades per quarter. Four to five grades per subject must be input into FOCUS prior to progress reports.

2. Discrimination Policy

No person in the United States shall, on the grounds of race, creed, color, sex, age or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

2.1. Introduction

During the 2017-2018 school year, the Key Largo School Faculty and Staff examined grading practices in an effort to make sure our practices support our beliefs about learning, assessment, and grading. This process has included research, action research, and input from teachers and administrators.

At the heart of this work were two underlying questions: Do our grades accurately reflect student learning? Do our grading practices build confidence in our students' belief that they can learn?

This document is intended to define the philosophy, purpose and procedures behind the changes in grading practices adopted by Key Largo School for the core content areas (English, math, science, social studies, and world languages). As you read this document, focus on the common understanding that grades should only convey what a student knows and is able to do as related to the academic standards. Grades are for the purpose of providing students and parents with meaningful feedback on student learning, documenting academic progress, and informing instructional decisions to support student achievement.

2.2. Beliefs and Practices Statements

As educators in Key Largo School, we are committed to grading practices that support the learning process, encourage student success, and accurately reflect student progress toward mastery of the state standards. Our beliefs about learning and grading practices are grounded in the following statements:

- All students can learn.
- Grades are earned, not given.
- Students learn in different ways.
- Assessment is a process for providing feedback that influences learning.
- Grades should accurately reflect mastery of the standards.
- All assignments and assessments are aligned to the standards.
- All student grades are reflective of student learning.
- Students are expected to complete all assignments on time.

As evidence of our commitment to these beliefs, the above grading and assessment practices will be implemented beginning in the 2018-2019 academic year.

3. Grade Reporting

The District shall determine instructional objectives that align to the Florida State Standards for grade level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Reduction or threat of reduction of grades or academic standing for disciplinary purposes shall not be used.

3.1. Academic Honesty

Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. Students will be expected to complete a new version of the assignment.

4. Grading Components

4.1. Formative Tasks/Assignments and Assessments

All grades will be based on either formative tasks/assignments or through assessments.

Definition of Formative: assignments designed to provide direction for improvement and/or adjustment of teaching and learning activities for individual students.

Examples of Formative Assignments:

- teacher observations with standards based rubric
- progress checks leading towards a final product or project
- class discussions with student or teacher-produced artifact

- independent practice
- initial drafts/rough drafts

Definition of Assessment: assessments designed to show student achievement at the end of a sequence of instruction.

Examples of Assessments:

- final draft
- tests
- projects
- essays
- portfolios
- quizzes
- exams
- performances
- presentations

When assigning items that contain a high level of subjectivity for grading (i.e. book reports, projects, oral presentations, etc.), grading rubrics/proficiency scales shall be developed and provided to the students at the time the assignment is given.

4.2. Weighting of Grade Categories

Grades PreK-K:	No weighting of grades.
Grades 1-5:	Formative tasks/assignments will be weighted 20 percent of the grade. Assessments will be weighted 80 percent of the grade.
Grades 6-8:	Formative tasks/assignments will be weighted 30 percent of the grade. Assessments will be weighted 70 percent of the grade.

4.3. Grading Guidelines

Teachers will assign a grade that reflects the student’s relative mastery of an assignment.

Every teacher must keep a record of grades in FOCUS and follow all deadlines for progress reports and report cards. Teachers must carefully label each line of grades so that anyone who examines the record can easily determine how the grades were computed.

Numerical grades earned indicate the following levels of achievement:

A - 90-100 Excellent	S = 80-100 Excellent
B - 80-89 Good	P = 70-79 Satisfactory
C - 70-79 Satisfactory	N = 59 Needs Improvement
D- 69-60 Below Average	
F - Below 59 Failing	

- No grade over 100 may be recorded on the report card or on the academic achievement record.
- Grades cannot be lowered for non-academic reasons.
- A “Z” is interpreted as “not turned in” and will result in no points earned. An “X” is interpreted as “excused” and has no impact on the grade. A “O” is interpreted as all answers are incorrect. If an assignment is not graded, it will be left blank until graded.
- The quarter grades will be no lower than 59%

4.4. PK and Kindergarten:

The academic achievement and conduct of pre-kindergarten and kindergarten students shall be recorded in each student's permanent school record.

4.5. Grades 1-5:

The academic achievement of students in grade levels 1-5, in all subjects, shall be recorded and reported to parents as numerical grades for progress reports and letter grades for report cards . Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grading period. Physical education, music, and art grades will be reported as letter grades (1,2,3).

4.6. Grades 6-8:

The academic achievement of students in grades 6-8, in all subjects, shall be recorded and reported to parents as numerical grades for progress reports and letter grades for report cards. Conduct grades and the number of absences and tardies shall be recorded and reported to parents at the end of each grading period. Academic achievement shall never be changed because of marks in conduct.

5. Guidelines for Make-Up Work Due to Absence and Late Projects

Regular attendance is an academically-related factor that can impact a student's grade. Students shall be permitted to make up assignments and tests after absences according to Board policy and the district grading policy.

Students shall receive credit for satisfactory make-up work after an absence and may receive a Z for any assignment or test not made up within the allotted time. There are no grade penalties for make-up work after a suspension.

Grading guidelines do not affect work turned in late because of an absence. The district expects students to turn in assignments at the appropriate time. Grades in Key Largo School are based on mastery of the Florida State Standards.

The responsibility for making up work lies with the student. Upon return to school after an absence, the student shall be responsible for obtaining and completing the makeup work.

5.1. Grades K-5:

Students will be given two school days for each day absent to make up work for an absence. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration by the teacher and principal.

5.2. Grades 6-8:

Students have two school days for each school day absent to make up work for an absence with the following exceptions:

- Previously announced tests or work is due upon the student's return to school or specific class. Any extenuating circumstances, e.g. extended illnesses or accident, may be given individual consideration.
- Students absent for school-related activities are expected to make up or turn in all previously- assigned work on the day they return to school or specific class. Coaches and sponsors of extra-curricular activities shall make teachers aware of situations where students may be absent while representing the school.

5.3. Late Work and Projects:

- Any assignment or project not turned in after three days of the due date, will result in a Z in the gradebook.

6. Guidelines for Grading Periods

6.1. Grading Periods:

- A school year shall consist of four grading periods, with two each semester.
- Assignments made in a particular grading period will be averaged for that grading period unless designated clearly by the teacher when the assignment is given.
- A grade becomes final on the last day of a grading period.
- Work received after the last day can only be used to remove from the record an "incomplete" caused by one or more absences.

6.2. Homebound Services

General education homebound services provide a certified teacher who serves as a liaison between the student and the student's teachers in order that academic progress will continue. The general education homebound teacher meets in the student's home/hospital room in a one-on-one setting. These services

are available to students with medical conditions which require the student to be at home or in a hospital for a minimum of four weeks. The medical condition must be documented by a licensed medical physician.

7. Grading Practices

Students will be advised when grades will be taken and the weight of an assignment or project which will be included in the grade book. Because the Key Largo School values student learning, students will be required to complete all assignments.

7.1. Completion of Assignments and Procedures for Grades 1-8:

- Assignments not turned in after three days, will receive a Z in the gradebook.
- Provisions will be made to allow students the opportunity to make up work.
- Intervention techniques will be consistently used to promote learning, to involve parents, and to develop responsibility in students for required work
- Teachers will enter grades within 1 week after receiving late work.
- All assignments assigned in a specific quarter must be submitted and graded within that quarter. Grades cannot be altered after they have been posted for the quarter. The exception to this is middle school students who have received an “incomplete.” Middle school students should refer to the Student Progression Plan.

7.2. Reteaching/Regrading Guidelines:

Reteaching is defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Reteaching may vary from subject to subject or from class to class, even from student to student.

Reassessment guidelines and to qualify for a reassessment opportunity.

Procedures:

- When a student fails (earns below 60) on an assessment, the teacher has the responsibility to reteach the essential knowledge and skills not mastered.
- Reteaching and reassessment may be of a formal or informal nature and should be an ongoing process during the direct instruction and guided practice portions of any lesson.
- Students may be given the opportunity to retest in a rewritten format, at the teacher’s discretion based on content or subject area, within 7 days after the first grade has been posted..
- The higher of the first 2 grades will be recorded.
- Teachers will enter grades within 1 week after reassessment has been given.

8. Homework Policy

8.1. Elementary:

We strongly believe in the importance of letting children be children. Furthermore, research does not indicate significant benefits of homework at the elementary level. We believe that when students give us all of their day, they deserve to have all of their night. Therefore, we have eliminated the majority of our standing homework assignments. The only required homework is that students read nightly. We highly recommend that you read with your child.

We encourage you to eat dinner as a family and discuss your child's day. Enjoy your child's extracurricular activities without worrying about homework. Please know that your child is working hard at school each day and has earned evening playtime.

Please Note: If a student exhibits off-task behaviors during the school day and fails to complete an assignment, the assignment may be sent home for completion.

Projects may also be assigned periodically with sufficient time for a student to obtain any resource that is needed or required.

8.2. Middle School:

Excessive homework shall not be assigned. A teacher in a given subject area shall not monopolize the student's homework time to the detriment of other courses being taken by the student. Additional time would be expected of high school level courses. Homework, when assigned, shall:

- Meet the needs of the individual student
- Be thoroughly explained to the student
- Result in learning or reinforce curriculum content
- Be assigned with sufficient time for a student to obtain any resource that is needed or required
- Not be assigned as a disciplinary measure
- Be reasonable in length of time for completion of the assignment
- Feedback needs to be shared

9. Guidelines for Students in Special Populations

9.1. Limited English Proficient (LEP) Students

In assessing students of limited English proficiency for mastery of the Florida State Standards, Key Largo School shall make every effort to allow students to demonstrate knowledge or competency independent of their English language skills. These efforts shall include, but not be limited to, assessment in the primary language within their respective bilingual program grade levels, assessment using ELL methodologies.

9.2. Students Receiving Special Education Services

Variations in procedures and academic achievement level expectation for awarding grades to students with disabilities shall be included in the student's IEP.

Grading guidelines that apply for all students include students receiving special education services. These services may include general education, resource, speech, or self-contained class placement.

9.3. Accommodations and Modifications:

Each student receiving special education services must be allowed to benefit from targeted accommodations and/or modifications listed in their Individual Education Plan (IEP). Accommodations change how content is taught, made accessible, and/or assessed. Modifications change what the student is expected to master based on the needs of the learner.

9.4. Grading:

Day-to-day decisions by classroom teachers pertaining to grading should reflect the accommodations, modifications, IEP goals, progress monitoring, and grading. The teachers must ensure that accommodations and modifications included in the IEP are effective for the student. Accommodations and modifications should assist students in accessing and progressing in the general curriculum and in meeting his/her IEP goals. Students receiving special education services shall be recognized for academic achievement, i.e. honor roll.

Grades are not determined based on a student's goals or objectives, but rather, grades should be based on mastery of curriculum inclusive of accommodations and/or modifications in the student's IEP.

10. Timeline for Grade Reporting

10.1. Grading Periods:

1st Nine Weeks- Ends October 11, 2019

2nd Nine Weeks- Ends December 20, 2019

3rd Nine Weeks- Ends March 12, 2020

4th Nine Weeks- Ends May 29, 2020

10.2. Report Cards/Grade Reports

To generate report cards/grade reports, teachers must have all grade properly entered into the grade book program before the end of the day on the last day of the grading period. Report cards will go home with students the following week.

10.3. Progress Reports

To generate progress reports, teachers must have all grades properly entered into the grade book program before the end of the day on the Friday of the grading period. Progress reports will go home with students on the following Friday.

10.4. Timely Posting of Grades

Teachers are required to post grades in their grade book in a timely manner; therefore, grades must be posted every week. All student grades can be viewed by parents and students through FOCUS.

11. Parent-Teacher Communication

11.1. Interim Progress Reports:

Interim progress reports shall be issued at the end of the 4th week of the grading period for students. The progress report must provide for the signature of the student's parent and be returned to the campus. The report shall include the number of times the student has been absent.

11.2. Report Cards:

Key Largo School shall send out written notice to parents at the end of every grading period of a student's performance in each class or subject. The grade notice shall provide for the parent's signature and must be returned to the campus. If the notice is not returned to the campus, the teacher shall take appropriate measures to inform the parents of the student's progress, including phone calls, or email.

Conferences may be scheduled at the request of a teacher or a parent. In attempting to schedule a conference between a teacher and parent, the teacher shall give the parent an alternative date for the conference.