



The Anderson School Grading Policy Information for Parents

Purpose of Grading Policy

This grading policy was developed in order to

- create and maintain consistency within departments, at each grade level, and the school as a whole
- more accurately measure student achievement
- clarify expectations
- improve communication with parents and students
- diagnose student weaknesses earlier
- address the needs of the gifted population

Consistency

This policy establishes consistency within departments. For example, ELA classes will incorporate similar rubrics that account for student growth throughout the year and between grade levels. Classes within AMS departments will also apply similar weight to their overall grades (A sample breakdown could include: tests/in-class essays = 40% of final grade, classwork = 30% of final grade, and projects = 30%).

School-wide, a consistent policy including high standards and rigorous assessment ensures that our gifted population is being challenged throughout their careers at Anderson.

Ingredients of a Grade

Academic Ingredients

Students will be assessed on work that shows they've mastered material. They will not be assessed on factors such as effort, behavior, tardiness, attendance and attitude. When these factors are included in a student's grade, the grade no longer accurately reflects what the student knows. In such instances, a student's weaknesses may be overlooked, as the grade may be artificially inflated. Likewise, a student's grade may be artificially lowered due to a perceived lack of effort or to poor behavior, inaccurately masking a student's knowledge.

Examples of academic work that may be factored into a grade include (but are not limited to):

- Quizzes
- Drafts/final drafts

- Projects
- Tests
- Performances
- Written and oral classwork
- Quality of discussions
- Group work
- Presentations

Learning Behavior Ingredients

The Anderson School believes that certain behaviors of learning strongly connect and contribute to academic success. Students receive progress report grades for the following important behaviors:

- Homework
- Being prepared for class
- Work habits
- Behavior
- Participation
- Responsibility for one's own learning
- Demonstrating respect and courtesy
- Punctuality

Bonus Points and Extra Credit

Extra credit is additional academic work that is related to what is being studied in the class. It is not a last-minute attempt to raise a grade at the end of a grading period, but is meant to be incorporated throughout the unit of study.

Teachers are not required to offer extra credit. For those who do, extra credit is limited to no more than 5% of the trimester grade.

Bonus points come from extra questions added onto an assignment, test, or quiz. They can account for no more than 5% of the assessment.

Extra credit and bonus points are not the same thing. Extra credit opportunities are stand-alone or extension assignments, whereas bonus points are extra questions on an assessment such as a quiz or test.

Homework

Because homework is often assigned to preview, practice, and enrich classroom learning, it falls most often under a category of the process of learning, and not as

evidence of learning. Therefore, homework and academic work will be assessed separately, receiving separate grades on student progress reports and report cards. Homework can include but is not limited to:

- Independent reading
- Reading responses
- Vocabulary practice
- Free writes
- Grammar, punctuation or other word study practice
- Instrumental practice (grades 4 and up)
- A reasonable number of math practice problems to demonstrate knowledge of skills taught in class

Projects

Projects will take place mostly in class. However, at times components will be sent home for completion. These assignments may include:

- Internet research on an assigned topic
- Typing up all or part of an in class writing activity
- Completing an artistic component to an in-class project
- Interviews/gathering data
- Recording of observations/data

Late/Missing Work

In grades 4-8, students with late or missing work will be required to attend a recess homework make-up session. Students will continue to attend these sessions until the work is made up.

All late projects are due by the end of the instructional unit. Missing projects will receive a score of 50%. If, by mid-way through the project, the teacher determines a student is struggling to meet expectations, parents will be requested to attend a meeting with the teacher to create an action plan.