



HOLICONG MIDDLE SCHOOL 2020-2021 ASSESSMENT & GRADING PRACTICES

Purpose of a Grade: It is our belief that a grade should be an accurate measure of what students know and their ability to apply & demonstrate their learning at the time they are assessed.

Grade Breakdown: Marking period gradebooks will be aligned based on formative and summative assessment practices with the grade distribution:

- ✓ **Formative Assessment:** 10%
- ✓ **Summative Assessment:** 90%

Final Grade Breakdown: Each subject area has its own core and other assessments that may constitute a different percentage of the final grade.

Formative Assessment: Formative Assessments are academic practice. These assessments take place daily and in a variety of forms in the classroom. They are used as students learn new concepts, providing an opportunity for teachers to determine each student's level of understanding of skills and concepts. It allows students to demonstrate their learning and provides teachers feedback on the specific areas of strength and weakness for individual and whole groups of students. **It is important to note that not all formative assessments are graded and posted in the gradebook, but it is essential that students complete formative assessments as this has a direct impact on their learning.**

Summative Assessment: Summative Assessments can accurately be described as academic achievement. When students have had time to practice and receive feedback (their own feedback and the teacher) on skills and concepts, they will have the opportunity to be assessed on their understanding and application of the skills and concepts.

Extra Credit: Extra credit and bonus points will not be included in our grading practice.

Submission of Work: It is the expectation that all assignments will be handed in either before or on the due date. Due dates are communicated to students in advance both in class and through Canvas. Assignments that are not completed will receive a grade of "Missing" until the assignment is handed in. This communicates to both the student and parent the assignment has not been completed, and it impacts the overall grade as a zero until submitted. Late work will be accepted only if students have communicated and made arrangements with the teacher.

Reassessment Guidelines: Students at Holicong (and CBSD secondary schools) will be provided reassessment opportunities for summative assessments with the understanding that it allows students an opportunity to demonstrate an improved understanding of the content after a relearning process after the initial assessment has occurred. Reassessments are not meant for the sole purpose of getting a better grade; they are intended for students invested in the learning process.

Reassessment Guidelines: The process for students to be reassessed is outlined below:

1. Student takes initial summative assessment and receives results.
2. Student feels he/she can demonstrate increased proficiency in the content area/skill assessed.
3. Student communicates to teacher within 5 school days after the initial assessment is returned that he/she would like to retake the assessment.
4. Student completes intervention/relearning process to prepare for new assessment. These interventions are at the discretion of the teacher and could include supplemental readings, practice material, editing and redrafting, conferences, or other interventions deemed appropriate. All formative assessments related to the summative assessment should be completed before a reassessment occurs.
5. Student retakes the summative assessment. This will take place at the date and time set by the teacher. Please note that this may occur after the regular school day.
6. Student receives the higher grade of the assessments.