

NCCS Grading and Reporting Guidelines

Revised: 08/13/06

Through district committees; surveys of staff, students, and parents; and review of literature, the North Canton City School District has developed and will continue to develop guidelines for grading and reporting.

In each section there may be the following items:

- **Definitions** – Explanation of terms that may be unfamiliar or need clarification.
- **Guidelines** – What is expected of all NCCS staff.
- **Suggestions** – Items that are not required of the staff, but are encouraged practices.

SECTION #1: Criteria Referenced Grading v. Norm Referenced Grading

Definitions:

- **Criteria Referenced Grading** is when a student is given a grade based upon their achievement of predetermined standards, such as the Ohio Academic Content Standards or a NCCS Course of Study.
- **Norm Referenced Grading** is when a student is given a grade based upon how well they performed in comparison to other students, such as grading “on a curve” or using the “bell-shaped curve” to assign grades.

Guidelines:

Students will be assigned grades based upon their achievement of academic content standards, not on how they compare to the performance of other students.

Suggestions:

If the scores on a major assessment are generally low, a teacher should not simply add points onto the grade for all students. Suggested alternatives include:

- Determine if the test questions were valid, and remove those invalid from the grade calculation.
- Determine if instruction was adequate
- Offer reteaching of the needed material
- Offer reassessment of the needed material
- Work toward common assessments to insure quality assessments

SECTION #2: Extra Credit

Guidelines:

What Extra Credit is:

- Additional academic work that is related to the subject area or subject specific academic content standards / COS

What Extra Credit is Not:

- Non-academic work such as bringing in Kleenex boxes, merely attending extra curricular events, and charitable donations not related to the course objectives.

Application of Extra Credit:

1. A teacher is not required to offer extra credit in any given course.
2. In any given class in which extra credit is offered, all students in that class are eligible to earn extra credit.

3. No more than 2% of the total quarterly grade can come from extra credit
4. Extra credit should encourage learning throughout the grading period, as opposed to a last-minute effort to raise a quarterly grade.

Bonus Points

- At a teacher’s discretion, bonus points may be included in a specific assessment grade (tests, quizzes, projects, etc.) and should be related to the academic content standards being evaluated in a given class.

Bonus points cannot affect more than 5% of the grade on a given assessment.

- Example A: On a 100 point assessment no more than 5 points can be awarded as bonus points.
- Example B: On a 20 point assessment no more than 1 point can be awarded as a bonus point.

Acceptable examples of bonus points could include the following:

1. Practice OGT / Proficiency / ACT / SAT questions
2. Material from previous course work
3. Information discussed or covered in class that was not asked on the assessment
4. Written explanation of an objective type answer on the assessment
5. Higher-level question than expected on the assessment itself

SECTION #3: Academic Practice and Academic Achievement

Definitions:

- **Academic Practice** is work conducted when a student is still learning the material. It is designed to provide direction for improvement and/or adjustment to instruction for individual students or for a whole class. This may also be referred to as formative work.
- **Academic Achievement** is work conducted when a student has had adequate instruction and practice to be responsible for the material. It provides information to be used in making judgments about a student’s achievement at the end of a period of instruction. This may also be referred to as summative work.

	Academic Practice	Academic Achievement
Purpose:	to monitor	to judge
Time:	during process	end of process
Types:	informal	formal
Use:	to improve	judge process/product

Academic Practice and Academic Achievement may include the following types of assessments. Please note, however, that the definitions provided above are the best guide for determining if an assessment is Academic Practice or Academic Achievement, since the items below may be used differently between subjects and grade levels.

Academic Practice

- Some quizzes
- Some homework
- First drafts of writing
- Teacher questions during instruction
- Some worksheets
- Informal observations
- Pre-testing

Academic Achievement

- Tests (written, oral, and performance)
- Some quizzes
- Some homework
- Writings (term papers, essays, stories, etc.)
- Projects
- Presentations

Guidelines:

Academic Practice and Academic Achievement are to be recorded separately in the gradebook, and reported separately on interim reports and report cards. The format for this will vary depending upon grade level and is explained further in “Section #6”.

The completion of Academic Achievement is not optional.

SECTION #4: Missing Work/Late Assignments/Zeros

Guidelines:

These guidelines apply to all subject areas and grade levels:

- If a student turns in late work before the final Academic Achievement assessment (i.e chapter/unit/course/grading period) then some credit will be earned.
- Work that is not handed in by the final Academic Achievement assessment will earn a zero.
- All Academic Achievement assessments must be completed.

These guidelines are to be determined by each grade level or subject area:

- The final Academic Achievement assessment of a unit by which all work should be completed
- The grace period for taking an assessment when a student is absent on the day of the assessment (to be no less than one day of make up for each day absent).
- The grace period for late work when considering a students’ extenuating circumstances.
- The amount by which the grade is lowered for the late work.

Suggestions:

To assist students with the completing of work, the following interventions and strategies are suggested:

1. Set clear and reasonable timelines for assignments.
2. Ensure that the expectations for the task/assignment are clearly established and understood.
3. Support the students who will predictably struggle with the task without intervention.
4. Find out why a student’s work is late.
5. Contact their parent(s) about the missing work.
6. Require the student to complete the missing work at school, such as during academic assist, study hall, lunch, before school, after school, a free period, or during class.

SECTION #5: Ingredients in a Grade

Guidelines:

Course grades can include Academic Practice and Academic Achievement. The reporting of these different grades depends upon the grade level and is explained in “Section #6”.

Course grades cannot include attitude, extra credit for non-academic behaviors/activities, effort, behavior, attendance, punctuality, or tardiness. Some of these items may be reported in separate sections of the report card, but they are not to influence the course grade in any way.

As needed, interim reports and report cards will be expanded to accommodate the reporting of additional information.

SECTION #6: Reporting Grades

Grades 1-5

Guidelines:

Beginning with the 2006-2007 school year, Academic Practice grades will count for 20% of the marking period grade, and Academic Achievement will count for 80% of the marking period grade for Grades 4 and 5. The standard formula for grade calculation will be:

$$\text{Course grade} = (80 \times \text{Academic Achievement grade} + 20 \times \text{Academic Practice grade}) / 100$$

In the near future, a method will be developed for using Academic Practice and Academic Achievement grades to arrive at the course grade for Grades 1 through 3.

Suggestions:

Grade 1 through 3 Staff are encouraged to distinguish between Academic Practice and Academic Achievement in their gradebooks, although such reporting will not occur until a later school year.

Grades 6-8

Guidelines:

Beginning with the 2004-2005 school year, Academic Practice grades will count for 20% of the marking period grade, and Academic Achievement will count for 80% of the marking period grade. The standard formula for grade calculation will be:

$$\text{Course grade} = (80 \times \text{Academic Achievement grade} + 20 \times \text{Academic Practice grade}) / 100$$

The breakdown of Academic Practice and Academic Achievement will be included on the interim reports, but not the 9-week report card. In the near future the 9-week report card will be modified to show the breakdown of Academic Practice and Academic Achievement.

Grades 9-12

Guidelines:

Beginning with the 2003-2004 school year, Academic Practice grades may account for a maximum of 15% of the marking period grade. The standard formula for grade calculation will be:

$$\text{Course grade} = (85 \times \text{Academic Achievement grade} + 15 \times \text{Academic Practice grade}) / 100$$

Lower percentages may be used for the Academic Practice at the discretion of the teacher, such as "90-10" or "95-5" splits.

The breakdown of Academic Practice and Academic Achievement will be included on the interim reports, but not the 9-week report card. In the near future the 9-week report card will be modified to show the breakdown of Academic Practice and Academic Achievement.