



# Parent Guide

## for Grading through Skyward Family Access

### **HUHS Board Policy 5421: Grading**

#### **Grading Philosophy**

At Hartford Union High School, we honor the fact that our student body is capable of learning, is diverse in their learning styles, and can achieve at high standards. We understand that students need differentiated learning activities, timely feedback, and an awareness and understanding of learning targets in order to meet these expectations. HUHS believes the purpose of grading is to communicate a valid representation of achievement toward learning targets, which are aligned to state adopted standards and approved by the HUHS Board of Education. Grades are used by students, parents, teachers, administrators, and pupil service teams to communicate progress toward learning targets and measure skills. In addition, grades allow us to inform instruction, create differentiation, or dictate interventions.

#### **Reporting Student Progress**

Grades are reported to interested parties to communicate a valid representation of achievement of learning targets, which are aligned to state adopted standards and approved by the HUHS Board of Education. HUHS must produce a grade that is accurate, reliable, and consistent. Most importantly, it must be understandable to all stakeholders. Grade reports can be used by numerous entities, such as students, parents, teachers, administrators, postsecondary institutions, employers, scholarship committees, and other school districts, to help students plan for their future and additional educational opportunities.

HUHS believes in two types of reported grades, an academic grade and a citizenship grade. Each grade needs to reflect the same characteristics of reliability, accuracy, and consistency. Academic grades measure a student's mastery of learning targets, which are aligned to state adopted standards and approved by the HUHS Board of Education. Citizenship grades measure a student's mastery of the 21st Century skill set, such as communication, collaboration, responsibility, creativity, motivation, and leadership.

## Grading Scales

The following grading scales and grade marks have been approved. Each course will clearly identify and communicate which grading scale will be used. In addition, a Pass/Fail grading scale will be used for appropriate courses.

"Traditional" 100-Point Scale	
A+	98.00 - 100.00%
A	93.00 - 97.99 %
A-	90.00 - 92.99%
B+	87.00 - 89.99%
B	83.00 - 86.99%
B-	80.00 - 82.99%
C+	77.00 - 79.99%
C	73.00 - 76.99%
C-	70.00 - 72.99%
D+	67.00 - 69.99%
D	63.00 - 66.99%
D-	60.00 - 62.99%
F*	0.00 - 59.99%

## Gradebook Column Descriptions

M1, M2, M3, M4 = Midterm Academic Grades

CM1, CM2, CM3, CM4 = Midterm Citizenship Grades

T1, T2, T3, T4 = Term (Quarter) Academic Grades

CT1, CT2, CT3, CT4 = Term (Quarter) Citizenship Grades

S1, S2 = Semester Academic Grades

	Standard Grade	AP Weighted Grade
A+	4.00	5.00
A	4.00	5.00
A-	3.666	4.666
B+	3.333	4.333
B	3.00	4.00
B-	2.666	3.666
C+	2.333	3.333
C	2.00	3.00
C-	1.666	2.666
D+	1.333	2.333
D	1.00	2.00
D-	0.666	1.666
F	0	0

### Course Grading Policies

A course will have an established grading policy and will be communicated to students at the beginning of the course. When a semester exam is given, it may not constitute more than 20% of the accumulated total points in the semester. These established grading policies will be presented to the District Administrator for review, possible revision, and approval annually. In addition, the district's Academic Integrity Policy located in the *HUHS Student and Family Handbook* will be followed.

## District Academic Grading Practices

In an effort to implement consistent grading procedures which are in alignment with district policy and educational research, the following practices will be used:

**Grading Practice 1:** Only include scores that relate to the student achievement of the learning targets (aligned to standards) and report other factors separately.

**Grading Practice 2:** Academic grades should be based on established criteria for proficiency of learning targets (aligned to standards).

**Grading Practice 3:** Apply grading and assessment procedures that support learning.

## District Academic Grading Procedures

The following procedures will be used to provide consistency and transparency in grading within and among courses and departments.

### Gradebook Grading Categories

The following district components will be included in each course gradebook:

**Citizenship Feedback:** Set up as a separate category in the gradebook and calculated at **0% of the grade**, scores placed in this category will be feedback based upon the Citizenship Grade rubric and scoring. The scores in this category will be used to formulate the quarterly Citizenship Grade. (See Citizenship Grade for more information about criteria and reporting.)

**Academic Feedback:** Set up as a separate category in the gradebook and calculated at **0% of the grade**, scores placed in this category will be academic feedback aligned to learning targets and will most likely precede a summative assessment. The scores in this category will be used to inform teaching and learning decisions in preparation for summative assessments. While not used to calculate the academic grade, they may be required prior to a student demonstrating academic proficiency.

**Academic Proficiency:** Set up as a separate category in the gradebook and calculated at **100% of the grade**, scores placed in this category are aligned to learning targets for the course and are comprised of summative assessments. Semester grades are based upon accumulated total points, and assignments/events in this category will be assigned points representative of the significance of the assignment/event. When a semester exam is given, the points given to the semester exam cannot exceed 20% of the total accumulated points for the semester.

## Family Access view of Gradebook

Summary		Grade Mark Legend					
T1 Grade (09/25/2014 - 10/31/2014)		Percent					
D+		67.37%					
		Acad Profcncy, 100					
		Acad Fdbk, 0 Citizen Fdbk, 0					
Due	Assignments	Points Earned	Percent	Grade	Missing	No Count	Absent
<b>Acad Profcncy</b>		<b>64 out of 95</b>	<b>67.37</b>	<b>D+</b>			
09/02/14	Op Systems Quiz	24 out of 35	68.57	D+			
09/02/14	Hardware Quiz	* out of 15		D	✓		
09/02/14	Dissecting the CPU	40 out of 60	66.67	D			
09/02/14	Computer Research	* out of 30		D			
<b>Citizen Fdbk</b>		<b>.07 out of 30</b>	<b>0.23</b>	<b>PR</b>			
09/02/14	Work Habits	.01 out of 10	0.10	UN			
09/02/14	Communication	.03 out of 10	0.30	PR			
09/02/14	Collaboration	.03 out of 10	0.30	PR			
<b>Acad Fdbk</b>		<b>.1 out of 30</b>	<b>0.33</b>	<b>DI</b>			
09/02/14	Operating Systems	.04 out of 10	0.40	DI			
09/02/14	Identify Computer Parts	.03 out of 10	0.30	PR			
08/26/14	Digital Discussion	.03 out of 10	0.30	PR			

### Teacher Records/Gradebook

The grading record should be a teacher's record of evidence to support grades reported on the report card. Grades should be logical, justifiable, and sufficient in number to assure that the report card grade is an accurate measure of the student's progress and achievement. Grades should reflect a balance of learning targets covered. The teacher's grade record is a part of the official documentation portraying proficiency of course curriculum and learning targets. These records should be accurately maintained and teachers should be aware that grades should be justified.

Teachers are expected to record the following **minimum** scores in a gradebook:

By mid-term:

*Citizenship Feedback and Academic Feedback: 6 total*

*Academic Proficiency: 2*

By end of term:

*Citizenship Feedback and Academic Feedback: 10 total*

*Academic Proficiency: 6*

## Special Codes

In order to provide more descriptive feedback and communication to students and other stakeholders, the following special codes will be used within the gradebook:

<b>SNG</b>	Submitted Not Graded; Used to indicate an assignment has been submitted by the student but not yet graded by the teacher	Used to score an academic proficiency assignment in lieu of a numeric score
<b>IPR</b>	In Progress; Used to indicate a student is working with the teacher to re-submit or complete this assignment	
<b>EXC</b>	Excused; Used when a student is excused from an assignment due to extraordinary circumstances	
<b>DI</b>	Distinguished	Used for feedback categories
<b>PR</b>	Proficient	
<b>BA</b>	Basic	
<b>UN</b>	Unsatisfactory	

## Reassessments or Retakes

In order for students to initially attempt reassessment, students must have put forth full effort on the initial attempt and then demonstrate additional learning in preparing for the reassessment. Students may retake any “major” summative assessment for which they would like to improve their score with the following guidelines:

1. Reassessments will cover the same learning target(s) but are not necessarily the same format or length as the original assessment. A teacher may require students to only reassess on non-proficient skills or tasks.
2. The deadline for a reassessment will be determined by the teacher but should occur in a timeline which allows for the “relearning” to be applied to any new material or content in the course.
3. The student may reassess all major summative assessments one time. Reassessment opportunities for “minor” summative assessments are at the teacher’s discretion.

## Late Work

Establishing, maintaining, and holding a student accountable for due dates and deadlines is necessary to assist students in the development of life skills and in the development of individual responsibility and self-discipline. In addition, due dates and deadlines are also necessary for teachers to adequately and efficiently manage the workload. Late or incomplete work is often symptomatic of other, more serious issues for student learning. Teachers are expected to be involved in identifying the root causes. In many cases, the consequence of not completing an assignment will be completing the assignment.

Teachers will accept late work up to one week (7 days) before the end of each quarter (teacher discretion based on individual circumstances may be used) for full credit. In accordance with our philosophy that academic (Proficiency) grades should reflect a student’s academic ability, no points or credit shall be deducted due to the lateness of the assignment. Consequences for the

behavior of submitting a late assignment should be addressed as part of the Citizenship Grade. Teachers will also assign students to FLEX Study Hall until all late work is completed.

### **Academic Dishonesty and Plagiarism**

Academic dishonesty and plagiarism will be treated as a behavioral issue. As such, incidences shall impact the student's Citizenship grade, not the academic grade. Additional behavioral consequences can be found in the *HUHS Student and Family Handbook*. When an incident has been discovered, the following steps will be followed in regards to demonstration of academic proficiency;

1. The student may be required to resubmit the work in question in order to demonstrate proficiency of the skills and content.
2. The format and timing of the submission will be at the discretion of the teacher and will likely result in a loss of discretionary time for the student.
3. Teachers will communicate the plan to parents and an administrator.

### **Citizenship Grades**

As Americans, we treasure our many freedoms and rights. Respecting rules and laws is an essential condition for an organized, democratic society and necessary to protect those freedoms and rights. Together, political and social rules set the norms for how people are to treat one another. These norms also include the consequences if someone deviates from these expectations.

What is considered "acceptable behavior" today by many Americans was unacceptable a short time ago. "Appropriate behavior" is defined and justified by a person's own imagination for what is right and wrong rather than being defined by the rules, laws, and customs of our society. With the increased societal emphasis on academic achievement, appropriate behaviors and social norms may become a lower priority with students and may be seen as unimportant or insignificant. By focusing on personal responsibility in our school and by having a standardized expectation for appropriate citizenship, we can promote meaningful accountability.

Our HUHS mission statement includes "contribute to a global society" and to ensure we are developing the character traits and behaviors necessary to accomplish the mission, we must value and hold students accountable for positive citizenship characteristics. We also recognize that potential employers and colleges may desire this type of information when evaluating the person they are considering as a member of the company or school. With greater emphasis on citizenship grades, students learn valuable lessons about behavioral traits that are necessary for young adults to be contributing adult citizens. To ensure consistency of citizenship grades at HUHS, the rubric on the following page has been established to determine what constitutes positive behavior and citizenship in class.

### **Citizenship Grading Procedures**

*Citizenship Feedback* grades will be recorded throughout a grading term. At a minimum, students will receive a bi-weekly Citizenship Grade. At the end of each grading term (mid-term and quarter), teachers will enter a holistic grade into the grading bucket for the Citizenship Grade. The letters DI (Distinguished), PR (Proficient), and UN (Unsatisfactory) will be used both in the gradebook for each “assignment” for *Citizenship Feedback* and for the term grade received.

While the rubric provides indicators of performance, the list is not meant to be all inclusive of behaviors or traits that may be considered for each of the components. Teachers may evaluate other behaviors consistent with one of the three components in providing a holistic Citizenship Grade.

In addition to the Citizenship Grade correlated to each course, a School-wide Citizenship Grade also will be calculated at the school level and recorded in the Homeroom. Overall attendance, tardies, and office discipline referrals, along with student behavior during FLEX and Resource time will be accounted for in the School-wide Citizenship Grade.

Hartford Union High School Citizenship Grade Rubric 2016-17			
Components	Indicators of Performance		
	<b>Unsatisfactory</b> <i>Rarely or Never</i>	<b>Proficient</b> <i>Consistently</i>	<b>Distinguished</b> <i>Almost Always</i>
Respect and Personal Integrity	<b>Behavior</b> – Rarely follows behavior expectations outlined in the <i>Student Code of Conduct</i> ; Needs to be reminded by teacher and peers. May show dishonesty or lack moral character at times.	<b>Behavior</b> – Consistently follows behavior expectations outlined in the <i>Student Code of Conduct</i> . Is honest and displays high moral character.	<b>Behavior</b> – Models exemplary behavior outlined in the <i>Student Code of Conduct</i> . Is always honest and exhibits high standards of moral character.
	<b>Respectful</b> – Does not act in a polite, courteous or considerate manner. Does not treat others with respect.	<b>Respectful</b> – Consistently acts in a polite, courteous and considerate manner. Treats others with respect.	<b>Respectful</b> – Treats other with the highest levels of respect. Is always polite, courteous and considerate to others .
	<b>Electronic devices</b> – Electronic devices are a distraction.	<b>Electronic devices</b> – Consistently uses electronic devices appropriately.	<b>Electronic devices</b> – Almost always uses electronic devices appropriately.
Collaboration and Communication	<b>Collaboration</b> – Rarely participates in group, even after encouragement from peers or the teacher.	<b>Collaboration</b> – Consistently provides ideas. Values and encourages all team members.	<b>Collaboration</b> – Is considered a class leader in participating and providing ideas. Highly values others’ opinions and strongly encourages all team members’ contributions.

	<b>Communication</b> – Does not always communicate positively with teacher and classmates unless directed by the teacher.	<b>Communication</b> – Consistently communicates positively with teacher and classmates.	<b>Communication</b> – Communicates in a highly positive/professional manner with teacher and classmates. Challenges peer misbehavior.
Responsibility and Work Habits	<b>Responsibility</b> – Rarely prepared for class. Does not complete course requirements or complete them in a timely manner.	<b>Responsibility</b> – Regularly prepared for class. Completes course requirements in a timely manner.	<b>Responsibility</b> – Is prepared for class. Completes course requirements in a timely manner at a high level.
	<b>Work Ethic</b> – Student achievement is below student’s ability. Student work is unpredictable. Does not do enough, or just enough, to get by. Not self-motivated.	<b>Work Ethic</b> – Student achievement is reflective of student’s ability. Resourceful; seeks assistance when needed.	<b>Work Ethic</b> – Student goes above and beyond what is expected. Highly resourceful; provides assistance to others when needed.
	<b>Engagement</b> – Does not remain focused on classwork and needs reminders about the classroom task.	<b>Engagement</b> – Independently engages in classroom activities; demonstrates interest and curiosity in learning.	<b>Engagement</b> – Independently engages in classroom activities; demonstrates a high interest and curiosity in learning. Leads classroom activities and discussions.

<b>School Wide Citizenship Grade - Indicators of Performance</b>		
<b>Unsatisfactory</b>	<b>Proficient</b>	<b>Distinguished</b>
<p><b>Attendance</b> – Has ANY unexcused absence(s)</p> <p><b>Punctuality</b> – More than 3 unexcused tardies to class.</p> <p><b>ODRs</b> – has 1 or more</p> <p><b>Behavior</b> – has 2 or more total UN daily grades entered for FLEX, LUNCH or Resource.</p>	<p><b>Punctuality</b> – No more than 3 unexcused tardies to class.</p> <p><b>ODRs</b> - None</p> <p><b>Behavior</b> – has less than 2 total UN daily grades entered for FLEX, LUNCH or Resource.</p>	<p><b>Punctuality</b> – No unexcused tardies to class.</p> <p><b>ODRs</b> - None</p> <p><b>Behavior</b> – has zero UN daily grades entered for FLEX, LUNCH or Resource.</p>

