Mr. Ginter’s Philosophy for Grading at Rio Americano HS

As the below is only a philosophy of grading, all grading is governed by AR5121, BP5121 and Ed Code 41505-41508, 44662, 48070, 48205, 49066, and 49067. Teachers have the final say in how they grade as stated in the above board policy and CA Educational Code.

Grading Breakdown

Final Grades = Summative Assessment 80%-90%-formative Assessment 10% -20%

Summative - An assessment that takes place after a period of learning and is used for reporting (grades or scores).

Formative - An assessment that takes place during a time period of learning and is designed to give teachers knowledge of each student’s progress (homework or class-work). This work is reviewed with students and time is given for students to ask questions about the work prior to a summative assessment on the material.

Work that is given for students to complete with no summative or formative value is discouraged in all classes.

Student Information

Zangle grade-book updated at the end of the week and progress reports posted by grading period end as defined by district calendar.

Teacher website that includes weekly assignments (at minimum major assignments) and due dates for students. Also, the course syllabi, used to communicate, clarify, and reinforce expectations, are posted on the site.

Citizenship

Follow AR 5121/III/E/2 Found in teacher handbook and attached in Appendix

Deadlines for Make-up Work

Missed assignments that occur during an excused absence must be made-up. Classroom teachers enforce the following guideline:

- For every day a student is absent (not to exceed five consecutive days), he or she will be allowed one day to make-up missed work. Any student missing more than five consecutive days must request work to be sent home through the assistant principal’s office.
- Teacher communicates to student the new date the work is expected to be turned in.
- All make-up work must be completed by the end of the semester. With approval from an administrator, teachers may issue an "I" as a final course grade. As a department, a designated period of time (traditionally two weeks) will be set for the completion of this incomplete work.
Late Work

By definition, late work is work turned in beyond the due date and is not covered by the make-up work guidelines. All late summative assessments are reduced 10% each day that the assignment is late. Assignments made two or more days in advance of an absence are due on the day a student returns (i.e. research papers, tests, quizzes, etc.). Departments have the flexibility to be less rigid but not more rigid than what the high school grading guidelines require.

Extra Credit

It is left to the teacher’s discretion whether to offer extra credit. All extra credit is academically based and assesses knowledge and/or skills. Teachers can offer as much as two percentage points of extra credit to boost a grade. Any extra credit is offered to the entire class, not individual students.

Unexcused Absences

Work can be made up to a maximum of three days of unexcused absences. Departments could determine to extend the number of days.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-90</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-80</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-70</td>
<td>1</td>
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<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
</tr>
</tbody>
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Appendix A – Components of the Citizenship Grade

High School

The citizenship grade is based on the following behavioral and attitudinal descriptors included with each letter grade to better communicate to the student and parent/guardian, the meaning of the assigned grade.

The general guidelines for determining the citizenship grade are as follows:

1) An "A" grade in citizenship should represent the standard of good classroom citizenship. This standard should indicate that the student is attentive, stays on task, complies with teacher requests, is courteous to others, treats equipment well, contributes positively to the class learning climate, follows class rules and procedures, and is on time to class.

2) The "B" student demonstrates occasional transgressions in the expectations listed in the standards for the "A" student but makes an effort not to repeat them.

3) The "C" student may be inattentive, off task, unprepared and demonstrates little effort or ability to correct these behaviors. The student requires frequent reminders to remain on task. In addition, the "C" student may often be tardy to class.

4) The "D" student is disruptive to the class-learning climate and makes little effort to correct his/her behavior even after disciplinary actions are taken. The "D" student occasionally fails to comply with teacher requests and fails to follow class rules on procedure and policy. He/she may exhibit unacceptable or rude interpersonal behavior. The "D" student may be frequently tardy during the grading period.

5) The "F" student persistently disrupts the class-learning environment. The "F" student habitually fails to follow class procedures and policies, often disrupts those around him/her, and fails to respect the rights and property of others. The "F" student may be chronically absent from or tardy to class.

A major infraction of these rules may result in a more dramatic drop in the citizenship grade after conferencing with the student, parent/guardian and/or administrator.

Citizenship grades shall not be reflected in academic grades.

**This philosophy includes teacher flexibility for extreme/special cases. Teachers notify the administration in those cases**