

Addendum A: Implementation Enhancements for Grading and Reporting Procedures Manual

The Grading and Reporting Steering Committee reviewed stakeholder feedback. As a result, an addendum including three enhancements will be included in the Grading and Reporting Procedures Manual beginning second quarter.

1. Beginning at the high school level, in core courses tied to graduation requirements, the Department of Academics will provide more examples of assignments to be included in the body of evidence with suggested point ranges to model appropriate proportionality of assignment types.
2. At all levels, in all courses, the following parameters have been set around a marking period body of evidence to ensure appropriate proportionality of assignment types being factored into the marking period grade.

Gradebooks need to include non-graded, formative assignments and a body of evidence that includes both graded major and minor summative assignments. A body of evidence should not be made up of only traditional tests or assessments.

In a learning cycle, there is instruction (acquisition of knowledge and skills), practice (refining, developing, and clarifying knowledge and skills), feedback, and then an application/evaluation of student learning.

Formative assignments should be included in the non-graded portion during the instruction, practice, and feedback parts of the learning cycle. This could include homework assignments and classwork assignments given as practice.

Major summative assignments should apply/evaluate learning at the conclusion of the learning cycle. This can include projects, extended labs, culminating performances, research reports, unit tests, culminating events, PBAs (Performance-Based Assessments), and extended essays.

Minor summative assignments should apply/evaluate learning at the conclusion of the learning cycle (which could be in one day, or over multiple days). This can include daily classwork; homework assigned after instruction, practice, and feedback; discussions; learning checks; brief constructed responses; and exit tickets.

Traditional Gradebook	New Gradebook
Classwork ≈ 60%	Summative Minor Assignments ≈ 2/3 of the overall points in a marking period
Homework ≈ 10%	
Tests ≈ 30%	Summative Major Assignments ≈ 1/3 of the overall points in a marking period
	Formative Assignments (non-graded)

A score on any one assignment cannot drop an overall marking grade more than one letter grade.

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3. Schools will provide consistency with regard to multiple opportunities for learning. Working with teachers through either the School Progress Team or the Instructional Leadership Team, parameters for multiple opportunities (re-dos) will be established, and clearly articulated to students and families.
- Secondary schools should establish consistent schoolwide parameters, including, but not limited to number of multiple opportunities, number of attempts, or length of time to submit.
 - Elementary schools should establish consistent schoolwide parameters for grades 1-2 and grades 3-5.