

FONTANA UNIFIED SCHOOL DISTRICT

# SECONDARY GRADING POLICY

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During the Spring of 2011, the Department of Secondary Instruction formed a committee to review the current handbook and make the necessary revisions to ensure that these policies and procedures aligned to the best educational practices for evaluating student proficiency. The committee included 19 middle school teachers, 15 high school teachers, and 2 continuation high school teachers, all from various subject areas. Secondary Principals, Instructional Services Administrators, and Fontana Teachers' Association Secondary Directors also provided feedback.

In the Fall of 2011, the Department of Secondary Instruction met with members of the original committee, as well as additional teachers from the secondary level. The group worked through concerns that were brought up during the first quarter of the school year. Secondary Administrators, Instructional Services Administrators, and members of the Fontana Teachers' Association also provided feedback.

In Spring of 2012, the Committee members reconvened to address the issue of Academic Honesty.

# Purpose for Grading Philosophy and Rationale

The Fontana Unified School District recognizes that every graduating class faces new challenges. It is the goal of the School Board, Administrators, Teachers, and Support Staff to help students meet those challenges by preparing students for college and career readiness. While students must attain basic literacy and numeracy, they must also attain essential skills, which include critical thinking, problem solving, interpersonal skills, negotiation, and teamwork.

Fontana Unified School District believes that grades serve as a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and areas needing improvement; recognizing that each student is an individual. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement of academic standards.

Grades should be based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. Students shall have multiple opportunities to demonstrate this mastery through a variety of channels such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios. Behavior, effort, and attendance are evaluated and reported separately from the student's academic grade. Homework *completion* sh

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# Evaluation of Student Achievement

## Grades for Achievement (AR 5121)

1. Grades will reflect student achievement toward mastery of course content standards.
2. Grades should reflect a student's progress toward objectives and outcomes as defined by the district core curriculum and key learning for each grade level and content area.
3. Grades shall be reported each marking period as described in the Secondary Grading Policy.
4. Teachers are expected to provide supporting data for grades assigned. Grade records shall reflect an adequate sampling of work in a given area to justify the assigned grade.
5. In all aspects of grading and reporting, it is critical that teachers give accurate and complete information to families. Grades should reflect levels of achievement consistently and fairly. It is not appropriate to "inflate" a student's grade or to create artificially high standards for a particular student.
6. Students with a current Individual Education Plan (IEP) may be given differential standards in grading if written in their IEP. Appropriate resource personnel should be consulted in giving these grades.
7. Grades shall be available and kept current for parent and student monitoring through the district approved electronic grading system.

## Nonacademic Grading (AR 5121)

1. "Incomplete" is for students who have been enrolled for 10 days or less.
2. An incomplete is also given only when a student's work is not finished because of illness or other excused absence.
3. Plus (+) and minus (-)

# Demonstration of P

# Grading Guidelines

1. Grades must consistently reflect, at the site and district levels, a continuum of standards based achievement.
2. In order to ensure equity, Professional Learning Communities will establish standards based common criteria for student work and assessments.
3. Teachers are responsible for communicating student progress in academics, and work habits and citizenship.
4. If a student has made a reasonable attempt to complete an assignment, as determined by the PLC, the student will receive a grade no lower than 50% on Informal Assignments.
5. Teachers shall allow students to retake assessments within the guidelines established by the PLC. Final Exams are not included in this, since they coincide with the end of the grading period. Assessments should be retaken within a reasonable amount of time to be determined by the PLC.
6. Extra credit may only be offered under the guidelines established by the PLC, and may only be given for the completion of standards based work.
7. Teachers will base their grades on the following: a minimum of 70% of a student's grade will be based on formal, standards based assessments that are summative in nature; a maximum of 30% will be based on informal, standards based assignments that are formative in nature.

70% Assessments <u>Formal</u>	30% Checking for Understanding <u>Informal</u>
Standards Based Tests & Quizzes Common Assessments, (PLC Unit Tests) Standards Based Summative Tests (Mid-terms, Semester Test) Large Projects (Summative) Final Draft Essays and On Demand Writing Lab Reports Mastery Assessments Summative Presentations Demonstrations of Proficiency Portfolios	<u>Short Standards Based Informal Quizzes</u> <u>(Entrance Ticket, Exit Ticket)</u> <u>Practice Tests</u> Small Projects (Formative) Draft Re-writes, Re-do assignments Homework Practice Classwork Student Involvement Class Activities Warm-Ups

# Formative and Summative Assessments

Successful schools engage students in all aspects of their learning. One such strategy is to balance both summative and formative classroom assessment practices and information gathering about student learning. Educators should frame their view of testing as assessment and that assessment is information. The more information we have about students, the clearer the picture we have about achievement or where gaps in learning may occur. In a balanced assessment system, both summative and formative assignments are an integral part of information gathering. PLCs should work together to create a common



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# Grading Rubric for Formal Assessments

Students who make no attempt on the Formal Assessment will receive a Zero on the assessment. However, they are still able to participate in the re-take process and follow the retake guidelines as outlined by the PLC.

# Homework

"Homework is a school related assignment which requires time and effort outside the regular classroom." (BP 6154) Homework shall be meaningful and have purpose aligned to core curriculum and content standards. Homework shall be prescriptive and differentiated to meet the needs of teachers' diverse student populations. Assignments may vary upon subject, but need to be designed so students may do one or more of the following:

1. Practice and reinforce fundamental skills to meet course objectives.
2. Aid in processing needed information to demonstrate mastery.
3. Provide an opportunity to increase their learning ability through



# Work Habits and Citizenship

1. Work habits and citizenship are reported separately from academic grades.
2. Work habits are based on a student's responsibility for completing

# Special Education Students

The majority of special education students receive the same district curriculum and assessments as the general education students. The exceptions are students in moderate to severe settings receiving Critical Skills curriculum as indicated on their Individual Education Plan (IEP.) Special education students are ALL eligible to have test administration directions simplified or clarified, the ability to mark in test booklet (other than responses) including highlighting, to be tested in a small group, and to have extra time on a test within a testing day. Other accommodations and modifications



# English Learners

All English Learner (EL) students are to receive the same district core curriculum and assessments as general education students (English Only- EO, Gifted, Special Education, etc.) Administrators will be responsible for ensuring EL students are appropriately placed in the various EL instructional program settings. Placement in English Language Development (ELD) classes should be based on CELDT scores *and*



guidelines as stated in this edition of the Secondary Grading Policy. Grading should also include formal and informal assessments of a student's listening and

accommodations will be provided to ensure language is not a barrier for demonstrations of content knowledge.

*\* Please note that with respect to District and State Standardized Assessments (i.e., CST, CELDT, Benchmark testing, etc.); persons administering the assessment should refer to the specific directions and procedures for test administration in order to determine which, if any, accommodations and/or modifications are permitted for that particular assessment.*

Evaluations and assessments of students must be appropriate to the language

# Advanced Learners and Advanced Courses

FUSD recognizes the unique academic needs of Advanced Learners, such as those identified as Gifted (GATE), high achieving, or extremely intelligent. PLCs should develop guidelines and parameters for meeting these needs through the curriculum and instruction these students receive. These needs may be met through enrichment activities or through an advanced course of study.

Advanced learners can also expect additional opportunities for enrichment outside the traditional classroom setting. Enrichment opportunities done outside the classroom that may constitute acceptable coursework may include:

- long term projects
- extended written work
- additional reading
- formally written lab reports
- assignments requiring the use of specific technology
- standards-based community service projects

Assignments should be differentiated and students should be given a choice - when appropriate - to meet their diverse needs. For example, a student might demonstrate her level of understanding by writing a play about the topic of study. Rather than writing the standard essay assigned to the rest of the class.

Students in advanced courses should expect a more rigorous curriculum with high levels of expectation for quality work, but should not be expected to do extra work or spend excessive amounts of time on homework unless the assignments are meaningful and directly related to standards and course outcomes. These students will receive deadlines and due dates well in advance. Because of the increased level of rigor in both the topics studied and the assignments and assessments, students will receive weighted grades toward their GPA (AR 5121). However, it is not appropriate to "inflate" a student's grade or create artificially high standards for a particular student.

Teachers of advanced courses shall follow the entirety of the Secondary Grading Policy. PLCs should establish guidelines and parameters for the resubmission of informal assignments and the retaking of formal assessments.



to impair performance

Alteration of computer and/or gradebook records or forgery of signatures for the purpose of academic advantage

Sabotaging or destroying the work of others

#### Collusion

Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion is an act of academic dishonesty and will be disciplined in the same manner as

disciplinary action.