



Sig Rogich Middle School Grading Policy



Overview

Sig Rogich Middle School is committed to student success by embodying the core values of equity, accountability, and high expectations for all students. We are committed to ensuring grades are an equitable and accurate reflection of student learning through sound grading practices.

Grading Scale

A	90–100%	Excellent	4.0
B	80–89%	Above Average	3.0
C	70–79%	Average	2.0
D	60–69%	Below Average	1.0
F	50–59%	Emergent	0
P	Passing (To be used for specific courses designated by the Academic Unit)		

Infinite Campus Grade Book Category Weighting

Formative: Assessment for Learning 10%	Summative: Assessment of Learning 90%
<ul style="list-style-type: none"> • Used during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. • Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). 	<ul style="list-style-type: none"> • Used to measure mastery of standards after learning has occurred. • Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams*).

*As indicated in Regulation 5121, semester exams are only required for high school credit-bearing courses.

Late Work Guidelines

- Students are allowed to turn in late work up until one week prior to Progress Reports and one week prior to Quarter Grades
- Scores are not reduced on assignments and assessments submitted past the due date.
- Assignments not submitted on time should be marked with an “L.” Once late work is submitted, the “L” is replaced with a score reflecting the student’s academic performance.
- After 5 days, teachers must convert all of the “Ls” to “Ms” in the Grade Book and the score becomes a 50 percent due to no evidence.
- Teachers must notify students and families of late work via Infinite Campus within three days of the missed due date.
- Teachers must clearly communicate the deadline for the acceptance of late work by including the information on their course expectations. In addition, teachers will include the fact that all missing work will result in a score of 50 percent due to no evidence.



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- G. Teachers must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, related resource material).
- H. Teachers will generate a weekly Late or Flagged Assignments report within Infinite Campus to identify students with excessive late work. Teachers will work with students to ensure that they submit their missing work.
- I. Teachers will utilize two-way communication with parents and guardians for students not meeting academic expectations. This may include phone call, email, Remind, etc.
- J. Alternative methods of assessment (e.g., using personal communication rather than extended written response) will be considered based on student needs.
- K. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks.
- L. Ensure the student's IEP or Section 504 Plan accommodations are implemented and new accommodations to address student behavior will be considered, as appropriate.

Homework Policy

- A. Homework shall be a continuation of classwork. Students must complete any work not finished in class.
 - a. All high school credit courses will include homework used for practice or an extension of learning.
- B. Completion status of homework reported as a learner behavior/habit of work, not as an academic grade.

Reporting Behaviors

- A. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work are measured using the school-based behavior rubric and reportedly separately in the citizenship section of the Grade Book.
 - a. [Refer to Sig Rogich Citizenship Rubric.](#)
- C. Teachers notify students and families of unsatisfactory behavior in a timely manner.
 - a. Teachers clearly communicate schoolwide behavior expectations.
 - b. Teachers work collaboratively with students and families to improve student behavior.
- D. Incidences of cheating/forgery/plagiarism are addressed in alignment with the [CCSD Pre-Kindergarten–12 Student Code of Conduct](#). Students are provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

Reassessment Guidelines

- A. All students must make an appointment with individual teachers to reassess before or after school. If necessary due to extenuating circumstances, students may reassess within the regularly scheduled class period.
- B. Students may reassess on summative assignments only. The grade book will reflect the highest score achieved on the assessment.



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- C. In order to reassess, students must complete a request to reassess that includes a reasonable plan for new learning prior to making the appointment to reassess. A new request to reassess must be submitted for each reassessment. Upon completion of the assessment, students must complete the Rogich Reassessment Reflection. The assessment grade will not be updated in Infinite Campus until the reflection is completed.
- D. Students who have met the standard (70% or above) may request **ONE** reassessment per each summative assessment. Students must complete their request to reassess within **FIVE** days of receiving their assessment results.
- E. Students who achieve below 70% may reassess more than once. The first reassessment request must occur within 5 days of receiving the assessment results. Subsequent reassessment requests may be outside the 5-day window. Students who meet 70% mastery after reassessment may request one additional attempt.
- F. Teachers may use an alternate type of assessment to determine new student learning. Alternate assessments must be at the same level of rigor as the original assessment. Examples include but are not limited to, performance assessments, personal communication, selected response, and written response.
- G. All reassessments must be completed one week prior to progress reports and one week prior to the end of the quarter.
- H. In the case of extenuating circumstances, teachers will meet with their supervisor to develop a plan to address the individual issue.

Communication to Students and Families

- A. Teachers will review the schoolwide grading expectations with students.
- B. Teachers will post school-wide grading expectations in their Canvas course.
- C. Teachers will post progress reports and grades in Infinite Campus.
- D. Teachers will utilize two-way communication with parents and guardians for students not meeting academic expectations. This may include phone call, email, Remind, etc.