



Competency, Character,
Culture & Community

OREGON HIGH SCHOOL

Grading Practices Handbook

Revised August 2022

INTRODUCTION

Dear OHS Students, Parents, and Educators,

The purpose of this document is to provide you with pertinent information regarding Oregon High School (OHS) assessment policies and procedures that are utilized by our teachers. First, a bit of historical context is provided below.

In May of 2010, the Oregon School District Board of Education adopted a position paper titled, Assessment of Student Achievement. This paper provides guidance and assurances that the means to measure student achievement will be based upon research-based “best practices.” This paper, along with two previous papers, Accountability for Student Achievement (2004) and Visioning for the Future (2007), describes the measures of success for the Oregon School District and identifies goals and practices (a strategic plan) needed to achieve this success respectively. All three of these documents provide us – the administration, faculty and support staff – with the foundations upon which to base our efforts and to continually improve those efforts to best prepare our students for life in the 21st century. These documents are available at [134: Accountability for Student Achievement in the OSD](#) and [135: Visioning For the Future](#).

During the 2010-11 school year, OHS began implementing a number of the initiatives contained in the paper. As a faculty, we experienced many successes and a number of challenges. The greatest challenge of all was endeavoring to provide consistency in our expectations and practices in grading while navigating the waters of change. As a result of this experience, the OHS Leadership Team and faculty, in consultation with the Board of Education, has developed a document outlining the grading policies and procedures for implementation for the 2022-23 school year. This document is contained herein. These policies and practices are in alignment with the Assessment of Student Achievement position paper and Board policy [415: Graduation, Grades and Standing Student Grading, and Posting of Grades](#).

We will continue each year to institute the grading practices per Board policy that you will find in this document. For 2022-23, OHS will continue to implement a 100-point grading scale. This scale will have a NO zero designation and a 50% as a lowest allowable grade. 50% is NOT passing, does not constitute mastery or proficiency of a skill, content, or standard, but does provide a springboard for a student to continue pursuing excellence. You will find these policies and procedures woven into the syllabi students receive from their classroom teachers for every class offered at OHS. Please keep this handbook as a reference. If, in reading this document, you have a question that remains unanswered, please do not hesitate to contact any of our OHS building administrators.

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OHS GRADING EXPECTATIONS

1. GRADING SCALE

Within the 2022-23 school year, Oregon High School will employ a 100-point system of assessment. This scale is a “Percentage Scale” based upon the number of points a student receives on an assessment out of the total number of points available. Board Policy-415 does not contain a recommended or required grading scale.

Percentage Scoring

Letter Grade	Percentage Score	Indicates
A	93-100	The work is of superior quality and demonstrates mastery of the subject matter.
A-	90-92	
B+	87-89	The work is of above average quality and demonstrates proficiency in the subject matter.
B	83-86	
B-	80-82	
C+	77-79	The work is satisfactory and approaches proficiency in the subject matter.
C	73-76	
C-	70-72	
D+	67-69	The work is below average and demonstrates minimal competence in the subject matter.
D	63-66	
D-	60-62	
F	50-59	The work is far below average and does not demonstrate basic competency in the subject matter.
Missing (used for individual assignments)	0	The assignment has not yet been submitted, so evidence of learning is not yet available.
IE (used only for Progress Grades or for Quarter Grades)	NA	“Insufficient Evidence”: The student has not yet provided enough evidence of learning for a Progress Grade or a Quarter Grade to be assigned.
Incomplete (used only for Semester Grades)	Specific assessments still need to be completed before a percentage can be determined.	The student still has 10 school days to submit evidence of learning at a passing level, or the Semester Grade will become an F.

Students will earn their Semester Grades by demonstrating evidence of their learning for the course. If the running percentage in Infinite Campus does not accurately reflect the level of learning the student has demonstrated throughout the semester, teachers at OHS will make the final determination as to passing or failing any course using their professional judgment to assess the evidence of learning which the student has provided.

- a. The lowest score on the OHS grading scale is a 50% for any completed and submitted student work. However, any summative assignments or assessments not yet completed and submitted at the Due Date will be entered as Missing – which will carry an automatic 0% in Infinite Campus as a non-attempt.
- b. Students will be required to complete all summative assessments, **prior to the end of the semester in which they were assigned**, in order to qualify for a passing grade. All summatives will be required to be submitted, and, regardless of the running average, a student will not be considered “passing” until all summative assessments are completed. **This is true regardless of whether Infinite Campus may be showing an inaccurate passing grade. In such a case, the teacher will clearly communicate the reason for the grade adjustment.**

2. FORMATIVE and SUMMATIVE GRADING

Board Policy 415 defines formative assessment as grading for learning. Formative assessment is used to inform instruction, to engage students in the learning process, and to provide specific feedback to students and teachers regarding students’ current learning progress during each unit of study. Summative assessment is defined as grading of learning, and summative assessments are opportunities for students to demonstrate evidence of their ultimate learning progress on curriculum standards at the end of a unit or the end of the course.

Summative assessments are to be counted toward a student’s Semester Grade for the course. Formative assessment may be included up to 10% of the Semester Grade. **Students fully engaging in their formative assessments for the course is a crucial part of their learning process because this is where new learning occurs, and this is where students engage in the feedback process with their teacher.**

- a. At OHS, as in other high schools, “Summative Assessments” can include: Tests, Projects, Research Papers, Presentations, Panel Discussions, Demonstrations, Reports, Essays, Performances, etc. – anything that will provide teachers with evidence of what level students have ultimately reached in the progression of their learning for the course curriculum standards. Participation can be a summative assessment if it directly relates to measuring a student skill. Summative Assessments can, should, and will take many forms over the course of a semester or school year.
- b. Similarly, “Formative Assessment” also can, should, and will take many forms in the course of a school year or semester. Formative assessments may include: daily homework assignments, study guides, quizzes, “drafts” of thesis statements, notebooks, note cards, and other, too many to name, activities. A “Formative Assessment” is a crucial part of student learning because it enables students and teachers to engage in a feedback cycle, informing students where they currently are in their learning progress toward the essential knowledge and skills of the course, and informing teachers about where students are excelling and where students need support. As such, formative assessments serve a key role in informing and shaping teachers’ planning and instruction for the

course. **When students choose not to complete their formative assignments, this choice removes students from the feedback and goal-setting process with their teacher.**

3. RETAKE OF SUMMATIVE ASSESSMENTS

BOARD Policy 415.03 requires teachers at all grade levels to, “Allow opportunity for retakes of summative assessments.” Further, the policy states, “Teachers and Administration shall establish consistent criteria by which summative retakes may be taken.” The OHS Leadership Team has determined the following:

- a. All students can engage in one retake per summative test. In unique, unusual circumstances an additional retake opportunity may be provided at the teacher’s discretion.
- b. However, for students to be eligible to retake the assessment, additional formative work may also be required before the retake to ensure the student is ready to succeed on the retake. The score earned on the retake of the summative test will replace the original score as the most recent evidence of student learning.
- c. Students may be required to complete the retake process prior to the date of the next summative test, project, or assignment.
- d. The summative assessment retake policy may not apply to all types of summative assessments including long-term, multi-step assessments such as a research paper, project, or presentation. (In many of these cases, such as a research paper, students receive feedback on each step of the process and have multiple opportunities to redo portions of the paper, presentation, or project before final submission.)
- e. OHS classes taken for college credit and AP classes may have a different retake policy due to college or AP requirements. Please consult your course syllabus for specific details for those classes.
- f. **Retake opportunities are not available for semester exams.**

4. DUE DATES

Board Policy 415, in outlining teacher responsibilities for grading at all levels, cautions, “Avoid penalties for late work as a result of an excused absence.” This does not mean that due dates for student work are “things of the past.” Establishing, maintaining, and holding students accountable for due dates is necessary to assist students in the development of skills such as organization, time management, problem-solving, and collaboration as well as in the development of individual responsibility and self-discipline.

Establishing, maintaining, and holding students accountable for due dates is also necessary for teachers to adequately and efficiently manage the workload. The OHS Leadership Team has determined the following:

- a. The following definition shall be used: **DUE DATE** – The date upon which the assignment is expected to be submitted to the teacher in complete, final format. Upon the issuance of the assignment, the teacher will clearly specify the due date for its submission.

- b. In the event a summative assignment or assessment is not submitted on the Due Date, a Missing Flag will be entered in Infinite Campus for that assignment or assessment as a placeholder, signifying no evidence of learning is available. The Missing Flag will carry an automatic 0% as a non-attempt.
- c. If the summative assignment or assessment is then completed and submitted within 7 calendar days of the Due Date, no penalty shall be applied, and the Missing Flag will be removed. However, if the assignment or assessment is submitted after the 7-day grace period following the Due Date, the Missing Flag will be removed, but the ceiling for the assignment or assessment will be an 85% score. In addition, any work submitted after the due date may not be eligible for feedback. ***This 85% ceiling does not apply to late formative work.**
***Furthermore, the 7-day grace period does not apply to final summative assessments at the end of the semester.**
- d. Students will be required to complete all summative assessments, prior to the end of the semester in which they were assigned, in order to qualify for a passing grade for the course. All summatives will be required to be submitted, and, regardless of the running average, a student will not be considered “passing” until all summative assessments are completed. Please note: Waiting until the end of the semester to submit multiple assignments removes students from the learning and feedback process and is not acceptable.
- e. Certainly, there is a good deal of teacher discretion that may be applied. In unusual circumstances, due dates may be extended and grading adjustments may not be necessary. Students are encouraged to discuss unusual or extenuating circumstances directly with teachers – learning and practicing effective communication skills in the process.
 - Unusual or extenuating circumstances could include: extended illness, struggles with wellness, family emergencies, or a student who is engaged in their learning but having trouble reaching proficiency.
 - The following are not examples of unusual or extenuating circumstances: lack of planning, prioritizing other assignments, pre-planned athletic events, or pre-planned work schedules.

5. INCOMPLETE GRADES

Recording of “incompletes,” is a process/procedure that is managed at the building level. For the 2022-23 school year, the process for managing “incompletes” will be as follows:

“I” (Incomplete): This mark is intended to be used for students who have had excused absences at the end of the marking period and have not had sufficient time to make up work necessary to receive a grade. Normally, incompletes must be made up within 10 school days after the end of the semester. Make-up work in case of extended absences due to illness will be given special consideration proportionate to the length of the illness.

- a. Students needing additional time to complete assessments are encouraged to discuss and make arrangements (plans to complete the work) directly with their teacher – learning and practicing effective communication skills in the process. An “incomplete” may then be assigned.
- b. Following the 10-school-day period, the student’s progress toward completion will be assessed.
- c. If, at the end of the 10-school-day period, the student has made significant progress and has shown evidence of learning at a passing level, the appropriate grade will replace the incomplete. Or, if the student has made

significant progress and the teacher determines additional time is still appropriate, the “incomplete” mark may remain in place.

- d. If, at the end of the 10-school-day period, the student has not made significant progress, and the teacher determines that granting additional time will be unproductive, the Incomplete will be replaced with an F.
- e. In cases of error, miscalculation, or submission of completed work, a teacher may, at their discretion, modify a grade utilizing established building procedures.

6. LEARNING SKILLS

Board Policy 415 specifically states teachers at the secondary (grades 7-12) level, “provide separate, summative feedback on behavior and effort.” For the 2022-23 school year, teachers will report such feedback on quarterly and semester report cards:

- a. “Learning Skills” will be evaluated separately for each student, by each teacher, and will be evaluated separately from measures that contribute to the student’s final, summative academic grade. “Learning Skills” are not used to determine a student’s academic achievement.
- b. “Learning Skills” criteria will be articulated within course syllabi.
- c. The **following criteria** will be used to determine a student’s “Learning Skills” grade:
 - Consistently completes class assignments in a timely fashion. At OHS, this means a student:
 - completes assignments and homework on time.
 - is on time to class.
 - is prepared for class.
 - makes up work in a timely manner.
 - Cooperates well with students and staff. At OHS, this means a student:
 - approaches schoolwork with a positive disposition.
 - follows the rules and directions of the teacher and school.
 - Is actively engaged in classroom learning. At OHS, this means a student:
 - is attentive and produces quality work.
 - initiates contact for extra help when needed.
 - participates constructively in class activities.
- d. The marks used to describe a student’s performance with regard to “Learning Skills” will be:
 - **‘U’ = Usually** - Student consistently demonstrates success in the “Learning Skills”
 - **‘S’ = Sometimes** - Student sometimes/inconsistently demonstrates success in the “Learning Skills”
 - **‘R’ = Rarely** - Student rarely demonstrates success in the “Learning Skills”

7. “EXTRA CREDIT”

Board Policy 415, under the heading of Summative Assessment and Grading – Teacher Responsibilities, teachers are to avoid providing “Extra Credit” for work that **does not demonstrate increased mastery of curriculum standards**. This does not mean “Extra Credit” is not to be made available to students. It does mean, however, that such activities must be of sufficient, significant rigor to truly extend and demonstrate a student’s understanding and to provide demonstration of

a skill beyond the traditional classroom experience. Providing “Extra Credit” opportunities will be at the discretion of the individual teacher. Further, it should be noted that “Extra Credit” is not in lieu of required work.

8. FINAL EXAMS/SEMESTER PROJECTS

Oregon High School teachers will score any semester final exam or project at a minimum of 10% of the final summative grade to a maximum of 20% of the final summative semester grade. Semester final exams for common courses shall be common in terms of framework and scoring.

At the beginning of each school year, or for one-semester courses – at the beginning of the semester – classroom teachers will disseminate and discuss grading policies and procedures with their specific course syllabi. Students and parents are asked to carefully review these expectations and are encouraged to address specific questions with the respective teacher. In addition, all course syllabi/grading expectations are included on the OHS website at [Syllabi](#). Additional questions can be directed to any OHS building administrator on page 2 of this document.

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