



ROSEVILLE JOINT UNION HIGH SCHOOL DISTRICT GRADING GUIDELINES

For Teachers, Students and Parents

Assessment Practices to Support Learning



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Guidebook Purpose and Mission

The purpose of this guidebook is to inform and support teachers, students and parents in navigating the assessment and feedback process which result in student grades. The mission is to support a grading system/policy that is consistent and accurately reflects the degree of student learning that occurs in every course. The application of the grading policy and use of the guidebook is designed to improve communication between teachers, students and parents so that the grading process is in support of student learning.

Ongoing dialogue and examination of current best practices in student assessment and evaluation should be a constant influence on this guidebook and district practice.

This guidebook is not intended to undermine teacher authority to assign grades as outlined in California Education Code 49066 shown below:

- (a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.
- (b) The governing board of the school district and the superintendent of such district shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.
- (c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that a pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

SECTION 1: QUARTER GRADES and FINAL GRADES

Grades provide for the assessment of student achievement of essential learning outcomes ([ELOs](#)) and should be reported to students and parents in a useful and understandable manner. The critical issue in grading is the validity and usefulness of grades; therefore, it is expected that teachers will work within their course Professional Learning Team ([PLT](#)) and or Departments to establish a structured grading system that is consistent among teachers of the same class and or within the department. It is further expected that the grading system is clearly articulated to students at the outset of any course. Parents are to be afforded access to every teacher's grading system upon request but are encouraged to partner with their student to gain initial information regarding a teacher's grading system.

- A. The grade indicates the level of achievement in accordance with agreed upon [PLT](#) or Department essential learning outcomes ([ELOs](#)).
- B. Grades measure academic performance and are used as a means of reporting achievement relative to standards, benchmarks, and/or indicators. They do not measure potential, work ethic, and/or citizenship. Teachers are encouraged to use citizenship and work ethic columns in Aeries to communicate student progress in these areas.
- C. Grades reflect the teacher's determination of student achievement on established learning outcomes. Teachers are responsible for justifying their grades whenever the need exists.
- D. Formative assessments such as class routines and checks for understanding inform teachers of student progress but are not necessarily graded. Therefore, it is not necessary that every formative assessment be associated with a grade.
- E. Grades recorded in the grade book during the term should be points, letters, or percentages. The grading structure and framework should be consistent within each site based [PLT's](#) or the Department's agreed upon scale.
- F. Grades reported at the end of a grading period will be reported as a letter grade.
- G. [PLTs](#) and Departments are expected to use the following scale and are responsible for justifying changes:

100-90 = **A**

89-80 = **B**

79-70 = **C**

69-60 = **D**

59 or Below=**F**

OTHER MARKS: 'I' = Incomplete, 'NM'= No Mark, 'P'= Pass, 'W' = Withdraw

SECTION 2: ARRIVING AT GRADE

Each teacher is expected to develop a grading structure that is clear to students and parents. The structure should promote students learning and engagement through regular and consistent feedback.

- A. Teachers provide written essential learning outcomes ([ELOs](#)) to students at the beginning of the course. These written ELOs will be the foundation of what students will learn in the course and will be included in the course syllabus. During the course of the term, students will receive [timely](#) feedback on the quality of work as it relates to the ELOs.
- B. The teacher develops a percentage-based and/or letter-based grading framework best suited to his or her class for arriving at the quarter grade. The framework must explicitly indicate how the quarter grade is determined. This framework must include the weighting of all formative and summative assessments, homework and in-class assignments, and/or class and [performance task](#). A copy of this framework is available on the teacher webpage and is also included in the syllabus given to students and parents at the beginning of the course.-_The grading structure and framework will be consistent within each site based [PLT](#)'s or the Department's agreed upon scale.
- C. Teachers should examine the impact that "zeros" have on the overall student performance when designing their grading structure. Teachers reserve the right to assign zeros for students who don't participate in the learning activity assigned (note: this is absent state education code addressing excused absences - see appendix).
- D. Grades should be based on student achievement in the grading framework shared at the beginning of each course. Class participation as it relates to student achievement may be included in the grading framework and must clearly define how it contributes to the overall grade.
- E. Formative and summative assessments, homework and in-class assignments, class and [performance task](#) are evaluated and/or graded, returned and reviewed promptly with the student. As a goal, teachers are expected to grade assessments and post a grade to the electronic gradebook within 7 school days after the due date.
- F. Quarter and final term grades*
 - a. Credits are awarded every 9 weeks
 - b. Grades are determined within each 9 week period
 - c. 5 credits can be earned every 9 weeks (Alternative Education sites may award credits at different times and in different variables)
 - d. End of term grade is based on the second 9 weeks of the course

*** NOTE: Blocked classes are governed by a different time schedule, see your specific school site for clarification.**

SECTION 3: MIDTERMS and FINAL ASSESSMENTS

Assessments at the end of a grading period are intended to measure the summative knowledge and skills gained in the course. Teachers are expected to align summative course assessments with previous formative assessments in the course. Any new curriculum added to a course summative assessment should be supported with specific instructional and assessment strategies leading up to the end of course assessment.

- A. A final assessment will be given in each courses. Midterms are given at the end of the first nine-week grading period.
- B. The student's final grade indicates the level of achievement in accordance with agreed upon [PLT](#) or Department essential learning outcomes ([ELOs](#)). Therefore, the final assessment must be based on agreed upon [PLT](#) or Department ([ELOs](#)) taught throughout the course.
- C. A final assessment may use essential learning outcomes ([ELOs](#)) from an entire eighteen week course as long as the curriculum is designed in a spiraling manner where concepts and skills overlap as the course progresses.
- D. The grade for the final assessment should count a minimum of 10% of the final grade but may count a maximum of 20% of the final course grade if the exam addresses all course essential learning outcomes ([ELOs](#)) within the entire eighteen week term. The final assessment weight will be consistent within each site based [PLT](#)'s or the Department's agreed upon scale.
- E. Students are to have an opportunity to review (and or appeal) final assessment results and overall course grades electronically or in person within three weeks of the end of the course.
- F. A makeup final assessment is permitted in the case of a student who is absent. The makeup final must be scheduled as soon as possible and within three school weeks of the last class day.
- G. Teachers shall keep a copy of all final assessments for one term for each student assessed.

SECTION 4: INCOMPLETES & NO MARKS

Incompletes

While a student should receive a grade whenever possible, there are times when an “Incomplete” (I) grade is appropriate.

- A. Students who are unable to complete assignments that are major components of the quarter grade may require an Incomplete for that grading period. In the case of an Incomplete, the teacher must complete the [RJUHSD Incomplete contract form](#). Student, parent, teacher and administrator must sign the contract for the student to receive the option of receiving the Incomplete grade. This signed contract must be submitted to administration for documentation.
- B. If a student receives an ‘I’, he or she must adhere to the teacher’s plan to complete missing assignments within the agreed upon time frame. An appeal for additional time beyond the allotted amount may be made to site administration.
- C. If a student does not complete identified assignments in the agreed upon time frame, the teacher will convert the ‘I’ to a letter grade earned for that grading period.
- D. Teachers should remedy all incomplete scenarios for seniors prior to the end of the third quarter of the senior year due to the required computation of grade point averages and the impact on academic awards/recognition and graduation.
- E. In terms of calculations for athletics, an Incomplete is equivalent to an F for a GPA eligibility report.

No Mark

While a student should receive a grade whenever possible, there are times when an “No Mark” (NM) grade is appropriate.

- A. Teachers may assign “No Mark” when a student has been diagnosed with a medical issue which prevents him or her from completing work or when other circumstances result in multiple absences that hinder a student’s ability to complete work as approved by the administration.
- B. A student who is placed in a class at end of the quarter grading period and has no previous transfer grade from like course or sufficient time to acquire essential learning outcomes ([ELOS](#)) may receive a “No Mark”.
- C. In terms of calculations for athletics, a No Mark is equivalent to an F for a GPA eligibility report. Based upon CIF Guidelines (see appendix).
- D. The NM will remain on the transcript.

SECTION 5: OUT-OF-CLASS SCHOOLWORK

(see Board Policy 6154: Homework/Make-up Work)

The guidelines listed below are derived from RJUHSD Board Policy 6154 with the intent to clarify and provide greater specificity for practical application.

- A. Homework and independent practice make up an essential component of the learning process for students. Meaningful homework assignments should be a valuable extension of student learning time and assist students in developing good study habits.
- B. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.
- C. Homework assignments shall be appropriate to the grade level and course. The number, frequency, and degree of difficulty of homework assignments will increase with the grade level and maturity of the students. Teachers should consider the total minutes of homework assigned to students in relationship to intended learning outcomes. Teachers should assign homework only as necessary to fulfill academic goals and reinforce current instruction.
- D. On-time completion of homework is important to maintain academic progress however, students should receive credit for late work that is completed in a reasonable time period in order to encourage their continued learning.
- E. It is the student's responsibility to undertake out of class assignments independently, however, parents/guardians may serve as a resource and are encouraged to ensure their student's homework assignments are completed.
- F. The teacher shall notify the student's parents/guardians as soon as possible when a student repeatedly fails to complete his/her homework. The parent and student are responsible for implementing corrective action. Failure to act prior to the release of final grades or report cards will result in a negative impact on the student's grade.
- G. To support students' homework efforts, school sites may establish and maintain after-school centers where students can receive academic support about homework assignments from teachers, volunteers and/or more advanced students. Check with individual sites for various homework and content based learning support opportunities.

SECTION 6: ATTENDANCE RELATED IMPACTS ON GRADES

(see Board Policy 5113: Absences and Excuses)

- A. Regular attendance plays an important role in student achievement. Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule appointments during non-school hours.
- B. If a student's absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code 48205)
- C. A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

Makeup Work

- A. Students who miss school work because of an excused absence or a school suspension, shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205, 48913)
- B. Students are fully responsible for completing any missed assignments. Following any absence, students should make arrangements with individual teachers for makeup work. A reasonable period of time should be allowed to make up work at the discretion of the teacher. Makeup work is graded and recorded in the grade book by teacher without penalty to students.
- C. For an approved pre-arranged absence, a student may request assignments in advance of the absence. Teachers will provide regular or alternative assignments in advance of the absence, when feasible.

School-Sponsored Absence

- A. Students are fully responsible for making up work due to an absence related to a school-sponsored event or activity. Students should make arrangements with teachers in advance when feasible.
- B. Makeup work for a school sponsored absence is graded and recorded in the grade book without penalty to students. A reasonable period of time should be allowed to make up work at the discretion of the teacher

Long-Term Excused Absence

(see Board Administrative Regulation 6183: Home and Hospital Instruction)

- A. A student with a temporary disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals. This instruction applies to students incurring a physical,

mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. (Education Code 48206.3)

- B. Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865) The district shall offer at least one hour of instruction for every day of instruction offered by the district in the regular education program.
- C. A home teacher will be provided at no expense to the parent when it is determined by the school that it is necessary and when qualified teachers are available for the assignment.
- D. Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.
- E. No home teaching shall be provided for periods of disability of less than two weeks expected duration.
- F. Student work is graded by the class teacher (or the homebound instructor); grades are recorded in the grade book without penalty to students. A reasonable period of time should be allowed to make up work at the discretion of the teacher, appropriate to the circumstance.

SECTION 7: ACADEMIC INTEGRITY

Academic Honesty promotes personal responsibility, respect for others and upholds the integrity of student work. Upholding academic honesty ensures that students have the opportunity to demonstrate knowledge acquired in each course of study. Violation of academic honesty may result in school consequences. Academic honesty infractions include; plagiarism, collusion, cheating, fabrication.

- A. Plagiarism is defined as using another person’s words, pictures, charts, or ideas without properly giving that person credit. Using another person’s intellectual property without citation is theft. Students should be taught how to use the ideas of others as evidence to develop their thoughts, not as a substitution for their own ideas. There are three types of plagiarism:
 - a. Direct copying of material without proper citation. This includes cutting and pasting from websites and copying directly from a book.
 - b. Use of large segments (sentences or even phrases) of un-cited, copied wording mixed in with one’s own words.
 - c. Relying heavily on a source instead of using the ideas in the source to establish one’s own thoughts.

- B. Collusion is defined as an agreement between two parties to commit a fraudulent act; therefore supporting the academically dishonest behavior of another student. It is important to note that collaboration is different from collusion. Ideal collaboration occurs where a group task is divided and equal contributions are made. Students should be asked to collaborate with other students; a science lab where the group comes up with shared data would be a good example. In this case, however, the shared data should lead to the production of an individual and unique piece of work.

- C. Cheating is defined as using unauthorized materials, study aids or other information to obtain credit or improve scores. Cheating includes fraud or dishonesty in an academic assignment.

- D. Fabrication is defined as inventing, altering or falsifying any data, citation or information. Fabrication can occur when student are attempting to earn more time, more credit, or grading leniency on an assignment, project, or exam. It can also occur within assignments where students falsify data or information.
(see examples of plagiarism, collusion, cheating and fabrication in Appendix)

Enforcement of Policy

To ensure proper academic conduct, teachers, students, parents, and administration must work together. It is acknowledged that each [PLT](#) will need to further define academic honesty as it pertains to each subject area and/or program.

- A. Teachers have the responsibility to educate students about academic honesty to ensure students properly use sources and citations through agreed upon formatting by the PLC.

- B. Teachers should structure conditions during all assessments to alleviate the possibility of cheating (i.e. physical setting of classroom during assessments, security of assessments and answer documents, clearly defining testing procedures, allow for ample time for students to complete assignments/assessments).
- C. Teachers will promote the types of collaboration that are discouraged and those that are encouraged and use, when possible, methods to ensure authentic work is submitted (i.e. in class writing assignments, digital plagiarism checking programs).
- D. Teachers must report to administration if there might be a misconduct of academic honesty within a reasonable timeframe.
- E. Students have the responsibility to complete all academic assignments by themselves (unless otherwise instructed) and avoid situations that might contribute to academic dishonesty.
- F. Students should learn how to properly acknowledge and cite source material in papers or assignments to ensure their work is authentic and the works of others are properly cited.
- G. Students will communicate to their teacher or administrator if a situation arises that might be a misconduct of academic honesty and will abstain from unauthorized assistance on assignments (includes paying for papers or essays).
- H. Students should ask for clarification from teachers about academic honesty as situations arise and they are unclear as to how to proceed.

Consequences

Violation of academic integrity is a serious academic offense which carries consequences. Our first goal is to provide resources to remediate the academic integrity violation through intervention and re-teaching of referencing skills. In all cases of academic integrity violations, teachers and administration should work together. Consequences may be issued based on the school discipline policy, which may include (but are not limited to):

- after school detention
- parent conference
- score of zero on assignment
- issue of alternative assignment or recompletion of original assignment

APPENDIX

SECTION 4: No-Mark, Item C

Sac-Joaquin California Interscholastic Federation:

Article 2 - Eligibility Requirements

Section 205 B - Scholastic Eligibility

Item B - Grading Period

Part 3 - Incomplete Grades

A grade(s) of "Incomplete" shall not be considered a passing grade under this bylaw unless, by operation of a school grading policy, "Incomplete" grade shall become a passing letter or (numeric) grade without further achievement or accomplishment by a student, at a certain time. When an "Incomplete" grade is issued which does not automatically become a passing grade, as indicated immediately above, such "Incomplete" grade shall not satisfy the requirement of this bylaw until academic deficiency which gave rise to such "Incomplete" grade shall have been satisfied and a passing grade has been substituted for the "Incomplete" grade. Upon such substitution, the substituted grade shall be considered in determining scholastic eligibility as established by evaluation of previous grading period grades and the substituted grade. A scholastically ineligible student may become immediately scholastically eligible upon such evaluation.

SECTION 7: Item D

Examples of Plagiarism include (but are not limited to) the following:

- copying answers to homework from a friend during tutor group
- cutting and pasting material off the internet and using it in a speech or essay without citing the original source
- having a tutor edit and rewrite parts of work
- having an outside source build a model or paint something
- repeating the exact words used by a teacher (verbally or in writing)
- copying dance sequences from music video sequences
- pasting pictures in research work without citing the original source
- rewriting a paragraph in own words, but clearly only using the ideas and structure of the source you are reading
- changing the lines of a published play without the consent of the playwright

Examples of collusion include (but are not limited to) the following:

- giving a friend in the same class a copy of the homework
- allowing an assignment or project to be copied
- telling a student what material appears on a Math test
- hiding the truth from a teacher when it is known that someone is cheating
- passing a project to another student to be used as their own work
- sharing of work between siblings in different year levels

APPENDIX: Section 7:Item D, Continued

Examples of cheating include (but are not limited to) the following:

- using notes on a test when notes are not permitted
- using answers from another student on an assignment or assessment
- looking up solutions to a test from a website
- inputting formulas into a calculator prior to an exam
- texting solutions to another student or receiving solutions from another student
- obtaining an assessment before the assessment is administered
- unauthorized use of a calculator or computer on an assignment

Examples of fabrication include (but are not limited to) the following:

- making up data from a science experiment
- listing a source in a works cited page when the source was not used
- lying about a need for an extension for an assignment
- tampering with a gradebook

Glossary

Essential Learning Outcomes (ELOs)- are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Timely - Considered to be weekly updates to the established digital grade book when students are submitting completed work. Major projects/papers may require additional time to ensure quality feedback.

Performance Task - any learning activity or assessment that asks students to perform or demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.

Professional Learning Team (PLT) - A group, usually 3 or more teachers, who meet regularly in a specific content area, and or level, and share student learning results to improve student learning. A derivative of the term Professional Learning Community espoused by Rick Dufour and Robert Eaker.

Summative Assessment - A measurement of student learning that demonstrates a level of proficiency at the conclusion of instruction and intervention with intended learning outcomes.

Formative Assessment - A measurement of student learning that demonstrates a level of student proficiency during instruction and while interventions are in place to address gaps with intended learning outcomes.

Links to Relevant Research Based Practices

Fairfax County Public Schools: Secondary Grading and Reporting

<https://www.fcps.edu/academics/grading-and-reporting/secondary>

Ken O'Connor: Author of, A Repair Kit for Grading: 15 Fixes for Grades Now

<https://www.oconnorgrading.com/publications.php>

Rick Wormeli: Author of, Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom

<http://www.rickwormeli.com/>

Thomas Guskey: Professor School of Educational Psychology University of Kentucky

<http://tguskey.com/>

And Author of article: Five Obstacles to Grading Reform

<http://www.ascd.org/publications/educational-leadership/nov11/vol69/num03/Five-Obstacles-to-Grading-Reform.aspx>