



Department of School Leadership

**Grading and Evaluation Practices
Approval Path for Secondary Schools Checklist**

School: Old Donation School

Grade Level: 6-8

Department: Theatre

Teachers working within their school communities and with their administration shall determine how best to achieve consistency within a school and across departments and grade levels. As such, school staffs will come to a common agreement about specific practices suggested in the guidelines. To accomplish this, each school either by grade level, department or specialized course, shall annually develop and submit grading expectations that adhere to School Board Policy and Grading Guidelines to the Department of School Leadership beginning with the 2017-18 school year.

Teachers' development of grading and evaluation practices

Teachers	Check when Completed
<p>Homework</p> <p>Homework is defined as a task assigned to students intended to be completed outside the classroom, and which is an extension of regular classroom instruction. Homework shall be used as a tool to provide teachers with information on how well students understand the information being taught in relation to curricular objectives. At times, it is appropriate to differentiate homework assignments by content and / or quantity for particular students or groups of students. Homework should serve one of the following purposes:</p> <ul style="list-style-type: none">● to practice material presented during classroom instruction● to prepare for new learning or classroom instruction● to promote extended and independent learning <p>When assigning a homework task, teachers shall</p> <ul style="list-style-type: none">● consider students' readiness for a particular task and purpose● align the assignment to current curricular objectives● communicate the purpose of a particular assignment● consider the purpose of the task when determining whether and how the homework will be graded	<p style="text-align: center;"><input checked="" type="checkbox"/></p>

<p><i>The theatre student's primary homework is to review and solidify information gained in class (memorizing lines, reviewing blocking, finishing projects if not done in class), which will be apparent in outcomes on summative measures (final performances and performance tasks) rather than counting for "points in the gradebook." The total combined points of homework assignments will comprise no more than 10% of the student's cumulative end-of-quarter grade.</i></p>	
<p>Late Work</p> <p>When an assignment is not completed by the date due, teachers shall exercise informed professional judgment to determine consequences and adjust deadlines if appropriate, taking into account the following:</p> <ul style="list-style-type: none"> ● the nature and purpose of a particular assignment ● the timeliness of the assignment as it relates to the current instruction ● individual circumstances <p>Teachers shall strive to empower students to exercise developmentally appropriate responsibility through built-in processes, such as strategic planning for long-term assignments. Students who exhibit a chronic pattern of turning work in late need further evaluation and increased levels of support, such as</p> <ul style="list-style-type: none"> ● parental notification ● classroom interventions ● referral for guidance support services ● SRT meeting <p><i>Late work will be accepted until the end of the grading period. However, when considering "the nature and purpose of a particular assignment," a late penalty of 10% per day (up to 50%) may apply according to the professional judgment of the teacher if a practicing professional in an authentic context would be penalized for missing the due date (for example: a designer coming unprepared to a production meeting; an actor missing a scheduled audition).</i></p>	<input checked="" type="checkbox"/>
<p>Zeros</p> <p>In assessing student learning, all student work is to be carefully considered. Teachers should refrain from initially assigning zeroes for work that is missing as this distorts the cumulative grade and does not reflect what the student has learned. Every effort should be made to hold students accountable for completing missed assessments before assigning a zero. However, teachers can and should treat this as late work. These guidelines also reflect an understanding that teachers must provide summative grades quarterly and are not expected to assign grades for work not completed within a quarter.</p> <p>Students who exhibit a chronic pattern of behavior around missing work need further evaluation and increased levels of support, such as</p> <ul style="list-style-type: none"> ● parental notification ● classroom interventions ● referral for guidance support services 	<input checked="" type="checkbox"/>

<ul style="list-style-type: none"> ● SRT meeting <p><i>Teacher will use an “MI” for “Missing,” (which calculates as a zero) until the student produces the missing work and it has been evaluated and given a score OR until the quarter ends. The teacher has the authority to assign student lunch detention or after-school detention to complete late work in order to avoid a zero.</i></p> <p><i>Should a student miss a performance with no advance notice to the teacher, the student—of his or her own initiative—may ask the teacher for an alternate assignment that assesses the same learning objectives in a comparable setting (for example, a solo performance in front of the class). However, if a student misses the performance without prior notice and displays no initiative for seeking an alternate assignment, the teacher is justified in entering a score of “0” for the performance grade.</i></p> <p><i>See “Make-Up Work” section for information alternatively assessing students who miss scheduled performances WITH advance notice.</i></p>	
<p>Reassessment</p> <p>Departments, grade levels or schools shall establish and communicate clear processes and expectations for grading and planning for reassessment. Any student who receives a failing grade on a summative (unit test, end of quarter test, major projects or papers) assessment may be given an opportunity for additional instruction and reassessment provided that the student has</p> <ul style="list-style-type: none"> ● participated in class ● completed assignments ● demonstrated evidence of best effort on the assessment and the learning leading up to the assessment. <p>In other instances, teachers shall exercise informed professional judgment to determine when additional opportunities for reassessment are appropriate and/or necessary in order to obtain evidence of student learning as it relates to curricular objectives.</p> <p>Reassessment is a productive part of the learning process when teachers:</p> <ul style="list-style-type: none"> ● provide targeted instruction between assessments ● incorporate student reflection of learning into the process ● focus the reassessment on that which the student did not know ● give credit for a student’s most recent or most frequent evidence of learning <p><i>Again, in the context of theatre, the teacher’s “informed professional judgment” is used to determine whether the assignment would be re-evaluated in a professional, authentic context. (For example, actors do not have multiple chances to do an audition or perform for the same audience. However, selected- and constructed-response assessments such as quizzes and tests may be retaken.)</i></p>	<input type="checkbox"/>

<p>Make-Up work:</p> <p>When a student is missing work due to an excused absence, teachers shall</p> <ul style="list-style-type: none"> ● provide all relevant assignments ● consider the length and reason for the absence when determining which assignments will be assessed and when they are due ● accept and assess all assigned make-up work ● provide reasonable and flexible deadlines that take into consideration a student's individual circumstances <p>In the event the teacher does not have adequate assessment data to provide a nine-week grade that reflects the student's knowledge of the course learning objectives the teacher may consider assigning a grade of "I" for Incomplete due to a lack of required evidence.</p> <p>Students who receive unexcused absences may make up assignments at the discretion of the teacher, subject to the requirements communicated (provided) by the teacher at the beginning of the year. It is the student's responsibility to be aware of established guidelines and to follow those guidelines to make up the assignment.</p> <p><i>Students may make up classroom assignments and assessments with no penalty. Students are expected to complete all missing classwork and assignments within one week of his or her return to school.</i></p> <p><i>If a student notifies the teacher in advance of an upcoming absence affecting his or her performance for a grade OR becomes ill and is physically unable to attend the performance, the teacher will do his best to provide an alternate assignment for the student that assesses the same curricular objectives. This assignment must be completed within two days of the student's return to school.</i></p>	<input type="checkbox"/>
<p>Extra Credit</p> <p>Extra credit shall be used sparingly and purposefully as an opportunity for further learning. Teachers will clearly articulate to students how an extra credit assignment is aligned to curricular objectives. Extra credit shall be related to the current topic of study, fairly available and accessible, and require the use of only those resources known to be available to all students. Extra credit will not be used for non-learning activities.</p> <p><i>The teacher may offer opportunities for extra credit as long as they are fair and able to be completed by all students and aligned with the learning objectives for the course. If an extra credit assignment is available, it will be announced to all students in the course so that each student has an equal opportunity to earn it.</i></p>	<input type="checkbox"/>