
NHS Grading Guidelines

— Newtown Board of Education —

Statement of the Problem

There are inconsistencies that exist in grading practices at Newtown High School. Students are graded differently based on teacher and course which makes it challenging to provide common experiences for ALL students.

What was happening before?

Teachers were grading in all of the following ways:

- Total Points
- Percentage grading with ANY categories
- Heavily grading homework
- Heavily grading participation
- Weighting quizzes, tests and homework all evenly
- Using percentages that don't equal 100%
- Offering very few assignments per quarter
- Offering many assignments per quarter

CP Western Studies

In 18-19 there were 11 sections of CP Western Studies:

Teacher 1- 4 sections - Total Points (755 pts)

Teacher 2- 2 sections - Total Points (341 pts)

Teacher 3- 2 sections - Total Points (2200 pts)

Teacher 4- 1 section - Percentage (50/30/20)

Teacher 5- 2 sections - Total Points (268 pts)

Honors English II

In 18-19 there were 9 sections of Honors English II:

Teacher 1- 1 section - Total points (242 pts)

Teacher 2- 2 sections - Total points (360 pts - no homework)

Teacher 3- 2 sections - Percentage - (40/40/10/10) (long term, short term, participation, journal)

Teacher 4- 2 sections - Total points (366 pts - no homework)

Teacher 5 - 2 sections - Total points (362 pts)

CPA Geometry

In 18-19 there were 8 sections of CPA Geometry:

Teacher 1 - 2 sections - Percentage (90/10)

Teacher 2 - 1 section - Percentage (50/40/10) (Test, quiz, HW)

Teacher 3 - 1 section - Total points (348 pts)

Teacher 4 - 2 sections - Total points (396 pts)

Teacher 5 - 2 sections - Total points (340 pts)

Timeline of Events

January 2019- Gradebook access given to all Department Chairs

March 2019- Teachers met in PLC groups to compare gradebooks - Reported back to Department Chairs

April 2019- Department Chairs reported out to Leadership Team

May 2019- Discussion with Department Chairs about all teachers moving to percentage grading

May 2019- Department Chairs present percentage grading to their departments.

Timeline Cont.

June/July- Research into other districts grading practices, consult with BethAnne Krupa (IT) about PowerSchool logistics.

August- Professional development for ALL certified staff, 2 days of support for gradebook set up.

August- Departments meet to decide on percentages/Implementation of grading alignment between teachers.

August- Teachers share grading expectations with students/Syllabus presented.

Timeline Cont.

September 19th- Open House- Teachers share grading practices with parents. Dr. Longobucco reviews grading in opening announcement.

September 24th- NHS Grading reviewed at Curriculum & Instruction Committee per Board member request.

October 11th- Follow up email correspondence home to parents.

October 25th - Grading misconceptions email sent home to parents to clarify concerns.

October 29th- NHS Grading presented at Curriculum & Instruction Committee.

November 19th- NHS Grading presented at Board of Education Meeting.

NHS Grading Guidelines

A minimum of **60%** of a students quarter grade will be measured using summative assessments.

A maximum of **40%** of a students quarter grade will be measured using formative assessments.

Formative Assessments

Formative Assessment (ie. Practice work and skill development)

Formative assessments are low stakes, which means that they have a low point value. The goal of formative assessment is to monitor student learning and to provide ongoing feedback that can be used to improve teaching and learning.

What are formative assignments?

- Homework
- Classwork
- Partner work
- Quizzes
- Journals
- Study guides
- Other practice tasks

Summative Assessments

Summative Assessment (ie. Mastery of skills)

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

What are summative assessments?

- Tests and exams
- Major projects
- Research papers
- Major essays
- Presentations
- Performances
- Anything that a teacher may use to make a judgment of a student's mastery of content

Requirements

- Percentages decided by departments.
- Courses must use the same percentages - regardless of teacher.
- Departments/Teachers to take into consideration level of course, grade of course, content area.

Q1 Comparison Grades

Below is a three year comparison of Q1 average grades in the three courses previously mentioned. These are different students from year to year but average grades remain consistent.

*** Note- We did not teach Geometry in the 17-18 school year because of the Math Pathway restructuring

	17-18 Q1	18-19 Q1	19-20 Q1
CP Western Studies	88.88	86.42	86.11
Honors English II	90.17	90.34	90.10
CPA Geometry	***	87.30	87.14

Honor Roll Comparison

18-19 Q1 Honor Roll - 952 Students

Percentage of Total Enrollment- 59.87%

19-20 Q1 Honor Roll - 944 Students

Percentage of Total Enrollment- 61.58%

DRG B Schools

Masuk- Formative & Summative by department

Pomperaug- Formative & Summative by department

Trumbull- Percentage grading by department - Ex- Science (60/30/10), Math (95/5)

Fairfield- 80/20 Formative & Summative - Both High Schools, all courses

Madison- Performance Based Assessments (PBA) in all classes, percentage weight determined by department, no more than 10% homework in any course.

Misconceptions

- Homework doesn't count
- Newtown High School is the only school encouraging a grading practice that balances summative and formative assessments
- Summative assessments are only tests
- Percentage of summative assessments is much higher than the past
- Student grades & GPA's are negatively impacted
- Only some teachers are following this grading practice.

Grading Guideline Positive Outcomes

- All courses regardless of teacher are grading on the same scale.
- All teachers have their gradebooks set up correctly for the entire year.
- Students are receiving common grading experiences regardless of teacher.
- Students are aware of grading expectations and the use of formative and summative assessments.
- Parents are aware of how their students are graded in each class.
- Teachers are updating PowerSchool more regularly and parents are more informed of student performance.