



SCHOOL WIDE GRADING POLICY

St. Peter Claver Catholic School has adopted Standards Based Grading (SBG). SBG is a research based best practice that measures evidence of specific academic criteria directly related to learning standards.

PHILOSOPHY

We believe ...

- Our system of grading should be timely, specific, fair and accurate
- Grades should be based on a well-defined set of standards
- Grades should be an accurate measure of a student's ability to demonstrate understanding
- Students should have a clear understanding of learning objectives
- Criteria that are not a direct measure of student learning, such as work habits and behavior, should be reported separately from the academic grade
- Assessments are critical to the teaching and learning process

PURPOSE OF ASSESSMENT

An assessment is defined as any instrument that is able to indicate or provide feedback on student achievement or performance. The purpose of assessment may be summarized as follows:

1. To provide information to students in regard to their proficiency towards mastery of the standards. In addition, it provides information for self-evaluation and the incentives to learn.
2. To provide information to teachers on the students' level of mastery of the content/skill.
3. To allow teachers to use assessment data to plan instruction that will meet the needs of students.
4. To communicate information to parents about student achievement and performance in school.

TYPES OF ASSESSMENT

While assessments will take many forms and types, they will be grouped under two broad categories.

Formative

Whenever a student learns new material, he or she needs time to practice and gain familiarity with the material. It is expected that the student will make mistakes during this learning process. Any work done during this learning period is considered formative. The purpose of a formative assessment is not to judge a student's final competency on a topic or unit, but to evaluate where he or she is in the learning process, diagnose any problems, and motivate and help the student learn the material. Formative assessments also inform the teacher of learning areas that may need reinforcement or re-teaching.

Summative

After a student has had sufficient instruction and practice on a topic, including assessments of a formative nature, it is then reasonable to judge mastery of understanding, content or skills.



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The purpose of a summative assessment is to evaluate how well a student knows and understands the material after sufficient engagement and practice with it.

Assessments are Formative or Summative based on their intended use and purpose and not by form. A quiz for example, may be formative if the teacher is having the students use new concepts to ascertain their level of understanding. A quiz would be a summative assessment if used at the end of a learning section or curriculum chunk after the students have had adequate instruction and practice. In the same way a trial test is formative, while an end of chapter test is summative. Projects contain both formative and summative elements. They include the ongoing nature of practice, reflective thinking and reworking, before the final summative rendition. Homework is mainly formative in nature as students get familiar with or reinforce what was learned in the classroom.

PURPOSE OF GRADES

A grade is a recorded score derived from an assessment or assessments. The purpose of grades may be summarized as follows:

1. To provide information to students in regard to their proficiency towards mastery of the standards.
2. To provide information to teachers on the students' level of mastery of the content/skill.
3. To communicate information to parents about student achievement and performance in school.
4. To document student performance for transcripts and to evaluate the effectiveness of school programs.

REPORTING GRADES

Individual assignments will be assessed using a 4-point achievement scale adapted from the work of Robert Marzano, a leading educational researcher. The rubric and scale below measures levels of achievement rather than the traditional accumulation and averaging of points.

SCALE	DESCRIPTION
Score 4.0	ADVANCED: The student not only met the target learning goal, standard, or expectation but also provided evidence of a more complex understanding of the content.
Score 3.5	Student achievement is partially demonstrated at advanced level, but student has not quite reached advanced.
Score 3.0	PROFICIENT: The student met the target learning goal, standard, or expectation.
Score 2.5	Partial success at meeting the target learning goal, standard, or expectation.
Score 2.0	EMERGENT: No major errors or omissions regarding the simpler details or processes of the target standards or expectations, but errors or omissions regarding the complex processes.
Score 1.5	Partial success at an Emergent Level, but major errors or omissions regarding Proficient Level.
Score 1.0	BELOW BASIC: The student is beginning to address the simpler target standards and expectations.

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Score 0.5 With intensive help, partial success at a Below Basic Level.

Score 0.0 **NO EVIDENCE:** The student is unable to provide any evidence of addressing the target standards or expectations.

TRANSCRIPT GRADES

In addition to a Standards Based Report Card, student transcripts will record a single letter grade to indicate the child's overall progress in the course throughout the year. A letter grade will be given at the end of each quarter as a summative grade. In order to calculate a summative grade for the course, the student's grade for each standard will be averaged together and the following scale will be used:

3.00 – 4.00 = A 2.50 – 2.99 = B 2.00 – 2.49 = C 1.00 – 1.99 = D 0.00 – 0.99 = F

APPROACHES TO LEARNING (ATL)

St. Peter Claver Catholic School recognizes that the cultivation of learning habits and behaviors support learning in the long run. No behavior and conduct attributes will be included in the academic grade. These attributes will be reported separately in the student's Approach to Learning (ATL) grade. The ATL grade will carry equal weight as an academic grade in determining Sports/Extra Curricular participation and Honor Rolls.

The principles of Organization, Communication/Collaboration and Reflective Thinking are the focus for all ATL behaviors. The following are the indicators of the ATL behaviors.

- Prepared for class
- Homework completed
- Class work completed
- Punctual with assignments
- Participates in class
- Attentive and engaged during instruction
- Demonstrates helpfulness and teamwork
- Seeks help when needed (from teacher or peers)
- Open to teacher help and correction
- Makes effort to improve behavior/performance
- Produces quality work
- Makes time for personal study and improvement

HOMEWORK

St. Peter Claver School stresses academic excellence and homework is an essential part of our educational program. We firmly believe if a student does his or her homework every day he or she will learn more, and will not fail. Doing homework also teaches the student responsibility.

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Homework is normally assigned Monday through Thursday. However, the teacher has the option to assign weekend homework. Homework is work that should be done at home or after school hours, not during class time.

LATE WORK

Missing work is not allowed. Students who are missing work, may be asked to make it up during recess or after school. Assignments that are turned in late are addressed only in ATL grading. The academic grade for the standard is not affected. If missing work is never submitted, the grade will be zero (0) since the student has shown no evidence of meeting the standard.

MAKEUP OF ACADEMIC WORK DUE TO ABSENCE

Students who are absent are required to make up work missed in each class. The student will be given a deadline by the teacher to complete and turn in these assignments. If work is not made up by the deadline specified by the teacher, the grade for work missed will be recorded as a zero (0) since it is missing work and the student has shown no evidence of meeting the standard. See Attendance and Timeliness for information about picking up missing work.

RETAKES

The focus of the Office of Catholic Schools and Centers of the Diocese of St. Petersburg is to always encourage and support the learning process that leads to mastery. This retake policy supports this emphasis on learning and relearning. Teachers have the discretion to refuse retakes to students who do not fully engage in the learning process prior to the summative.*

CRITERIA FOR RETAKES GRADES K-4

1. The retake process will be initiated by the teacher. The teacher will communicate with the parent when a retake is necessary. In general, this is when the student has achieved a score of 2 or lower.
2. A student may retake a summative once.
3. Students may be required to participate in additional practice in order to qualify for a retake.

CRITERIA FOR RETAKES GRADES 5-8

The retake process must be initiated by the student.

1. A student may retake a summative once.
2. The Application for a Retake should be completed by the student (with parent, if needed), signed by student and parent, and returned to the examining teacher no more than five (5) school days after the grade has been posted.
3. On the Application for a Retake, the student will identify the deficient standards/topics and include a clear learning plan and timeline to close the learning gap.
4. Students may be required to participate in additional practice in order to qualify for a retake.

LIMITATIONS AND DEADLINES K-8

1. Only one retake will be allowed per summative.

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2. All graded formative assessments must be completed prior to the original summative.
3. The retake for any summative in a unit must be completed before the date of the first summative of the following unit.
4. Trimester exams and summatives that are extended projects with ongoing feedback and clear completion deadlines do not qualify for retakes.
5. The student will forfeit the retake opportunity if either the scheduled retake date or a scheduled teacher required additional practice is missed, unless excused or rescheduled by the teacher.

TEACHER FACILITATIONS K-8

1. Teachers will group summative assessments around specific learning standards to help the student identify deficiencies and plan a successful retake. Teachers will post retake dates when the summative assessments are returned.
2. The retake will only assess the deficient standards, allowing the student to focus on closing the learning gap and improving the assessment score.
3. The higher grade (out of the retake or the original grade) will be recorded for credit in the grade book.
4. Teachers have discretion and may require that a student complete missing ungraded assignments correlated to the deficiencies before the retake is administered.
5. Teachers have discretion over the format of the retake assessment.

*Teachers reserve the right to deny a student from a retake before, during, or after the retake form is completed if the teacher can show due cause as to why there should not be a retake. This may include, but is not limited to, situations that involve academic dishonesty.