

Lake Braddock Secondary School

prepares all Bruins to be connected, adaptable, resilient, and engaged learners with knowledge and skills to ensure all our Bruins thrive in a dynamic world.

LBSS Grading Policy and Guidelines

**Revised 1-13-2021*

[FCPS grading and reporting guidelines handbook](#)

Grading Philosophy

We are professional educators who strive to use assessment and grading to communicate what our students have learned and their level of understanding. The Lake Braddock grading policy will be consistent, fair, and rational and will be communicated appropriately within our school community.

2020-2021 Grading Policy

Grades

- Grades are based on student achievement, knowledge, and skill proficiency demonstrated on course standards.
- The grading policy for each collaborative team will be clearly communicated with parents and students.
- The assessments and assignments that make up a student's grade will be clearly communicated in the SIS electronic grade book.
- Assignments will be graded and grades will be posted within 7 school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback (per FCPS policy).
- Parents and students are encouraged to access the SIS grade book on a regular basis.
- Student progress will be communicated regularly through electronic progress reports.
- All grades entered into the gradebook will relate directly to the standards listed in the Program of Studies or other designated curriculum and should reflect a student's mastery of content or skills.
- Student's attendance, effort, attitude or other behaviors will be communicated to parents through report comments or other means that do not include grades.
- Students will not be given extra credit or grades for activities such as bringing in classroom materials, providing parent/guardian signatures, participating in fundraising/charitable events, or participating in non-curricular activities.

(added 8/5/2020)

FCPS Grading scale *(added 8/5/2020)*

Grade	4.0 scale	100 pt. scale	Definition
A	3.8-4.0	93-100	Designates the status of a student who consistently demonstrates accurate and complete knowledge of content and skills specified in the FCPS Program of Studies (POS) and applies that knowledge to solve problems in a variety of settings.
A-	3.4-3.7	90-92	
B+	3.1-3.3	87-89	Designates the status of a student who demonstrates knowledge of content and skills specified in the FCPS POS, with some improvement needed in accuracy and/or consistency in performance, applying that knowledge to solve problems in a variety of settings.
B	2.8-3.0	83-86	
B-	2.4-2.7	80-82	
C+	2.1-2.3	77-79	Designates the status of a student who demonstrates knowledge of basic content and skills specified in the FCPS POS, but requires additional practice and instructional experiences to acquire skills necessary to solve problems.
C	1.8-2.0	73-76	
C-	1.4-1.7	70-72	
D+	1.1-1.3	67-69	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the

D	0.8-1.0	64-66	FCPS POS necessary to solve problems. As a final mark, it is not necessarily sufficient to meet the prerequisite requirements.
F	0-0.7	Below 64	Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified in the FCPS POS and requires additional practice and instructional experiences in order to succeed.

Weighted grades

- Teachers and collaborative teams will use a weighted grading system that will be reflected in the SIS grading program.
- Lake Braddock collaborative teams will specify the percentage weight of grades in their syllabi in compliance with the FCPS Grading policy.
- Collaborative teams will set grading design so that no one assignment/assessment counts more than 20% of the quarter grade.*
- Collaborative teams will have their own consistency in regards to weighting.
- In accordance with FCPS policy, homework for practice or preparation for instruction will not count for more than 10% of the grade.
- Class participation may be included in a student's grade if it is based on the quality of a student response and not the quantity of responses. If a team will include class participation in a student's grade, guidelines for assessing must be included in the course syllabus.
- The number of categories and weighting of grades will be consistent across collaborative teams.
- Collaborative Teams will organize their grade book using three or four basic categories: Mastery, Skill Demonstration, Knowledge, and Practice. (Teams may combine Skill Demonstration and Knowledge categories.)
- All teachers will use a rolling gradebook (RG). *(added 8/5/2020)*

Weighted categories

Mastery	Comprehensive application of knowledge and skills.
Knowledge	Awareness and/or understanding of a subject/standard (facts, information, or skills).
Skill demonstration	The ability to perform a task and apply knowledge related to a standard or concept.
Practice	Repeated performance or preparation (i.e. homework) in order to acquire proficiency.

Sample category assignments and weights

Mastery (30%)	Knowledge (30%)	Skill demonstration (30%)	Practice (10%)
Tests Summative Assessments Quizzes Culminating Activity Authentic Assessments Final Project	Vocabulary Reading Quizzes Socratic Method	Labs Journals Essays Speaking/Participation Outline for a paper	Classwork Notes Practice problems Participation

Second chance assessments*

- For major assessments as defined in the course syllabus, at least one new opportunity to demonstrate proficiency shall be provided to any student who completes the initial assessment. In this case, the highest grade that can be earned on the retake is 100%.
- Second chance assessments must be completed within a timely manner as defined by the CT.
- Second chance assessments may be in an alternate format.
- Students will need to demonstrate that they have done the necessary preparation to be offered the opportunity on a second chance assessment. Preparation and readiness will be defined by the collaborative team.
- Second chance assessments follow these guidelines:

Tight (required)	Loose (CT discussion)
All students who completed the initial assessment are eligible for the second chance assessment	Timeline for second assessment is decided by the CT

<p>Second chance assessments required for tests, and other summative assessments (to exclude Final Exams, PALS exams, music performance assessments, Driver's Education State Assessment, Concerts/music performances, Science Fair Projects, Project*, Major Writing Assignment with multiple drafts). *Projects with multiple steps/due dates/requirements</p>	<p>Format of the assessment: Alternative assessments, formative assessments would be up to the CT to decide whether second chances will be given for these opportunities</p>
<p>Prerequisite to retake assessment, includes a targeted learning opportunity for the student. The student needs to demonstrate to the teacher that the student has made sufficient improvement and will perform better on the retake.</p>	<p>Format and schedule of intervention and second assessment: requirements, re-teaching/learning opportunity, date for retake, etc. will be decided by the CT/teacher.</p>
<p>The assessment grade should reflect and demonstrate the highest level of mastery learning. Highest grade recorded in the grade book is 100%</p> <ul style="list-style-type: none"> • No averaging of assessment grades • Highest grade shall be recorded 	

Grading assignments and assessments *(added 8/5/2020 to align with County expectations)*

- Students should experience frequent and ongoing assessment and feedback throughout the quarter.
- Students should receive continual feedback on the quality of work as it relates to the course objectives.
- Teachers are required to record a minimum of six and maximum of 18 grades per quarter. Courses that use Standards Based Grading will naturally have numerous grades for each assignment.*
- The maximum weight of any one assignment and assessment is set at 20%.*
- Quizzes, tests, examinations, essays, homework, or papers are evaluated and/or graded, returned, and reviewed promptly with the student. Teachers are expected to grade each assignment and post grade to the electronic gradebook within seven school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback.
- 50% is the lowest grade on a 100-point scale that can be entered into SIS. Teachers using a 4 point scale are not impacted by this policy.*

Late work *(added 8/5/2020 to align with County expectations)*

- Major assignments and assessments are to be accepted at any point during the quarter with a maximum penalty of 10% after the teacher designated deadline. A final due date to submit any late assignment of 1 week before the end of quarter may be made by the CT.*