

# LINDENHURST MIDDLE SCHOOL GRADING POLICY



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# **Grading Philosophy and Rationale**

The Lindenhurst Middle School recognizes that every graduating class faces new challenges. It is the goal of the Administrators, Teachers, and Support Staff to help students meet those challenges by preparing students for college and career readiness. While students must attain basic literacy and numeracy, they must also attain essential skills, which include critical thinking, problem solving, interpersonal skills, negotiation, and teamwork.

Lindenhurst Middle School believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and areas needing improvement; recognizing that each student is an individual. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the individual student's achievement.

Grades are based on impartial, consistent observation of the quality of student work and student mastery of course content and academic standards. Students shall have multiple opportunities to demonstrate this mastery through a variety of channels such as assessments, class activities, homework, quizzes, essays, labs, projects, and portfolios.

The Lindenhurst Middle School's grading policy shall be administered in a uniform manner based on standards that apply to all students in that course and grade level. Teachers shall inform students and parents/guardians, in advance, how student achievement will be evaluated in the classroom.

## **Special Education**

The majority of special education students receive the same district curriculum and assessments as the general education students. Accommodations and modifications are available if they are listed on the student's IEP. A copy of the student's IEP is available to all teachers. General education teachers should confer regularly with the special education teacher regarding the progress of the student.

# Grading Guidelines

1. Grades must consistently reflect a continuum of standards-based achievement.
2. Teachers are responsible for communicating student progress in academics, work habits and citizenship.
3. The following is a list of the departments and the overall grading policy that will be utilized by each.

<b>Lindenhurst Middle School</b>	<b>Major Assessments</b>	<b>Minor Assessment</b>
Special Education 15-1	60	40
Social Studies	50	50
Math 7&8	50	50
English	50	50
Reading Department	60	40
Family and Consumer Science	60	40
Art	60	40
Music	60	40
Foreign Language	60	40
Science	60	40
Health	60	40
6th grade English/Social Studies	60	40
6th grade Math/Science	60	40
ESL	60	40
Technology	60	40
Special Education ABLE	60	40
Computers	60	40
Physical Education	50	50

4. Homework falls in the Minor Assessment category, no more than 15% of a student's grade will be based on Homework.
5. The number of Major Assessments for each quarter will be as follows.

Major Assessments	Quarter 1	Quarter 2		Quarter 3	Quarter 4	
		Major Assessments	Mid-Term Assessment		Major Assessments	Final Exam Assessment
Number of Assessments	2 to 5	2 to 5	2	2 to 5	2 to 5	2

## Example of how grades are determined.

60% of a student’s grade will be based on Major Assessments, 40% of a student’s grade will be based on Minor Assessments, and no more than 15% of a student’s grade will be based on Homework.

<p><b>60 % = Major Assessments</b> (2-5 per quarter not including mid-terms/final exams)</p>	<p><b>40% = Minor Assessments</b></p>	
<p>Included but not limited to:</p> <ul style="list-style-type: none"> <li>Standards Based Tests</li> <li>Major Projects</li> <li>Summative Assessments</li> <li>Authentic Assessments</li> <li>Mid-Unit Assessments</li> <li>End-of-Unit Assessments</li> </ul>	<p><b>Minor Assessments</b> Included but not limited to:</p> <ul style="list-style-type: none"> <li>Standards Based Quizzes</li> <li>Minor Projects</li> <li>Class Activities</li> <li>Formative Assessments</li> <li>Class Participation</li> </ul>	<p><b>*Homework ≤ 15%</b> Included but not limited to:</p> <p>Any school related assignment which requires time and effort outside the regular classroom.</p>

**\*In a class where homework is not compulsory, other related class requirements will represent this percentage. (i.e. changing clothes for Physical Education classes etc.)**

6. Please note that absences from classes may affect a student’s grade.
7. Student’s grades and progress reports are available for review on the Parent Portal.
  - Role of the Teacher – Keep updated records for grades and attendance
  - Role of the Parent – Check the Parent Portal for grades throughout the marking period. It is crucial to the success of your child that you discuss the academic progress with your child on a regular basis. If there are any questions, please contact your child’s guidance counselor.

# Grading System

## I. For classes that DO NOT conclude in a Regents exam

→ **FORMAT FOR CALCULATION OF GRADES** THAT DO NOT CONCLUDE IN A REGENTS EXAM

(Each quarter will account for 25% of the possible final grade point average of 100%.)

First Quarter Grade	Second Quarter Grade	Third Quarter Grade	Fourth Quarter Grade	Final Grade Point Average
25%	25%	25%	25%	100%

- Mid-terms will count as two Major Assessments for the second quarter.
- Final Exams will count as two Major Assessments for the fourth quarter.

→ **EXAMPLE CALCULATION OF GRADES** THAT DO NOT CONCLUDE IN A REGENTS EXAM

First Quarter Grade	Second Quarter Grade	Third Quarter Grade	Fourth Quarter Grade	Final Grade Point Average
84%	86%	89%	89%	87%

## II. For classes that DO conclude in a Regents exam

→ **FORMAT FOR CALCULATION OF GRADES** THAT DO CONCLUDE IN A REGENTS EXAM

(Each quarter PLUS the Regents exam account for 20% of the possible final grade point average of 100%.)

First Quarter Grade	Second Quarter Grade	Third Quarter Grade	Fourth Quarter Grade	Regent's Exam Grade	Final Grade Point Average
20%	20%	20%	20%	20%	100%

- All Regents exams will count as 20% toward the final grade.

→ **EXAMPLE CALCULATION OF GRADES** THAT DO CONCLUDE IN A REGENTS EXAM

First Quarter Grade	Second Quarter Grade	Third Quarter Grade	Fourth Quarter Grade	Regent's Exam Grade	Final Grade Point Average
94%	87%	91%	90%	93%	91%

# Promotion Policy

- 1) A student failing two core subjects has two options:
  - a) Attend summer school and repeat the two core subjects (the student MUST pass at least ONE core subject to be promoted).
  - b) Repeat the grade.
  
- 2) A student failing three core subjects has two options:
  - a) Attend summer school and repeat the two core subjects (the student MUST pass at least two of the core subjects to be promoted).
  - b) Repeat the grade.
  
- 3) A student failing four or more core subjects will be retained in the same grade.
  
- 4) For purposes of promotion:
  - 2 Encore Subjects = 1 Core subject
  - 2 Exploratories = 1 Encore (Grade 6)

<p><u>CORE 6,7,8</u></p> <p>English Social Studies Math Science World Language (Grades 7 &amp; 8)</p>	<p><u>ENCORE 7 &amp; 8</u></p> <p>Physical Education Computers Electives Art Electives Music Electives Technology Education Electives Family and Consumer Science Electives English Electives Health Electives Science Electives Chorus Orchestra Band Media Production</p>
<p><u>Encore</u> Physical Education Health</p>	<p><u>GRADE 6</u></p> <p><u>Exploratories</u> Family and Consumer Science Music Art World Language STEAM Computers</p>

# Certificates of Recognition

## **Honor Roll**

Students with an average of 85-89.4% are considered on the Honor Roll and will receive a letter of congratulations from the Principal.

## **High Honor Roll**

Students with an average of 89.5-94.4% are considered on the High Honor Roll and will receive a letter of congratulations from the Principal.

## **Principal's List**

At the end of each marking period, the average of all subject grades for each student is tabulated. Students with an average of 94.5% or better are placed on the Principal's List, and will receive a certificate and letter from the Principal.

## **National Junior Honor Society**

All students are eligible for the National Junior Honor Society. Specific criteria for membership will be distributed by the NJHS faculty advisor. The induction ceremony into the NJHS will be held in May or June of each school year.

## **National Junior Art Honor Society**

All students in 7th and 8th grade are eligible for the National Junior Art Honor Society. Specific criteria for membership will be distributed by the NJAHS faculty advisors. The induction ceremony into the NJAHS will be held in May or June of each school year.



# Major and Minor Assessments

Successful schools engage students in all aspects of their learning. One such strategy is to balance both major and minor classroom assessment practices and information gathering about student learning. Educators should frame their view of testing as an assessment, and consider that measurement of success as information. The more information we have about students, the clearer the picture we have about achievement or where gaps in learning may occur. In a balanced assessment system, both major and minor assignments are an integral part of data collection.

## Major Assessments

Major Assessments are given periodically to determine, at a particular point in time, what students know and still need to master. These assessments are an accountability measure that is generally used to gauge student learning relative to content standards. Some examples of Major Assessments are: end-of-unit or chapter tests, midterm or final exams, large projects, and any other assignment a teacher deems a major assignment.

## Minor Assessments

Minor Assessments are more frequently part of the instructional process than Major Assessments. When incorporated into classroom practice, minor assessments provide the information needed to adjust teaching and learning while they are happening. Some examples of Minor Assessments are: entrance/exit tickets, learning/response logs, standards based quizzes, small projects, class activities, and other formative assessments.

# Homework Policy

Homework is assigned daily, up to five times a week, and is worth a maximum of 15% of the overall grade. Students who are absent must obtain their assignments from the teacher, fellow classmates, or the google classroom. Students are responsible for missed assignments and work. Students absent for three or more consecutive days should contact their guidance counselor for required work.

Teachers will determine what constitutes a makeup of an excused absence. Makeup work must be completed within the guidelines set by the district: *Makeup work must be completed within the number of days absent, but within no more than three (3) calendar days after the student's return.* To makeup work due to absence, and starting from the day of return, students will be entitled to three (3) calendar days for every one (1) day of absence to complete and submit the work to his/her teacher(s).

For example, if a student is absent on Monday and Tuesday, Monday's work is due on Friday and Tuesday's work will be due the following Monday.

**Required makeup work will be determined on an individual basis. The requirement does not constitute a precedent for other students.**

Homework is a school-related assignment which requires time and effort outside the regular classroom. Homework shall be meaningful and have purpose aligned to core curriculum and content standards. Assignments may vary upon subject, but need to be designed so students may do more of the following:

1. Practice and reinforce fundamental skills to meet course objectives.
2. Aid in processing needed information to demonstrate mastery.
3. Provide an opportunity to increase their learning ability through independent experiences with resources found outside of a classroom setting.
4. Develop regular study habits, responsibility, and self-discipline, which are needed skills to budget their time effectively and work independently.
5. Engage in shared learning experiences with family.
6. Enhance concepts taught in class and reinforce real world applications.

Communication between students and teachers should be established concerning individual circumstances that may exist within families. Students should be able to complete assignments independently.

# School Honor Code

The primary objective for each student in the Lindenhurst Middle School focuses on taking pride in their academic performance and personal achievement. The teachers, administration and staff at our school inspire students to be honest and self – sufficient in their pursuit of academic excellence. The common goal is to foster a sense of creativity and nurture the devotion to the quest toward becoming a life-long learner. Each student in the Lindenhurst Middle School should take pride in their personal academic growth.

The Lindenhurst Middle School teachers, administration and staff appreciate and consistently celebrate individual student success in a variety of ways. It is important to note that ‘individual’ means one’s own effort and work. Our school community adamantly opposes “plagiarism”, cheating or stealing of individuals’ ideas in any form. Such violations of this policy will be met with appropriate consequences.

**Plagiarism** will be defined as *representing imitated or unauthorized thoughts and language of another author as one’s own.*

Cheating includes (but is not limited to):

- Copying another student’s work or lending your work to another student to copy.
- Copying another author’s work or internet source in any form.
- Stealing test answers or questions.
- Unauthorized “sharing” of work (homework, projects, etc.)
- Being in violation of testing procedures.
- The use of cell phone during any state or local exam.

## Collusion

- Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion is an act of academic dishonesty and will be disciplined in the same manner as the act itself.

### The role of the Teacher:

A teacher who has evidence that an act of academic dishonesty has occurred shall, after speaking with the student and parent, take one or more disciplinary actions depending on the level of the infraction. However, because it is essential that the teacher know the true level of mastery that the student has for a particular standard, the student may be required to demonstrate their knowledge on a like assignment/assessment.

### The role of the Administrator:

For any incident of academic dishonesty, which is sufficiently serious for the teacher to take an advanced disciplinary action, which can lower the student’s grade, the teacher shall report the incident to the administration for appropriate disciplinary action. The Administrator will determine the appropriate level of discipline based on the school’s discipline hierarchy. These consequences will be recorded as part of the student’s discipline record. Students found to be academically dishonest are subject to disciplinary action.