

## **GRADING GUIDELINES**

Accurate evidence about student learning, gathered through varied methods and multiple sources of evidence, increases the reliability and validity of the assessment of student achievement. There are three general sources of assessment evidence: observations of learning, products students create and conversations with students. As evidence is collected over time from these three sources trends and patterns become evident.

Teachers are responsible for assessing student learning. Teachers will consider all evidence collected through assessment tasks that the student has completed or submitted in order to determine the level of achievement in a grade or course.

1. Teachers will weigh all evidence of a student's academic achievement and will use their professional judgment to determine the student's report card grade. This should reflect the student's most consistent level of achievement, with consideration given to more recent evidence. Not all assessment tasks need to be included in a student's grade. The report card grade represents a student's overall academic achievement, as demonstrated to that point. The grade should be a fair reflection of the student's achievement for that term/semester. The final grade should be an accurate reflection of achievement relative to curricular outcomes.
2. Grades must be derived from clear descriptions of curriculum outcomes and standards (criterion-referenced) and a student's learning in relation to these. Student learning should be communicated based on the achievement of these outcomes.
3. Grades will be based on individual achievement and not on group achievement. It is, however, important for students to be involved in collaborative learning with their peers and cooperative learning experiences are encouraged and should be promoted.
4. Grades will be calculated on summative assessments and not on formative assessments. Descriptive feedback on formative assessments should be provided in order that students learn from the feedback provided as well as through further revisions of their work.
5. Teachers should use a variety of methods such as observations, conversations and products.
6. Teachers must establish and clearly communicate expectations regarding assignments. Assignment requirements and assessment criteria should be discussed with students. Ideally, and as appropriate, students should be involved in

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co-designing criteria for judging the evidence of learning. Teachers will communicate to students the intended learning outcomes, the nature of the products and performances, and co-create criteria for judging the evidence of learning with students. Students must be actively and meaningfully involved in all phases of learning and assessment. It is critical that all students participate in self-assessment. Teachers should also involve students in peer assessment. The teacher will determine the final grade. Student self-assessments will not be included, or averaged, in a teacher's final grade determination.

7. Teachers must set and communicate reasonable timelines for assignments and support students in meeting these timelines. The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges.
8. Teachers will use their professional judgment to establish reasonable but firm expectations regarding timelines, and support and motivate students who do not take responsibility for their work to ensure students make regular progress on assignments. Teachers are expected to maintain regular communication about student progress among teachers, students, and parents in order to support timely completion of assignments. Other strategies to be used to support students include the following:
  - Solicit and consider student input and collaborate with other staff to coordinate timing of major assignments
  - Share assignment timelines and reminders through a variety of means e.g. classroom web pages, email, course outlines, etc.
  - Assist student to manage time effectively by monitoring student progress at each stage of a complex assignment to ensure that they are on track
  - Anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely
  - Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work
  - Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date. An "I" for "Incomplete" can act as an excused mark until the work is completed according to the amount of time allotted to the student. If the student has shown no evidence of completing the assignment, the "I" will essentially become a qualified grade.
9. Students' specific learning behaviours will be reported separately from academic achievement in order for students to understand the behaviours associated with their learning. Effort, participation and attendance will not be included in the student's overall grade in a given subject area.

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10. Establish, communicate and apply consequences for late and missing work. Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. Teachers should establish and clearly communicate expectations regarding assignments, set and communicate timelines for assignments and support student learning using the strategies mentioned above. If student work is still late or missing, teachers will apply the following strategies based on their professional judgment:

- Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons
- Develop an agreement with the student to complete the work
- Require the student to complete missing work during the school time or at lunch or after school within a supervised setting
- Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work
- Provide additional supports for students who are learning English or French as an additional language
- Provide alternative assessment tasks that accommodate diverse learning needs.

If these strategies are unsuccessful in supporting students in completing their work, teachers may deduct marks for late or missing assignments. Teachers should ensure that mark deduction will not result in a mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement. In cases where teachers are deducting marks for late or missing assignments a maximum of a 10% deduction from the overall mark of the assignment can be used.

In applying consequences for late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially in the case of struggling learners) and potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to the expectations.

Source: [Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty and Promotion/Retention](#) Manitoba Education, 2010

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