

## SJS Report Cards & Grading Policy

Last Updated: July 13th, 2023

### Grading Policy

In an effort to provide greater consistency school-wide, SJS faculty members have worked to develop grading policies that will be implemented in each content area this year. School-wide policies have been developed in the following areas: **Grading & Assessment** (e.g., grading calendar, grade scale, and grade breakdown), **Inputting Grades** (e.g., excused, missing and resubmission of assignments) and **Report Cards and Failing Students**.

### Grading & Assessment

A student's grade communicates academic performance: what the student knows and is able to do as measured against the learning standards of the course. All teachers at Social Justice School will use a weighted system (rather than a total points system) to calculate quarter grades. All grades are calculated based on two types of student work.

- a. **Product Grades:** These are Major Assessments like *tests, projects, quizzes, etc.* that are done after the learning takes place. The following list outlines the categories to be considered for product grades and are weighted at 30% of the overall grade.
  - i. Mid/End of Unit Assessments (30%)
  - ii. Projects (30%)
  - iii. Performance Tasks (30%)
- b. **Process Grades:** These are Minor Assignments like classwork activities or investigations etc. that are done while learning is taking place. The following list outlines the categories to be considered for product grades and are weighted at 70% of the overall grade.
  - i. Homework (10 %)
  - ii. Classwork (40 %)
    1. Investigations
    2. Class Discussions
  - iii. Exit Tickets ( 20%)

**NOTE:** Parents and students will likely see more Process Grades on the grade report than Product Grades. This is not unusual. Since Product Grades are larger assignments that require more time to complete and/or assess multiple learning standards, there will often be fewer of them on the grade reports.

Parents are able to view their students' grades at any time during the year through the Powerschool Student Information System (SIS) with their own unique login and password. We encourage parents and students to look over and discuss grade reports together and work collaboratively with the teacher to address any questions they have.

## Grading Scale

Letter Grade	Numeric Score
A+	98 – 100
A	94 – 97
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
D	60 – 69
F	59 – 50

## Grading Calendar

Timeline	Feedback Wednesdays (Crew)	Progress Reports	Report Cards <i>Final report cards must be submitted by the close of business on dates due.</i>			Student Led Conference Day(s)	Special Education Progress Reports
End of Quarter 1 <b>Nov. 3</b>	<b>Aug. 30</b> <b>Sept 6</b> <b>Sept 13</b> <b>Sept 20</b> <b>Sept 27</b>  <b>Oct 4</b> <b>Oct 11</b> <b>Oct 18</b> <b>Oct 25</b>  <b>Nov 1</b>	<b>9/30</b>	Final Grades should be put in by <b>October 27th</b> . Any grades after this date will be input for Q2.	Comments Due & Finalized Grades by <b>Nov. 3rd</b>	Final Report Cards distributed The Week of <b>Nov 13th</b>	Nov 13-15	Comments Due by Nov. 6th  Progress Report will go home with student's report card Nov.13th

# SOCIAL JUSTICE SCHOOL

End of Quarter 2 <b>Jan 26th</b>	<b>Nov 8</b> <b>Nov 15</b> <b>Nov 29</b>  <b>Dec 6</b> <b>Dec 13</b> <b>Dec 20</b>  <b>Jan 3</b> <b>Jan 10</b> <b>Jan 17</b> <b>Jan 24</b>	<b>12/8</b>	Final Grades should be put in by <b>Jan 19th.</b> Any grades after this date will be input for Q3.	Comments Due & Finalized Grades by <b>Jan 30th</b>	Final Report Cards distributed The Week of <b>Feb. 13th.</b>	Feb 14-15th	Comments Due by Feb. 1st  Progress Report will go home with student's report card Feb. 13th
End of Quarter 3 <b>April 5</b>	<b>Jan 31</b>  <b>Feb 7</b> <b>Feb 14</b> <b>Feb 21</b> <b>Feb 28</b>  <b>Mar 6</b> <b>Mar 13</b> <b>Mar 20</b> <b>Mar 27</b>  <b>Apr 3</b>	<b>3/1</b>	Final Grades should be put in by <b>March</b> <b>29th.</b> Any grades after this date will be input for Q4.	Comments Due & Finalized Grades by <b>April 5th</b>	Final Report Cards distributed The Week of <b>April 8th</b>	April 8th-10th	Comments Due by  Progress Report will go home with students' report cards
End of Quarter 4 <b>June 14th</b>	<b>Apr 10</b> <b>Apr 24</b>  <b>May 1</b> <b>May 8</b> <b>May 15</b> <b>May 22</b> <b>May 29</b>  <b>Jun 5</b> <b>Jun 12</b>	<b>5/17</b>	Final Grades should be put in by <b>June 7th.</b>	Comments Due & Finalized Grades by <b>June 7th</b>	Final Report Cards distributed The Week of <b>Jun 17th</b>	N/A	Comments Due by  Progress Report will go home with student's report card

## Inputting Grades

If a student receives a failing grade (>50%) on an assignment, the grade inputted in Powerschool needs to be recorded as 50%. **All grades for the previous week should be submitted by the following Tuesday close of business.** This is to ensure that students are reviewing accurate data during Feedback Wednesdays.

Students should receive at least 3 grades a week for their core classes (Math & ELA) and 2 grades a

week for specials (LDL, Social Studies, & PE/Health), Empower and Crew.

## Coding Absent Dates (Assignments) in Gradebook

Missing Assignment (M)
<p>If a scholar is present in class and does not submit the assignment that is due for that corresponding day, the teacher will put in a 50% (missing).</p> <ul style="list-style-type: none"><li>• The scholar is eligible to submit the assignment within <b>1-3 days</b>. Once the assignment is submitted, the scholar is able to receive <b>75%</b> of the original grade. Students with IEPs can submit the assignments within the <b>5 days</b> for <b>full credit</b>.</li><li>• If a scholar is absent on the day of the assignment, it is their responsibility to make the assignment up for <b>full credit</b> within <b>3 days</b> of receiving it.</li></ul>

## Resubmission of Assignments

If a student is not satisfied with the original academic grade, they are eligible to re-submit that assignment or assessment within 2-5 days in order to boost their grade. Students must request to retake the assessment or re-do the assignment and organize the time with the educator. The new grade will be averaged with the original grade to determine the final score of the assignment.

## Feedback Wednesdays

Crew leaders will utilize Feedback Wednesday's as a way to communicate with students and their families on how they are doing. We also use them as a way to ensure that students are not falling behind and are having multiple opportunities to improve in their work.

## Report Cards

Our school uses a quarter system, with report cards completed and mailed at the end of each quarter (November, February, April & June). Grades and teacher comments are entered into Powerschool and copies of report cards are kept on the school's server and in student cumulative files.

Report cards include the following elements:

- Grades for the following classes: (Math, ELA, Empower Math/ELA, Crew, LDL, Social Studies and Health/P.E.)
- Comments for each student.
  - Middle School Specials Teachers: Comments for any student that is receiving a 75% or lower, and at least two "glow" comments for students who are thriving or showing remarkable effort.
  - In addition to academics, the HOLL's should be discussed in the comments and their class participation.
  - Special education teachers should work with general education teachers to create comments for students with IEP's. The voices of all members of a student's team should be represented in report cards

## Students with Disabilities

Students with IEPs should not receive a failing grade on a report card without a conversation with the Assistant Principal of Student Support and Case Manager. Educators should email the Assistant Principal and Case Manager with the reason(s) why they are failing and any missing or failing assignments. The Assistant Principal or Case Manager will follow up with a time to meet and discuss. If accommodations are given to students, note the accommodation in report card comments.

## **Report Card Comments/Narratives**

The comments/narratives on report cards are incredibly important- here is where context is provided and discussion of the 'whole' child is possible. While certainly time-consuming, thoughtful and informative report card comments go a long way in helping families understand what is happening in school and how to best support their student(s).

- **Core Content Expectations:**
  - Report Card Comments should be 3-5 sentences for core content classes & 1-2 sentences for crew classes. Teachers do not need to include additional comments for Empower.
  - Please include one sentence celebrating a strength for the students, 1-2 sentences naming an area of growth, and 1-2 sentences naming a next step related to this area of growth for the student.
  - Special education teachers should work with general education teachers to create comments for students with IEPs. The voices of all members of a student's team should be represented in report cards.
- **Specials (LDL, P.E./Health & Foreign Language) Expectations:**
  - Comments are required for any students earning a 75% or lower.
  - It is also encouraged you put comments for students who are thriving and/or showing improvement.

## **Response & Communication Protocols for Failing Scholars**

[Grade-Level Team Student Progress Tracker: Please use "Failing" or "Not Failing."](#)

If a student is failing one or more classes consecutively after 3 weeks the following should happen:

1. Parents should be contacted by the teacher of the class a student is failing.
2. A MTSS referral should be made by the teacher of the class a student is failing
3. Discuss at the MTSS meeting.
4. Follow up with the parent a week after the creation of the plan.
5. Continued follow up with the family as necessary in accordance with the plan.

## **Scholar-Activist Awards**

Scholar-activists will be recognized in our quarterly Angela Davis Awards Ceremony. Scholar-activists can be recognized for the following awards: Bobby Hutton Habits of Love, Learning and Liberation Award, Malcolm X Growth Award and the Ella Baker Scholar-Activist Award.

- Scholar-activists who demonstrate a commitment to our habits of scholarship are eligible to earn the Bobby Hutton Habits of Scholarship Award.
- Scholar-activists who meet or exceed their growth goal on their MAP Assessment, or Unit Assessment or demonstrate an improvement in any of their classes are eligible to earn the Malcolm X Growth Award.
- Scholar-activists who earn an overall GPA of 3.0 or higher are eligible to earn the Ella Baker Scholar-activist Award.

## **Student Promotion Policy**

We take promotion decisions very seriously and only consider retention when a student is significantly behind or has accumulated excessive absences. We seek to communicate concerns about the possibility

of retention with families early on. While teachers may recommend retention, the ultimate decision rests with the Principal and is made based upon many factors including input from a variety of Crew members, including of course, the student's family. Families may request retention but this must be done so in writing before lottery results are announced.

The following guidelines assist with decisions regarding student promotion/retention:

1. A range of academic and/or behavioral strategies and interventions must be utilized and documented before retention is explored.
2. Retention is not to be used as punishment
3. Retention is not to be used to postpone or determine other educational services such as special education
4. Promotion decisions will made based upon a variety of factors and considerations

We will communicate with families before the end of Quarter 2 if retention is being considered for their child for the following school year. Teachers will meet with families to discuss progress, problem solve and determine if retention will continue to be considered. We will communicate promotion decisions before the My School DC enrollment lottery closes.