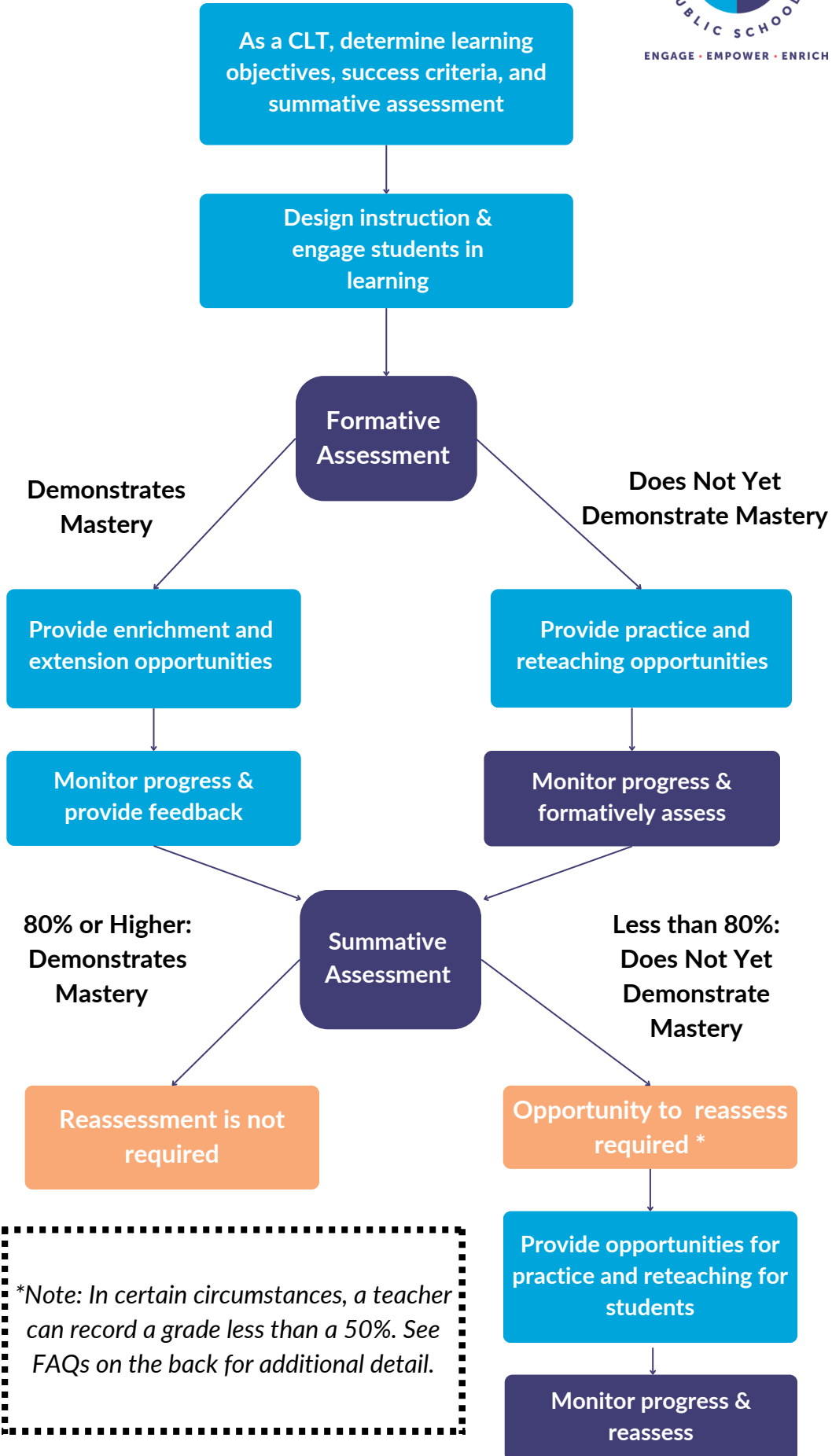


# LCPS Grading Policy 5030



# LCPS Grading Policy: Frequently Asked Questions



## What's the timeline for remediation and reassessment?

Teachers must record grades and provide feedback within six consecutive school days from the date collected. Reassessment, if necessary, must take place within six consecutive school days after the student receives the original grade. Remediation may take place within those six days.

## Does remediation prior to reassessment have to take place outside of class time?

Teachers may require that students engage in remediation opportunities prior to reassessments. While teachers may offer opportunities outside of class time, remediation may also occur within the regular class block. Teachers may choose to utilize flexible learning pathways that allow students to be working on targeted learning options including remediation, practice and extension & enrichment. This allows teachers the opportunity to provide reteaching prior to the summative assessment. Additionally, teachers may collaborate with student support teams to provide more structured resource blocks and/or additional remediation opportunities.

## What are some options for the format of reassessments?

Reassessments do not need to mirror the format of the original assessment. If the original assessment was multiple-choice, the reassessment might be a short answer question. Additionally, students do not need to retake the entire original assessment. The reassessment might only focus on standards not yet mastered.

## Is it ever okay to not provide a retake or record less than 50% on a summative?

Yes, in certain circumstances. If a student demonstrates a pattern of repeated retakes, late work, or missing work, teachers can consult with student support teams and parents. The student support teams may limit retake opportunities and/or record the original assessment score (may be less than 50%).

Additionally, if a student did not make a concerted effort, or reasonable attempt, to complete the assessment, a grade lower than 50% may be recorded as a student's summative assessment grade.

## What if a student keeps retaking every unit summative? What can be done so they don't fall behind?

Teachers might begin by considering the following questions: Are there patterns coming up around areas of struggle? Does formative assessment data align with the summative scores? What types of feedback, remediation, and relearning are effective with this student?

As teachers ask these questions, they should utilize resources available to them such as their school systems of support. School support teams may contact and conference with families, provide more structured resource blocks and support students with necessary organizational and study skills.

## To be ready for their future, our students need a strong work ethic and a growth mindset. How can students develop both?

In order to be future-ready, each LCPS student needs to develop a strong work ethic and growth mindset. The LCPS assessment and grading system was designed with both in mind.

Students master concepts and skills in different ways and at different rates. Since grades are a reflection of a student's mastery of curriculum content or competencies, not behavior, students may need additional opportunities to demonstrate mastery. Reassessment provides students that opportunity. The floor of 50% is designed to foster student agency and give students a chance at recovery in a course.

Students also need clear, high expectations to develop their work ethic. Students must make a reasonable effort to complete a summative in order to receive the 50% floor. Students also may be required to complete remediation or additional learning opportunities prior to reassessment.