

Grand Forks Secondary School

2009/2010

Grading Policy

- Grading should be linked directly to the stated course learning outcomes.
- Where possible, grades should be determined using criterion-referenced standards.
- Grades will reflect a student's ability based on tests, quizzes, assignments, performances, and projects. However, a small portion of their grade (up to 10%) may be reflected in work habits.
- Teachers shall mark and/or provide feedback on all assessments. However, not all assessments are required to be included in a final grade.
- Late work shall be handled using the following criteria:
 - Work handed in late will result in a mark reduction as indicated in the course outline and consequently be given a value of zero in the absence of a completed task within a specified time period. Although a value of zero is assigned, a teacher may still require the work to be completed in order to ensure a student understands the concepts and the teacher can assess their progress.
 - Students who are late handing in assigned work may be referred to Study Hall for support to complete the work. Chronic Study Hall referrals will result in contact home by the school.
 - Teachers may exempt students from late penalties where extenuating circumstances exist.
- Absences shall be handled as follows
 - Students with excused absences (called in before or the day of) shall be given make-up opportunities for all missed assessments upon their return to school. After 10 absences, the student's enrollment in a class will be re-evaluated. Excused absences are those in which extenuating circumstances exist as to why a student is not in school and have been communicated to the school by the end of the day the absence occurred.
 - Students may be referred to Study Hall or DLC to make up missed assessments.
 - Students with unexcused absences may be given a zero on any missed work and be expected to make up that work within a week upon return via referral to Study Hall or DLC.
 - Students referred to Study Hall that do not complete the assigned work, may be placed on an in school suspension until work is completed.
 - In determining grades, teachers must decide whether they have enough evidence of achievement. If not, the grade will be an "I" (incomplete) and no credit will be provided. Previous communication with home must occur before a student receives a failing grade under this clause.
- Students should not expect to be given a second chance assessment as regular classroom practice. However, second chance assessments may be made available where students have demonstrated that they have taken steps, acceptable to their teacher, to earn another opportunity.
- More weighting may be given to assessments later in courses where knowledge builds on earlier skills.
- Teachers shall discuss assessment with students, in an age appropriate manner, at the beginning of instruction and before each task and clearly outline the criteria for assessment.
- Teachers shall provide students and parents a written overview of assessment (including grading) in clear language within the first week of school. The overview should also include the intended learning outcomes (or a link to them), teacher contact info, synopsis of the course content, and classroom expectations.