



MINOOKA

COMMUNITY HIGH SCHOOL

High Expectations and Continuous Improvement for All

Grades at Minooka Community High School

Philosophy

All students should have a consistent experience in regards to grading practices. Graded work should reflect student learning, regardless of teacher, course, or department.

Beliefs:

1. Grades should reflect what a student has learned and demonstrate their understanding and mastery of a specific standard, skill and/or objective.
2. Grades should operate consistently and clearly no matter what teacher, course or department a student may be working with.
3. The purpose of grades is to provide clear and accurate indicators of student learning that are aligned to learning standards and provide feedback to students and other stakeholders at a given moment in time.

Grades provide feedback as an essential part of effective learning. This feedback helps students understand the subject being studied and gives them clear guidance on how to improve their learning.

It is always best for the student to communicate with a teacher first about their learning, assignments, concerns, or questions. Parents and guardians should feel free to connect with a teacher on how to best support their student in their learning. Classroom teachers can provide the best insight on student strengths and opportunities for growth in the specific class content and skills.

Formative and Summative Assessments, and the Final Exam

**All Dual Credit courses will follow grading guidelines set forth by the college or university.*

At MCHS, teachers measure student learning and provide meaningful feedback to students through three types of assessments: formative assessments, summative assessments and the final exam. We believe formative assessments should gauge student understanding and provide feedback, and summative assessments should demonstrate student knowledge and understanding.

Formative assessments are frequent, low stakes, and give the student feedback on how they are progressing towards the learning goals. These could include daily homework, study guides, rough drafts, journals, practice items, lesson checks, bell work, exit slips, note checks, participation, receptive practice, or other assessments. These give students an opportunity to practice the content and skills. These are worth 20% of the term grade, giving students a chance to learn from mistakes without having a large impact on their overall grade.



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Summative assessments evaluate student learning, typically at the end of an instructional unit, by comparing it against some standard or benchmark. These could include tests, projects, labs, essays, quizzes, simulations, research projects, DBQ's, Socratic seminars, expressive presentations, and other assessments. Summative assessments give students an opportunity to demonstrate knowledge and understanding of the content or skills. Summative assessments are worth 80% of the term grade.

Final exams are designed to show mastery of the core learning objectives for each course. They take place at the end of the semester and are worth 15% of the semester grade.

Late Work and Reassessment Opportunities

We believe that learning to meet deadlines is an important skill, and the expectation at MCHS is that students submit work on time. We also understand that this is separate from learning and mastering skills, and understand that circumstances may arise that prevent a student from completing work on time. Departments or content teams will determine late work guidelines.

We believe that teachers should provide flexibility for student learning and we recognize that students learn at different rates. All teachers teaching the same course in the same building will have the same reassessment practices because we believe in fair, equitable and consistent grading practices. Departments or content teams will determine if, when and how students will reassess.

Teachers may require students to participate in a re-learning opportunity before participating in the reassessment, in order to show that the students has learned the content or skills and is ready to demonstrate mastery on a summative assessment.