



# Woodbridge Academy

## Newport Beach, CA

### Grading Policies

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The following document intends to be used as a guide for our teachers to grade student work. Woodbridge Academy recognizes all parents as the first teachers of their kids from Kindergarten up to Grade 8. Grading from Grades 9 to 12 is reserved only for teachers at Woodbridge Academy. In this regard, parents may grade their children if they are enrolled in Kindergarten through Grade 8. From Grade 9 to Grade 12, the grading is solely based on the rubrics or decisions made by the corresponding teachers, responsible for the subjects or grades assigned to them by the School Principal or Headmaster. No parent is allowed to assign grades for students enrolled in High School (Grades 9 to 12)

Educators or parents use grades to:

- Give each student and his/her family feedback about the student's progress and mastery of the content standards,
- Guide students about future coursework,
- Guide teachers for instructional planning, reteaching, and intervention

- Provide information useful to plan for student matriculation, retention, and future course work and
- Plan for professional development.

## **MARKING PRACTICES**

- The Principal has the authority to adopt rules and regulations governing a marking system. The principal has the responsibility for implementing this policy.
- Marking practices reflect individual student performance and progress toward mastery of the standards.
- A student's mark may not reflect a comparison of that student's performance with those of other students.
- Standards-based instruction and the concept of mastery of standards lead to a marking system that reflects the notion that all students can learn.
- This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.
- Marks reflect a student's individual achievement toward mastering the standards.
- At the beginning of the school year, each classroom teacher must provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks in the appropriate language. This is done by providing rubrics for all assignments or assessments to be taken during the course.
- The classroom teacher shall determine the mark given to each student in the class based on the Criteria for Marks (Rubric). That mark shall be final without clerical or mechanical mistakes, fraud, bad faith, or incompetence. (California Education Code Section 49066)
- The determination as to whether mistake, fraud, bad faith, or incompetence exists about a course mark is to be made by the school principal or designated administrator.

- Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
- For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every assignment or assessment will be recorded in the gradebook. (California Education Code Section 48205)
- Classwork, homework, and other assignments considered for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining “reasonable time” might include students receiving an evaluation of their work, allowing enough time to prepare for assessments, and before issuing an academic mark.
- Meaningful homework is an extension of the class work and is aligned with the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.
- Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.
- A disproportionate number of Fails or D's for any reporting period or a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions. Interventions may include reteaching specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.
- A systematic process will be established that will be used by the school to identify students experiencing difficulty mastering the standards. Parents and students will be informed of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods. This shall be no less than two weeks after the submission of the assignment in question.
- Teachers are encouraged to send parents positive notes, such as complimentary reports to parents, regarding exceptional student work using the “Student Journal” inside the LMS.
- Students in Gifted/Talented Programs generally far exceed mastery of content standards or exhibit advanced mastery of content standards by performing two or more years above grade level. The academic mark must fairly reflect mastery of content standards.

- Students not demonstrating exemplary or advanced mastery of content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary using the Personal Study Plan tool.
- English Learners are expected to demonstrate mastery of the California content standards. The academic mark must fairly reflect mastery of content standards. Students falling below proficient progress toward the targeted content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.

#### CRITERIA FOR MARKS

- Teachers must be thoroughly familiar with the course standards and mark criteria.
- Students and parents are to receive the course description, the content standards, and the criteria for marks in the appropriate language.
- The final mark is an overall rating of the student's work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.
- A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example, C/D or E/S).
- The term "Suspended" is to be used with all coursework or subjects not meeting the passing marks, usually below 60%.
- Incomplete (Inc or I) is given only when a student has been absent during the latter part of the semester for which a report card is issued. Incomplete is given only if the student was passing when present. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a "Letter to Parents Regarding Incomplete Work" (Form 34-H-20). Incomplete work must be made up by a specific date before the next marking period, either the midterm or final marking period, whichever occurs first.
- No Mark (NM or N) may be used only if a student has been enrolled (E) in a class without having work from the student's previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of missed work. If the teacher determines that the student can't complete sufficient coursework to master the content standards

and earn credit for the course, a No Mark (NM or N) may be entered, and no credits issued. Marks are to be given in Work Habits and Cooperation. The course must be repeated and satisfactorily completed before credits and a mark can be issued.

- Partial credit may not be granted. Reducing course credits for any reason, including unexcused absences, tardies, or late enrollment, is not permitted. (California Education Code Section 49067) However, District procedures for enrolling and granting credit for students living in out-of-home care will follow Assembly Bill 490 as outlined in Bulletin BUL-787, “Guidelines for School Enrollment of Students in Out-of-Home Care.”
- When all work for the course is completed, and the standards are met, a mark and credits will be issued. Once the course is completed, the course number, course title, the subject mark, and the school name are entered into the electronic transcript. All work must be completed within a one-year period of time, or a new contract must be initiated.

#### RECORDING MARKS

- All marks are to be entered in the Canvas LMS grade book.
- When a student enrolls in the school after the start of the semester, the academic mark earned in a corresponding course at the previous school should be recorded in the gradebook and given proportionate consideration by the teacher in determining the final mark. This procedure also applies when a student transfers from one class to another within the school once the semester has begun.
- When a student officially withdraws from school, a dated report card or a clearance card must be given, showing marks earned to the date of leaving.
- When a student must leave school for legitimate reasons such as this before the end of the semester, the teacher may finalize the academic mark upon the approval of the Principal or designated administrator.
- Marks may be posted on cumulative records and the electronic transcript only from official transcripts. Hand-carried documents are unofficial transcripts.
- Once a mark has been issued, other than an incomplete, the teacher may not change it without just cause. The Principal, or administrative designee, must approve a change of mark.

## RECORDING ATTENDANCE

Woodbridge Academy does not keep attendance records since we are an online school. For attendance records we may use the login history inside Canvas LMS.

## RELATIONSHIP OF ATTENDANCE TO MARKING

- Woodbridge Academy holds that the rigorous experiences implemented by the teachers in which students are engaged in active reasoning about concepts assist students in mastering the content standards. Students must attend videoconferences regularly to take advantage of these learning opportunities.
- Making up an assignment or educational experience does not offer the same value as participating in the experience with student peers. However, in the interest of helping students progress toward mastery of the standards and learning course content, teachers shall provide opportunities to complete missed class work and tests or other appropriate equivalent assignments that can reasonably be provided. Usually, all videoconferences are to be saved and uploaded to the Internet so students who did not attend that particular meeting can see it later.
- Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not automatically lower a mark or lose class credit. (California Education Code Section 49607). Students with excused absences, absences for justifiable personal reasons, and absences due to suspensions shall be allowed to complete missed classroom work and tests or other appropriate equivalent assignments that the teacher can reasonably provide. The teacher shall determine what assignments are to be made up and in what period of time the student must complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

## REQUIRED MARKING REPORTS

Marking reports enable parents, students, and staff to identify subject areas where improvement is needed and where the student is in danger of not meeting the standards for those subjects. All teachers must notify parents and students of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods. Parents, students,

and staff will work cooperatively to ensure that the student has every opportunity to achieve the grade-level standards for promotion as identified in the Personal Study Plan or Curriculum Maps.

- **First Marking Report (Optional)** – This progress report is issued at the end of the first eight weeks of the semester on traditional calendars and the equivalent for schools on year-round or block schedules. Progress Reports are interim reports that are intended to indicate deficiencies.
- **Second Marking Report (Required)** – This mid-term report card is issued mid-semester or when the first two units or 16-week period has ended. All cumulative subject marks, marks for cooperation and work habits, and cumulative absences and tardies to all videoconferences must be recorded.
  - If a student has failed to turn in all coursework for the first 16-week period, he or she may not submit coursework for Units 3 and 4 until they have completed previous assignments for Units 1 and 2.
- **Third Marking Report (Required)** – This progress report is issued in the twenty-fourth week.
- **Fourth Marking Report (Required)** – This is the final report card for the academic year. All cumulative subject marks, marks for cooperation and work habits, and cumulative absences and tardies must be recorded.

#### REQUIREMENTS FOR NOTIFICATION OF POSSIBLE FAILURE

- California Education Code, Section 49067, requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.
- Teachers are responsible for communicating with parents whenever student achievement is inconsistent with the content standards identified for each course. All communication, whether answered or not, will be recorded in the Student's journal inside Canvas LMS.

## PARTICIPANTS IN GIFTED/TALENTED AND SPECIAL EDUCATION PROGRAM

- Evaluating the progress of secondary students in Gifted/Talented Programs: Generally, an “A” or “B” mark is considered the usual mark for students identified as gifted who are highly able learners. These students generally perform two years or more above grade level and receive such marks when performing beyond their age-grade peers and the State standards for a designated grade. Please note that students are identified as gifted in various categories; therefore, individual performance assessments are necessary.
- Students not maintaining an "A" or "B" should receive teacher assistance, i.e., practice understanding the rubrics for assignments, assessment, and instruction in content area and skill gaps.
- Intervention measures should be planned with the student and/or parents as necessary. Special counseling for the student and parent and/or guardian notification is recommended.
- The final grade: It must reflect the composite strength of the student using the work of an average student or grade level standard as a benchmark. Punitive grading practices should be avoided.
- Must contain fair mark value for enhanced, modified learning beyond the regular program.
- Must yield a satisfactory ranking of the gifted student among his age-grade peers who do not participate in a more advanced, fast-paced, modified curriculum.

## **Evaluating the Progress of Secondary Students with Disabilities**

- General and special education teachers work collaboratively with parents to determine grades for students with disabilities. Teachers must consider the individual needs of each student with disabilities as described in the student's Personal Study Plan.
- All teachers of students with disabilities, including teachers in general education, shall implement the accommodations or modifications for instruction, assessment, and/or evaluation written in the PSP or Section 504 Plan. Before grading a student with disabilities, teachers should consider whether the PSP accommodations and/or modifications have been provided throughout instruction in the subject area/course.



- Most students with disabilities will be held to the same content standards as their nondisabled peers.
- A student receiving accommodations, related aids, or services shall not have reflected on his/her transcript any notations about, reflecting, or inferring these accommodations, disability status, special education status, or Section 504 status.

## Marking Criteria

	90.1 - 100%	80.1 - 90%	70.1 - 80%	60 - 70%	1- 59.9%
Academic Mark	A	B	C	D	Fail
Quality of Work	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
Interpretation and Application	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.

Thinking and Reasoning Skills	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products, or performances in various contexts.	Demonstrates using prior knowledge and skills to create innovative ideas, products, or performances in various contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products, or performances in various contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products, or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products, or performances.
Quantity of Work	Produces extra work in addition to assigned work, both teacher-generated and self-initiated, toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated, toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

<b>Work Habits</b>	<b>Exceeds</b>	<b>Sustain</b>	<b>Unable</b>
Effort	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
Attendance	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
Evaluation:	Makes an explicit effort to examine work using teacher-generated and self-generated criteria.	Makes an effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.
<b>COOPERATION</b>	<b>E</b>	<b>S</b>	<b>U</b>
Courtesy	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
Conduct	Obeys rules, respect public and personal property, and actively promote general welfare.	Obeys rules, respects public and personal property, and supports general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.

Improvement	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually objectively accepts corrections.	Makes little attempt to improve and shows indifference or resistance to corrections.
Class Relations	Demonstrates leadership with others in various situations to set and achieve goals.	Demonstrates ability to work with others to set and achieve goals in various situations.	Demonstrates little ability to work with others to set and achieve goals in various situations.