

MILFORD PUBLIC SCHOOLS GRADING REGULATIONS

Grades 6-12

	Grade 6-7	Grade 8-9	Grade 10-11	Grade 12
Grade Reporting Based on Achievement	<p>All Grades are based on student performance on clearly defined standards.</p> <p>Middle School-Weighting within trimesters for all classes follows established department guidelines (these will be developed in 2011-12 school year)</p>			
<p>Homework</p> <p><i>All Homework assignments are an integral part of the instructional program.</i></p> <p><i>Please see below for definitions of work considered homework</i></p>	<p>Students are expected to complete homework according to due dates</p> <p>Up to 10% of final grade can come from graded homework</p> <p>Late homework can be accepted within 5 days with up to 10% taken off</p> <p>Opportunities for re-teaching built in if necessary</p>	<p>Students are expected to complete homework according to due dates</p> <p>Up to 10% of final grade can come from graded homework</p> <p>Late homework can be accepted within 3 days with up to 10% taken off</p> <p>Opportunities for re-teaching built in if necessary</p>	<p>Students are expected to complete homework according to due dates</p> <p>Up to 10% of final grade can come from graded homework</p> <p>Late homework can be accepted within 2 days with up to 10% taken off</p> <p>Opportunities for re-teaching built in if necessary</p>	<p>Students are expected to complete homework according to due dates</p> <p>Up to 10% of final grade can come from graded homework</p> <p>Late homework can be accepted within 2 days with up to 10% taken off</p> <p>Opportunities for re-teaching built in if necessary</p>
<p>Late Work</p> <p><i>-timeline, days, etc</i></p> <p><i>This is primarily work outside the 10% homework</i></p>	<p>Students are expected to hand in work on the date due.</p> <p>May be submitted within 5 days of due date - With loss of no more than 10%</p> <p>Opportunities for re-teaching built in if necessary</p> <p>ZAP: After 5 days – automatic referral to recovery room for students to complete learning experience</p> <p>Zero as Placeholder</p>	<p>Students are expected to hand in work on the date due.</p> <p>May be submitted within 3 days of due date - With loss of no more than 10%</p> <p>Opportunities for re-teaching built in if necessary</p> <p>ZAP: After 3 days – automatic referral to recovery room for students to complete learning experience</p> <p>Zero as Placeholder</p>	<p>Students are expected to hand in work on the date due.</p> <p>May be submitted within 2 days of due date - With loss of no more than 10%</p> <p>Opportunities for re-teaching built in if necessary</p> <p>ZAP: After 2 days – automatic referral to recovery room for students to complete learning experience</p> <p>Zero as Placeholder</p>	<p>Students are expected to hand in work on the date due.</p> <p>May be submitted within 2 days late with a penalty of no more than 10% per day late.</p> <p>Opportunities for re-teaching built in if necessary</p> <p>No ZAP? May seek out extra help</p> <p>Zero placed</p>
<p>Assessments</p> <p><i>Do Overs, Scores for Redos Summative, Formative, PTs,</i></p>	<p>Student must complete a contract/plan of action to be eligible to retake formative and summative</p>	<p>Students must complete all formative assessments to be allowed to retake summative</p>	<p>Students must complete all formative assessments to be allowed to retake summative</p>	<p>Students must complete all formative assessments to be allowed to retake summative</p>

<p><i>Not inclusive of Midterms/Finals – held for a later conversation in a larger context</i></p> <p><i>What can we do to be proactive? What other pieces can be options? Promote student advocacy?</i></p>	<p>assessments.</p> <p>Students can retake for scores under 83% . Maximum score : 83% One redo.</p> <p>Students must work with teacher for a retake when the score falls below a 70</p>	<p>assessments. Plan of action required.</p> <p>Students can retake for scores under 83% . Maximum score : 83% One redo.</p> <p>Students must work with teacher for a retake when the score falls below a 60 With additional instruction/support/ relearning</p>	<p>assessments. Plan of action required.</p> <p>Students can retake for scores under 83% . Maximum score : 83% One redo</p>	<p>assessments. Plan of action required.</p> <p>Students can retake for scores under 83% . Maximum score : 83% One redo</p>
<p>Zeros</p> <p>ZAP Policy goes into place</p>	<p>As a placeholder only</p> <p>Cannot opt out: Structures in place - During Regular School Day – Students assigned</p>	<p>As a placeholder only</p> <p>Cannot opt out: Structures in place - During Regular School Day – Students assigned</p>	<p>As a placeholder only</p> <p>Cannot opt out: Structures in place - During Regular School Day – Students assigned</p>	<p>Zero as place holder unless the student refuses to do the work.</p>
<p>Student Supports At all grades and levels, supports are in place to help students learn.</p>				

Homework:

Homework is an integral part of the instructional program and encourages students to develop a personal commitment to academic work. In order for homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, student and the parents. Without this partnership in support of learning, students will not achieve their full potential.

The homework program will have the following qualities and components:

- 1) Focus on students' learning needs, be meaningful and not busy work. It must be relevant to learning standards and have a clear purpose that is understood by all students.
- 2) Instructions that define how each homework assignment is to be done.
- 3) Feedback from teachers and parents that encourage students to improve their future assignments of homework.
- 4) Homework policies that state expectations and procedures appropriate to the age of students.
- 5) Homework, like classroom work, should be varied in approach to engage students with different learning styles and capabilities.
- 6) Strategies that provide a student with multiple ways to demonstrate his/her level of performance are applicable to homework and can be effective in increasing engagement and motivation. Homework assignments should follow individual student IEP and 504 guidelines.
- 7) The amount of time to be spent on homework, on average for grades 9-12 is 90-150 minutes daily or 7-12 hours weekly.
- 8) Teachers expect parents to understand that there is never a time when a student does not have homework. Students may review, preview or improve their present assignments.

Any homework that is assigned possible point values will be included in calculating a student's quarterly grade; examples of such homework are:

- Practicing of taught skills
- Preparing for future work (introducing concept or skill)
- Readings with guiding questions to prepare for class work
- Drafting or revising a composition
- Preparing for a performance
- Generating ideas for a class discussion or lab