**2017-18 Curie High School Course Team Grading Framework**

*This document represents the consensus of the course team and will be submitted for admin review and feedback based on alignment to the Professional Grading Standards and Grading Practice Guidelines. Submit to Principal’s mailbox by 3pm on Wednesday afternoon (Aug. 30).*

*Attach additional paper if necessary.*

Course Team / Course(s) that will use this grading framework: \_**English 3 and Honors English 3 (non-Standards-Based Grading)**\_\_\_\_\_\_\_\_\_\_

Teachers on course team who will use this framework: **Deleon, Carrillo, Barry, Evans (Eng. 3 only/not H. Eng. 3), Singer, Sewell, Amouipour**

Date submitted: \_**8/30/17**\_\_\_\_\_ Name relevant specialty program (e.g. IB, AVID), if applicable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CTU-CBOE Guidelines reminders:** 1) At least 3 categories; 2) No category weighted more than 50%; 3) Category weights should correlate with complexity of assessments; 4) Each category must have “sufficient entries” to ensure balance across categories; 5) Participation and homework cannot individually be the majority of the grade; 6) Grades cannot measure behavior and compliance.

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| **Category Title** | **Weight (column must total 100)** | **Sample assignments/assessments that would be included in this category** | **“Sufficient entries” – define how many grades over what timeframe will be present to ensure balance** |
| Formative Assessments | 40% | journaling, annotations, drafts, evidence charts, short writing | 35 / semester |
| Summative Assessments | 40% | unit exams, essays, presentations, Socratic seminars | 5 / semester |
| Responsible Learner | 20% | SSR, bell ringers, discussion/ participation, reflections, note checks | 35 / semester |
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Are you appealing for any category to be weighted more than 50%? If so, why? How will you ensure your grades will be balanced to measure student mastery and growth? How will you ensure they are an appropriate balance of formative and summative assessments?

**no**

Do you have an instructional need to develop, assess, provide feedback on, and grade student participation? If so, in what category are those grades captured? What standards will your course team be using in unit plans to develop curriculum and assessments for these participation skills?

**yes—in Responsible Learner**

**standards involved include SEL standard #2 and CCSS speaking/listening standard #1**

What does student growth look like in your course? How will your course team assess students’ unique growth and provide grades for it? How will students be able to monitor their growth in your course?

* **goal setting & reflections**
* **allow revision and retries and use the “retry” column in Gradebook to “provide grades” that reflect growth**

How does your course framework for grading allow for recovery and improvement? All policies related to make-up work, retakes, and reassessments should be included here.

* **“late work” will be accepted within 1 week of original deadline**
* **“make up work” will be provided when a student requests it and accepted within a reasonable time range as determined by the teacher of the class; “make up work” will be an alternative assignment (e.g., different text, different product) with similar content/skill focus as original assignment(s)**