

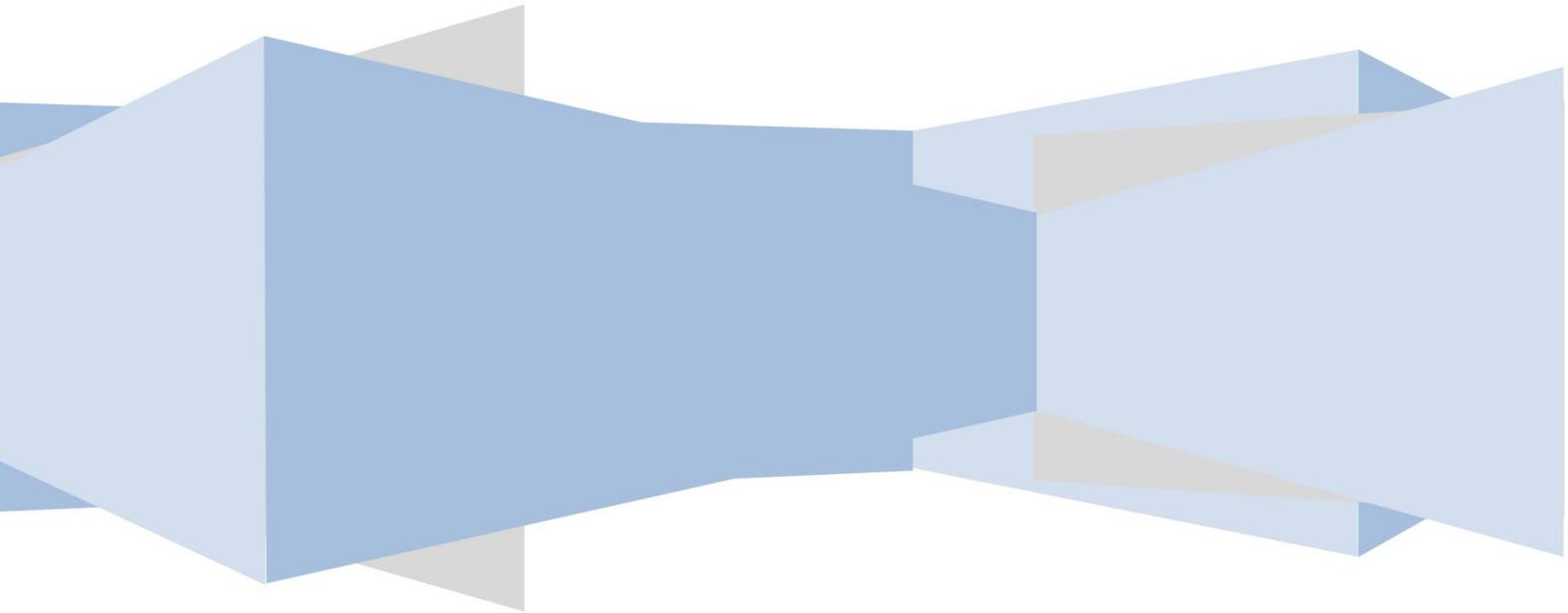


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## GRADING GUIDELINES FOR SECONDARY SCHOOLS

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Instructional Services 2019-2020



# Volusia County Schools Secondary Grading Guidelines

## Table of Contents

Section 1. Initial Instruction .....	2
Section 2. Assessment Types and Calculation Method .....	2
Section 3. Assessment Guidelines, Grading Practices and Procedures .....	3
Section 4. Intervention and Remediation.....	4
Section 5. Guidelines for Grading Exceptional Student Education .....	6
Section 6. Guidelines for Grading English Language Learners .....	9
Section 7. The Use of In Progress (I) .....	11
Section 8. District Grade Scale and Quality Point Value.....	12
Addendum A .....	13
Addendum B .....	15
Addendum C .....	17
Addendum D .....	18

## Volusia County Schools Secondary Grading Guidelines

The goal of Volusia County Schools is to move all students to academic success. This assures high levels of learning for all students. Student learning is based on the following four components:

1. Highly effective standards aligned core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

### **Section 1. Initial Instruction**

Teachers and students must have clear expectations of course standards as defined in the Volusia County Schools curriculum maps and Florida course descriptions located at <http://www.fl.doe.org/educators/coursedescriptions.asp>.

In addition, teachers' expectations of:

- standards are clearly articulated (e.g., posted on board, described in rubrics, listed in syllabus).
- instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level.
- assignments and assessments are aligned with standards.

### **Section 2. Assessment Types and Calculation Method**

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student's achievement (summative assessment).

- It is the **purpose** and **timing** of the assignment that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment) (See Addendum A).

**Diagnostic** measures have two purposes:

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas of need for intervention.

**Formative** measures involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. Formative data:

- provide evidence on recent performance and patterns of learning.
- may be derived from pretests and other diagnostic tools.
- enable the teacher to determine if students are prepared for the summative assessment and respond accordingly to student learning needs, perhaps with an adjustment in instruction.

## Volusia County Schools Secondary Grading Guidelines

- enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out intervention.
- should align with standards, summative assessments, and reinforce learning.

**Summative** measures are essential to grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions, and may be used to identify students for evaluation for special programs and services.

**Weighted Categories** in the Gradebook will be set using the following calculation method:

- Diagnostic Assessments set at 0% and not counted in the grade calculation.
- Formative Assessments count 40% of the total grade.
- Summative Assessments count 60% of the total grade.

**Teacher's Authority to Override Final Grade:** A teacher may override the final grade of a grading period or the final grade of the course, if a student's overall performance warrants it. Before the grade override is finalized, the teacher must notify the parent/guardian concerning the student's performance if the override may result in a lower final grade. The teacher may issue a failing grade override based on the student's overall performance only with the approval of the principal.

### **Section 3. Assessment Guidelines, Grading Practices and Procedures**

Grades on both individual assessments and report cards should reflect students' achievement of standards on intended learning outcomes. Assessment guidelines, grading practices and procedures include:

- A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida State Statute (ss. 1003.437).
- A student's grade should consist of multiple measures (many different types of assessments—not just pencil-and-paper assessments).
- Multiple formative assessments in a 9-week period are recommended.
- No single summative assessment may be worth more than 20% of a student's grade (there **must** be a minimum of 3 summative assessments per grading period).
  - o A major project may be broken into multiple components as long as they are assessed independently of one another and able to be remediated individually as needed.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.
- In order for students and parents to receive timely and accurate feedback, gradebooks should be updated weekly (except in the case of extensive assignments or unusual circumstances).
  - o When a student's score on a retake is less than the original score, the higher score should be used. Scores should not be averaged.

## Volusia County Schools Secondary Grading Guidelines

- o Grades of “0” or “M” (Missing) should not be entered in advance of assigning work to students. Students' grades should not be affected until they have had the opportunity to complete the assignment.
  - The M is perfectly acceptable to use to indicate when a student is missing an assignment.
  - What is not acceptable is when the M is entered in the Gradebook before the class even receives the assignment.
- **Homework Policy:** Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook (Homework Policy 309).
- **Late Work Policy:** Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.

### **Section 4. Intervention and Remediation**

The focus of instruction should be on getting students to achieve their full learning potential.

- When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards.
- When students demonstrate a lack of mastery on standards they may receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards.
- Each 9 week grading period, students shall have the opportunity to retake summative assessments.
- *Proficiency is defined by the state of Florida and in the Student Progression Plan as 70% or higher. Mastery is defined in the Student Progression Plan as 90% or higher.*

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

PAIR Process:

1. Problem Identification (What is the problem?)
  - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
  - These factors are often referred to by the acronym **ICEL**:
    - I**nstruction: (how content is presented including types of materials, grouping, etc.)
    - C**urriculum: (content that is taught including scope and sequence)
    - E**nvironment: (where the student sits, physical arrangement of the room, lighting, noise, etc.)
    - L**earner: (the actual student)

## Volusia County Schools Secondary Grading Guidelines

- Thinking through the **ICEL** process will assist educators to determine likely causes of the problem and to choose the appropriate intervention method.
  - o For example, in thinking through the Instruction component of the ICEL process, teachers should use formative assessment results to determine when students are reasonably expected to meet proficient levels on a summative assessment. If a majority of the students in a classroom do not reach proficient levels, the problem could have been with the method or pacing of instruction; therefore, an appropriate intervention might be to reteach and reassess during regular class time.
- 3. Intervention Design and Implementation (What do we do about it?)
  - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
  - Teacher and student determine a **plan for remediation** (see Addendums B and C).
  - Intervention may include but is not limited to test corrections, assessment retakes, tutoring, or alternative assignments aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
  - The student demonstrates learning prior to alternate means of assessing performance.
- 4. Response to Intervention (Is the plan working?)
  - When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving course objectives. For these students, the teacher should reference the district's progress monitoring plan in interventions. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

## Volusia County Schools Secondary Grading Guidelines

### Section 5. Guidelines for Grading Exceptional Student Education

#### State and Federal Law Requirements:

- School districts must regularly inform parents of their child's academic progress. Florida Statute 1008.25 outlines the requirements for public school progression, remedial instruction and reporting requirements. The law requires the monitoring of progress for students enrolled in Exceptional Student Education (ESE) programs and these students must receive reports of progress at least as often as general education students. Reporting **must also** include progress toward IEP goals, in addition to achievement toward Florida Standards.
- Students with disabilities may not be discriminated against because of their disability in grading and reporting of progress.
- Schools will not arbitrarily assign lower weights to grades given in ESE courses.
- Students with disabilities participating in the general education curriculum must be **consistently** provided with all accommodations for instruction and assessment identified on the IEP in all instructional settings.
- Students with disabilities must not be penalized with a lower grade for using accommodations.
- Students with disabilities cannot be excluded from honor roll based solely on the account of their disability or participation in an ESE class.
- The assessment process should reflect the modality the students are able to demonstrate learning and be minimally impacted by the disability.

From: Grading Policies for Students with Disabilities

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086206-y2006-11.pdf>

Other Considerations for Best Practice:

- Students with disabilities **may not** be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified (if necessary) to meet their individual learning needs.
- Students with disabilities may not be given a failing grade if specialized instruction, as indicated on the IEP, has not consistently occurred to support progress toward proficiency of the standard.
- One single assignment or assessment should not be heavily weighted to "make or break" a student's grade.

## Volusia County Schools Secondary Grading Guidelines

### Determining Grading System:

All students with disabilities should be given grades that reflect student progress towards established learning criteria and grade level standards.

### Students working toward grade level standards with specialized instruction, supports, and accommodations:

Students with disabilities enrolled in a general education course are graded on achievement toward grade level standards and must be provided all required instructional and assessment accommodations as well as specially designed instruction as indicated on the IEP. Assignments, student products, and assessments may be differentiated according to student needs in addition to following a framework for Universal Design for Learning (UDL). ESE teachers work collaboratively with the general education teachers to provide evidence toward proficiency of grade level standards.

### Students working significantly below grade level with intensive specialized instruction, supports, accommodations/and or modifications:

Some students with disabilities may be working significantly below grade level on Florida Standards and must be provided with all required instructional and assessment accommodations and/or modifications. Students are graded on achievement toward standards and established learning criteria as indicated on the IEP. These students may receive services in a general education classroom, separate class, or combination of both for one or more subjects. ESE teachers and general education teachers should collaborate to determine what to include in the student's grade based on instruction provided by both teachers for a particular subject. Students who participate in a separate class for a whole subject, will be provided a grade from the ESE teacher. It is important to frequently monitor progress to ensure increase in the rigor of instruction and access to grade level standards. The statement below must be used to communicate with parents and be attached to the report card.

- \_\_\_\_\_'s grade is based on achievement toward the Florida Standards, established learning criteria, and specially designed instruction as indicated on the IEP.

### Students with a significant cognitive disability determined eligible to participate in Florida Standards Alternate Assessment:

- Students are instructed and assessed based on the Florida Standards Access Points, based on the level of complexity identified for each student, as found on the FLDOE CPALMS website: [www.floridastandards.org](http://www.floridastandards.org). Teachers will use the District Reporting and Monitoring Documents and follow guidelines for distribution of Interim/Report cards as established by the district reporting calendar. With the approval of the school principal, a supplement to the standard report card may be used to report progress in more detail.

## Volusia County Schools Secondary Grading Guidelines

### \*Accommodations

Students with disabilities may use accommodations during instruction and assessment. Accommodations meet the individual student needs documented on the IEP and ensure equal access to the academic content standards (Bureau of Exceptional Education and Student Services [BEES], 2006, September). Accommodations are changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). The accommodations make it possible for students to work around their disabilities. An accommodation allows a student to complete the same assignment or test as other students, adjustment in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not significantly alter what the test or assignment measures. Accommodations that are appropriate for assessments do not invalidate assessment results. Accommodations are not the same as instructional interventions for academics or behavior. They help students access information and show what they know and are able to do.

**Classroom accommodations:** Teachers may make changes in the way they teach, the methodology used for a student to respond, or in the classroom environment. Examples of classroom accommodations are provided below:

- **Teaching methods or materials:** important ideas highlighted in text, materials provided in large print, concrete materials used, or word processor used
- **Assignments or tests:** long assignments broken into parts, steps outlined for completing a task, or uncluttered worksheets with clear starting and ending points
- **Learning environments:** small group, adaptive furniture for students with special physical needs, or a study carrel to reduce distractions
- **Time demands and schedules:** additional time to complete classroom assignments and tests or breaks provided during classroom work time and tests
- **Assistive technology:** low tech options, such as pencil grips and visual schedules, and high-tech options, such as talking calculators and text-to-speech technology

**Testing accommodations:** Students with disabilities must also be provided accommodations as determined by the IEP committee and indicated on the Individual Education Plan (IEP). These accommodations should be utilized by the student during classroom instruction, district assessments and state assessments. Examples of some allowable state test accommodations are provided below but may vary according to each standardized testing manual.

- **Presentation:** directions, questions, and answer choices read on ELA,
- **Responding:** responses dictated to a proctor, interpreter, or tape recorder; answers entered directly into test booklet, sign responses to an interpreter
- **Scheduling:** testing at a specific time of day, extended time, frequent breaks
- **Setting:** individual or small group, specially designed classroom, increased opportunity for movement
- **Assistive Devices:** adapted calculators, visual magnification, auditory amplification devices and technology for performance tasks or writing

## Volusia County Schools Secondary Grading Guidelines

From:

<http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>

District Reporting Documents:

Teachers of students with disabilities should use the District Reporting and Monitoring Documents and should follow guidelines for distribution of Interim/Report cards as established by district reporting calendar.

- When a student with a disability is making sufficient progress toward all IEP annual goals, a letter stating sufficient progress **AND** a District report (interim or report card) must be utilized.
- When a student with a disability is NOT making sufficient progress toward IEP annual goals, the ESE Progress Report must be sent home, **AND** the District report (interim or report card) must be utilized.

### **Section 6. Guidelines for Grading English Language Learners (ELL)**

Helpful Links:

- WIDA Can Do Descriptors (bottom left) <https://www.wida.us/downloadLibrary.aspx>
- ESOL strategies (resources tab) <https://www.wida.us/downloadLibrary.aspx>
- Accommodations Rule: <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

**Consent Decree Requirements:**

- ELL students shall have equal access to educational programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.
- Teachers must document that ESOL strategies and accommodations, are being used and students are learning and progressing.

**General Grading Guidelines for English Language Learners:**

- Teachers **will not** assign lower grades due to lack of English language acquisition.
- ELL students **must** be provided with strategies and accommodations **in all subject areas**.
- English Language must be given grades that reflect the work they are capable of completing based on their English language proficiency level.
- ELL students **may not** be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated to meet their language needs and documentation of such strategies, accommodations are not available.

## Volusia County Schools Secondary Grading Guidelines

### Strategies and Accommodations:

#### Strategies

- Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language proficiency level of the student and ensure that the student understands the instruction.

#### Accommodations

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses which provide access for an English Language Learner to participate in a course or assessment which **does not fundamentally alter or lower the expected outcomes** in relation to the state standards, assessments, and/or course expectations.

Examples:

- Instruction-Additional time to complete assignment
- Materials-Reduce non-essential details
- Assessment- Provide word bank

#### Grading ELLs in the areas of Reading and Language Arts/English:

- **English Language Learners shall be graded according to the WIDA Can Do Descriptors for Florida State Standards.**
- **Volusia assessments should not count for a grade for ELL students.**
- Teachers must use instructional strategies, materials, and assessment instruments that will allow ELL students (classified LY on Student Information System) to be able to access instruction according to their level of English proficiency.
- Instruction from an ESOL teacher is not considered an accommodation. It is considered part of comprehensible instruction as required by section 233.058, Florida Statutes.

#### Grading ELLs in the Content Areas and Electives:

- ESOL instruction means that teachers should use instructional strategies and accommodations, materials, and assessment instruments that will allow ELL students (classified LY in the student information system) to academically achieve in the content areas and elective subjects according to their level of English proficiency.
- Assistance from an ESOL paraprofessional is not considered an accommodation to the curriculum. It is considered part of comprehensible instruction as required by section 233.058, Florida Statute.

## Volusia County Schools Secondary Grading Guidelines

### Section 7. The Use of In Progress (I)

- The “I” designates “In progress toward grade level proficiency in skills and concepts”
- Grades of “I” are calculated as “F’s” (SPP Section III.C)
- The “I” marking may be kept for up to three weeks (**15 school days**) after the end of the grading period. The “I” then reverts to an F.
- Teacher and student should come to an agreement about how and when the work will be completed (see Addendum D).

## Volusia County Schools Secondary Grading Guidelines

### **Section 8. District Grade Scale and Quality Point Value:**

#### **A. Grade Scale for Middle and High Schools** (excerpt from Student Progression Plan)

Letter grades are a reflection of the student's level of academic achievement on the courses' performance standards as defined in the middle school curriculum guides/maps. The following grade scale shall be used to determine a letter grade and the following quality point system shall be used to determine grade point average and honor roll:

Grade	Grade Range	Quality Points	Description
<b>A</b>	90-100	4.0	Outstanding Progress (Mastery)
<b>B</b>	80-89	3.0	Above Average Progress
<b>C</b>	70-79	2.0	Average Progress (Proficiency)
<b>D</b>	60-69	1.0	Lowest Acceptable Progress
<b>F</b>	0-59	0.0	Failure
<b>I</b>		0.0	In progress toward grade level proficiency in skills and concepts
<b>WP</b>		0.0	Withdrawn/Passing
<b>WF</b>		0.0	Withdrawn/Failing

#### **Middle School Final Course Grades**

- A letter grade average for a final course grade is determined by adding the equivalent quality points. The sum is divided by the number of letter grades represented. The average will then be converted to the equivalent letter grade according to the following table:

A = 3.5 – 4.0  
 B = 2.5 – 3.4  
 C = 1.5 – 2.4  
 D = 1.0 – 1.4  
 F = below  
 1.0

#### **Middle and High School Conduct Grades and Honor Roll**

- The conduct grade shall be assigned on the basis of the following numerical designation:
  - o Conduct is satisfactory                    1
  - o Conduct needs improvement            2
  - o Conduct is unsatisfactory              3
- Honor roll recognition shall be based on the following criteria:

Middle School	High School
An average of 3.0 or above quality points	A weighted 3.0 grade point average or higher
No letter grade of D, F, or I	All letter grades C or above
All conduct grades of 1	

## Volusia County Schools Secondary Grading Guidelines

### Addendum A

#### Assessment Types

Formative	Summative
occur during the learning process	occur after the learning process
provide feedback during the learning process to improve learning	provide the information teachers need to assign a grade
Use quick questions to check for basic understanding)	do not have to cover an extended period; information could be chunked
allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated	allow students to prove what they have learned
help teachers determine when to differentiate instruction to diverse needs	helps teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information
enable teachers to gauge students' understanding throughout the lesson	enable teachers to make a judgment about students' learning

Sample Formative Assessments	Sample Summative Assessments
<ul style="list-style-type: none"> <li>• Informal teacher questions</li> <li>• Conversation with student</li> <li>• Informal observation</li> <li>• Rough drafts of written work</li> <li>• Learning log (in progress)</li> <li>• Reflective journal (multiple drafts)</li> <li>• Homework if graded for accuracy</li> <li>• Student-response strategies:                             <ul style="list-style-type: none"> <li>• Thumbs-up, whiteboards, fist-to-five, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Formal oral interview</li> <li>• Conference with student</li> <li>• Formal observation</li> <li>• Final copy of written work</li> <li>• Final learning log entries*</li> <li>• Final journal entries*</li> </ul>

## Volusia County Schools Secondary Grading Guidelines

	<b>Diagnostic</b>	<b>Formative</b>	<b>Summative</b>
<b>Purpose</b>	To assess knowledge prior to instruction; to determine instructional needs in targeted areas	To monitor and guide a process/product while it is still in progress	To judge the success of a process/product, grade, rank, promote
<b>Time of Assessment</b>	Prior to initial instruction; after instruction to determine gaps in learning	During the process or development of the product	At the end of the instructional unit or at the end of instruction on a standard
<b>Types of Assessment Techniques</b>	Informal observations, pre-tests, district accountability (e.g., FSA assessments in science and mathematics)	Informal observations, quizzes, SSA assessments, teacher questions, worksheets	Formal observation, tests, projects, term papers, exhibitions, district interim assessments

## Volusia County Schools Secondary Grading Guidelines

### Addendum B

#### Teacher's Thinking Tool for Intervention and Remediation Sample 1

Student Name: \_\_\_\_\_

Alpha: \_\_\_\_\_

Teacher: \_\_\_\_\_

Course: \_\_\_\_\_

- ✓ On which formative or summative assessments has the student not shown proficiency?
- ✓ What are the areas of deficiency demonstrated on these assessments?
- ✓ Why might the student be having trouble in this area?
- ✓ What is the intervention plan that the student will follow in order to achieve proficiency?
- ✓ What can I as the teacher do to help the student achieve proficiency?
- ✓ How will the work be completed?
- ✓ When will the work be completed?
- ✓ If an assessment is to be retaken, how will the student demonstrate evidence of learning and readiness before retaking the assessment?
- ✓ Does the student need to retake each assessment? In whole or part?

## Volusia County Schools Secondary Grading Guidelines

### To be completed after the intervention plan is followed:

1. Did the student perform at the proficient level after following the intervention plan?
2. If not, is the lack of proficiency due to a struggle with the material or a lack of effort? If it is a struggle with the material, do I want to consider offering the student a second intervention plan? If so, see top of this form.

## Volusia County Schools Secondary Grading Guidelines

### Addendum C

#### Teacher's Thinking Tool for Intervention and Remediation Sample 2

Student Name: \_\_\_\_\_ Alpha: \_\_\_\_\_

Teacher: \_\_\_\_\_ Course: \_\_\_\_\_

In academic interventions, specific intervention and remediation plans result from teachers engaging in a problem-solving process where learning differences are identified, teaching and learning interventions are planned and implemented, and student progress can be monitored.

1. **Identify the student's academic difficulties** (What is the problem?)
  - What specifically is the student's learning problem?
  - Is there a gap between expected and actual performance?
  - What assessment data do I have about this particular learning problem?
  
2. **Plan the Remediation/Intervention** (Determine the student's strengths, interests, and talents)
  - What are the student's weaknesses and needs?
  - In what ways might I differentiate instruction to best meet the needs of this learner?
  - What research-based strategies can I implement to help the student learn?
  
3. **Implement the Remediation/Intervention Plan** (Review data on the student's learning progress)
  - Is the intervention/remediation being appropriately implemented?
  - Does student progress indicate that the intervention is effective?
  - Do additional instructional adjustments need to be made to the plan?
  
4. **Evaluate the Student's Progress** (What assessment data do I have about this particular learning problem?)
  - What does the collected data tell me about the student's learning progress?
  - What is the next course of action?
  
  - Do I develop a new remediation/intervention plan or consider the student for more intensive interventions?

**Volusia County Schools Secondary Grading Guidelines**

**Addendum D**

**Student Contract for Resolving Grades of "I" (In Progress)**

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Alpha: \_\_\_\_\_

Course: \_\_\_\_\_

**Intervention Expectations:**

The student is expected to complete all requirements listed within the designated timeframe in order to have the nine-weeks grade changed from an "In Progress" and receive credit for the course. Any student not showing proficiency in the standards below will receive a failing grade (F) for that grading period.

<b>Standards Needed to Show Proficiency</b>	<b>Assignment or Assessment</b>	<b>Date Due</b>	<b>Proficiency Has Been Shown</b>

<b>Intervention Attendance Record (If Needed)</b>	<b>Practice</b>	<b>Date</b>	<b>Re-take Completed</b>

***I agree to the requirements, expectation, and deadlines as designated above. I understand that to receive a grade change, I must complete all requirements included as part of the contract.***

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Volusia County Schools Secondary Grading Guidelines

Teacher  
Signature \_\_\_\_\_

\_\_\_\_\_ Date

- **Note:** It is advisable to stagger due dates for students with multiple assignments/assessments needed to show proficiency, rather than having all due on the same date at the end of the time frame. The “I” marking may be kept for up to three weeks (**15 school days**) after the end of the grading period. Principal approval or (principal designee) is required for extenuating circumstances beyond this timeframe.