

Grading Philosophy

Adopted by the faculty in October 2012

The Meaning of a Grade

Grades communicate individual student academic achievement in relation to course expectations to our students, their families, employers, and post-secondary institutions.

We believe:

- Grades reflect student academic achievement.
- Grading should not be used for disciplinary purposes.
- Academic dishonesty should be addressed with behavioral consequences. Teachers should reassess and determine the actual level of achievement.
- The professional judgment of teachers should be respected.
- Teachers should only give extra credit or bonus points if those tasks provide evidence that the extra work has resulted in a higher level of achievement.
- Grades are to be assigned based on a student's performance on preset standards - not on a student's achievement compared to other students.
- At the start of each course, students and their parents should be provided with information regarding grading practices and student expectations.
- Summative evidence should constitute the majority of a student's grade. Information from formative assessment and practice should have a minimal impact when determining grades.

Academic, Non-Academic Factors, and Grades

Course grades will reflect the level of student academic achievement. While non-academic factors may be highly valued and often contribute to academic achievement, they should be communicated separately from the academic achievement. The following are examples of non-academic factors:

- Homework on which students are not being assessed on their knowledge or skills
- Class participation that is not tied to a specific learning objective
- Behavior (punctuality, attendance, attitude, effort)

Late, Missing, and Incomplete Assignments

The following steps are recommended for teachers to address late, missing, and/or incomplete assignments. The teacher may:

- Assign an "I" (incomplete) for all assignments that have not been completed, or an "M" (missing) for all assignments that have not been turned in.
- Communicate with students to determine the reason for the incomplete or missing assignment.
- Establish a timeframe for the student to make up the work. A reasonable timeframe will be established at the teacher's discretion. Assign a failing grade if the assignment is not completed in the established timeframe.
- Evaluate student work when it is submitted.