GRADE REPORTING MANUAL
SECONDARY (6-12)
FOR
COLLIER COUNTY PUBLIC SCHOOLS

Dr. Kamela Patton
Superintendent of Schools
2018-2019
VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

Collier County Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in the provision of educational opportunities or employment opportunities and benefits. Collier County Public Schools does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, respectively. The right not to be discriminated against extends to both employees and students of the District and shall include equal access to designated youth organizations in conformity with the Boy Scouts of America Equal Access Act. The following personnel should be contacted for inquiries about their rights or to learn how to file a complaint regarding discrimination.

**Employees:** Educational Equity Act, Title IX, Section 504 (Rehabilitation Act) or the Americans with Disabilities Act, contact Val Wenrich, Executive Director, Human Resources and Deputy Title IX Coordinator for Employees, (239) 377-0365, Collier County Public Schools, 5775 Osceola Trail, Naples, Florida 34109.

**Students:** Educational Equity Act, Title IX, or the Age Discrimination Act of 1975, contact Stephen McFadden, Coordinator, School Counseling K-8, and Deputy Title IX Coordinator for Students, (239) 377-0517, Collier County Public Schools, 5775 Osceola Trail, Naples, Florida 34109. Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. Dena Landry, Coordinator, Psychological Services, (239) 377-0521, Collier County Public Schools, 5775 Osceola Trail, Naples, Florida, 34109.
GRADE REPORTING MANUAL
Secondary (6-12)

Dr. Peggy Aune
Associate Superintendent, Curriculum and Instruction

Dr. Leslie Ricciardelli
Executive Director, Secondary Programs
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy of Grade Reporting</td>
<td>6</td>
</tr>
<tr>
<td>General Information, Grades 6-12</td>
<td>6</td>
</tr>
<tr>
<td>Grade Equity and Uniformity</td>
<td>7</td>
</tr>
<tr>
<td>Consistency in Grading</td>
<td>8</td>
</tr>
<tr>
<td>Middle School Reporting</td>
<td>10</td>
</tr>
<tr>
<td>Evaluation of Academic Achievement</td>
<td>10</td>
</tr>
<tr>
<td>Effort/Conduct</td>
<td>10</td>
</tr>
<tr>
<td>Electronic Grade Books</td>
<td>11</td>
</tr>
<tr>
<td>Rubrics and Scoring Guides</td>
<td>11</td>
</tr>
<tr>
<td>High School Credit Courses</td>
<td>11</td>
</tr>
<tr>
<td>Full Year Grade Calculation</td>
<td>11</td>
</tr>
<tr>
<td>Grading Period Weighting</td>
<td>11</td>
</tr>
<tr>
<td>Exam Grade Reporting for Teachers</td>
<td>13</td>
</tr>
<tr>
<td>Non-EOC Courses</td>
<td>13</td>
</tr>
<tr>
<td>Courses for high school credit</td>
<td>13</td>
</tr>
<tr>
<td>District Local Assessments (QBAs)</td>
<td>13</td>
</tr>
<tr>
<td>Middle School Homework – General Guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Middle School Homework – Teachers’ Guidelines</td>
<td>14</td>
</tr>
<tr>
<td>Sample Homework Rubric</td>
<td>19</td>
</tr>
<tr>
<td>Conduct Behavior Rubric</td>
<td>20</td>
</tr>
<tr>
<td>Rationale for QBA1 Grade Reporting Procedure</td>
<td>21</td>
</tr>
<tr>
<td>High School Reporting</td>
<td>22</td>
</tr>
<tr>
<td>Evaluation of Academic Achievement</td>
<td>22</td>
</tr>
<tr>
<td>Instructional Level</td>
<td>22</td>
</tr>
<tr>
<td>Symbols Used in the Reporting of Academic Achievement</td>
<td>23</td>
</tr>
<tr>
<td>Effort and Conduct Comment Codes</td>
<td>23</td>
</tr>
<tr>
<td>Conferences</td>
<td>23</td>
</tr>
<tr>
<td>Semester Grade Calculation</td>
<td>24</td>
</tr>
<tr>
<td>Full Year Grade Calculation</td>
<td>25</td>
</tr>
<tr>
<td>End-of-Course (EOC) Assessments</td>
<td>26</td>
</tr>
</tbody>
</table>
Averaging a CCPS course with a half credit from another school district or FLVS ..... 27
Transfer Students and State EOC Exams ................................................................. 27
Validation of Credits for Students Without Official Transcripts .......................... 27
Exam Grade Reporting for Teachers ........................................................................ 28
District Local Assessments (QBAs) ................................................................. 28
High School Homework .......................................................................................... 29
General Guidelines .................................................................................................. 29
Teacher Guidelines .................................................................................................. 30
Appendix A—Grade Discrepancy Report ................................................................. 34
Appendix B—Paper Grade Change Request Form .................................................. 35
Appendix C—Electronic Grade Change Requests .................................................... 36
Appendix D—Secondary Health, Physical Education, and Driver Education Grading
Guidelines ................................................................................................................ 37
  General Electives .................................................................................................... 37
  Health Opportunities in Physical Education (HOPE) Course ................................. 38
  First Aid & Safety Course (800320) ...................................................................... 39
  Care & Prevention of Athletic Injuries Course (1502490) ...................................... 39
  Personal Fitness Trainer Course (1501380) .......................................................... 39
  Driver Education Safety Classroom/Safety Lab Courses (1900300/1900310) ........ 39
Appendix E—Secondary Grading Guidelines in Art ................................................... 40
Appendix F—Secondary Grading Guidelines in Music ............................................... 41
Philosophy of Grade Reporting

We believe that students have a right to receive grades that represent an accurate evaluation of achievement and that thoughtful, informed assessment promotes learning.

We believe that grades

• reflect progress and mastery in meeting statewide standards, district standards, and approved course objectives
• are earned, not given
• are based on a sufficient amount of assessed work
• are based on a logical and justifiable grading process
• are derived from variety of assessment types
• are weighted and balanced

We also believe that grades must provide clear, useful, and relevant information to students, parents, and the community. A collaborative relationship between home and school is essential to student success, so course grades should empower families to track the academic progress of their students.

General Information, Grades 6-12

Information on grade reports can include academic progress, attendance, conduct, and effort. Grade reports establish sound home-school communication and cooperation.

Academic progress reporting consists of identifying a student’s instructional level in the basic skills areas in elementary schools or the various titles and levels of middle and high school courses, providing an evaluation as to the quality and quantity of academic progress, and providing an evaluation of the extent to which the student is utilizing his/her abilities. The subsections of this publication will address academic progress specifically.

A transfer student’s earned grades from his/her previous school shall be verified prior to entering the grades on the student’s academic history. Transfer grades will be calculated just as they would if earned at a Collier County school. The final grade calculation guide found in the appendix will be used to determine final grades.

Regular attendance is critical to student progress. State law and the District Code of Conduct requires regular attendance on the part of all students, ages 6-16. Accurate records and subsequent reports to parents regarding attendance are of substantial benefit to the child and his/her parents.
The conduct comments and codes may be reported on middle and high school report cards. This area includes respect for the rights and feelings of others, respect for property, and adherence to the rules of the classroom and the school.

Communication between the home and school should convey accurate information and should build collaborative relationships for the benefit the student. Such cooperative relationships are facilitated by a positive attitude on the part of all parties concerned. Grade Reports represent one of several school-to-home communication channels. Others include notes, phone calls, emails, interim progress reports, and the electronic grade book. Teachers are encouraged to use all of these channels. Regardless of the method of communication, staff must represent the facts accurately within a positive and courteous framework. Communication of this type is far more likely benefit students, teachers, and parents. The comment section of the grade report is an excellent opportunity for positive communication. Teachers are encouraged to utilize this opportunity as often as possible.

**Grade Equity and Uniformity**
Grades should reflect a student’s mastery of the standards and benchmarks of the course as identified within state standards. Teachers should use both formative and summative assessments throughout each quarter.

- Formative assessments provide *feedback* about the student's progress *while* students are learning content. This feedback assists both student and teacher in adjusting instruction to maximize opportunities for success. Formative assessments could be, but are not limited to, minor projects, minor presentations, class work activities, startup quizzes, exit tickets, and similar.
- Summative assessments *evaluate* a student's overall mastery of content objectives. Summative assessments could be, but are not limited to, tests, culminating projects, culminating presentations larger quizzes, and similar.

Based upon the discussion above, course grades are composed of multiple summative *and* formative opportunities for students to demonstrate mastery of learning standards. Teachers must assess their students a minimum of twice each full week per course. Non-standard weeks (fewer than five school days) or weeks with significant alterations to the normal instructional schedule (e. g., state testing windows) may be exceptions to this expectation. An example from Quarter 1:

<table>
<thead>
<tr>
<th>Week</th>
<th>Days/Week</th>
<th>Grades/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Week 2</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Week 3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Week 4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Week 5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Days/Week</th>
<th>Grades/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Week 7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Week 8</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Week 9</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
The first quarter of the 2018-2019 school year is comprised of four full weeks, a full week with an ERD, three four-day weeks, and one three-day week. Discounting the first three-day week of school, a student’s quarter grade should be comprised of 13 or more assignments. Recording more grades may provide a more accurate picture of a student’s progress, but the quality of the feedback received from teachers is as important as the quantity of assessments that students take.

**Consistency in Grading**
When entering grades, teachers and common planning teams must thoughtfully consider the weighting of categories. Specifically:

- Schools should prioritize consistency in grading categories in departments.
- Teachers teaching like course numbers within a school must employ consistent frameworks.

**Guidelines for category weighting:**

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Summative assessments: Tests, quizzes, culminating projects, culminating presentations and similar</th>
<th>Formative assessments: Minor projects, minor presentations, class work, startups, exit tickets, and similar</th>
<th>Homework</th>
<th>Total category % must equal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Courses*</td>
<td>≤60%</td>
<td>≥30%</td>
<td>≤10%</td>
<td>100%</td>
</tr>
<tr>
<td>High School Courses*</td>
<td>≤60%</td>
<td>≥20%</td>
<td>≤20%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: High school courses taken by middle school students follow all high school reporting guidelines. Please see high school grade reporting for more information.

Culminating projects often require a series of foundational steps prior to reaching the final, summative product. As such, teachers may elect to assign formative assessments at certain places in the project timeline to guide students as they learn. Thus, students may receive graded feedback on the individual steps plus a grade for the overall project. Grading rubrics are highly recommended for projects.

Please refer to CCPS Board Policy 2330 and Administrative Procedure 2330 for specific information regarding homework.

Effort and conduct grades are not to be factored into the academic grade; there is a separate area for addressing these evaluations.

Every teacher’s evaluation process should:

- reflect each student’s individual progress;
- relate directly to standards-based learning objectives;
include numerous indicators of student progress rather than relying on one or two;

assign to each grade entry an appropriate point value within the category that reflects the value of the task;

avoid assignments effecting an oversized impact on the student’s overall course grade;

allow students, parents, or others to review the classwork or test results upon which the evaluation is based; and

facilitate easy explanation of the overall grade (that is, teachers should be able to demonstrate the derivation of an overall quarter grade with pen, paper, and calculator).

Teachers may report grades as points, percentages, or letter grades. For all three entry methodologies, the following scale is to be used in interpreting scores or grades 6-12:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentages</th>
<th>Interpretation</th>
<th>QPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Outstanding Progress</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Above Average Progress</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Average Progress</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Lowest Acceptable Progress</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>Failure</td>
<td>0.0</td>
</tr>
</tbody>
</table>

When entering grades as points, the electronic gradebook will display the resulting percentage from the assessment. However, the point value is unchanged. An example follows to illustrate:

- In Week Three, a student earns a 36/40 (90%) on a test
- In Week Seven, the student earns a 48/60 (80%) on a test

However, the student’s test category average is not 85%. Rather, the grade reporting system will sum the points earned (84) and divide by the total points possible for these assignments (100). Thus, this student would earn 84% for the test category.

In calculating semester or year-end grades in grades 9-12, the grade reporting system is programmed to use the point systems appearing in the appendices. Deviations from this calculation system must be approved by the Principal only when extenuating circumstances exist. Principals must approve a completed discrepancy report for each variance.

Modification of grade reporting symbols, through the use of pluses (+) or minuses (-), is not a part of the standard grade reporting system. Such modifications are not to be made. No classes or courses at the middle or high school level are to be Pass/Fail courses except those so designated on a district-wide basis.

Interim Progress Reports are issued to every student each grading period.
Comments
Teachers are encouraged to make comments as often as possible. Middle school comment areas are entered as O, S, N or U; high schools use the comment codes as shown on page 11.

Conferences
When submitting grades, teachers may request a conference. This request will be reflected on the student’s report card.

Middle School Reporting

Evaluation of Academic Achievement
In the core content areas (English language arts, mathematics, science, and social studies) middle schools offer multiple course levels. Students are assigned to these levels based on factors including, but not limited to, assessment data and course grades. Students are evaluated based on their mastery of course standards and related skills. Appropriate course placement matches content rigor with current student capability so that students may achieve academic success as well as measurable learning gains.

To ensure consistency in evaluation, middle school teachers will follow the secondary interpretation guidelines provided earlier in this document.

Effort/Conduct
Effort and conduct evaluations are provided in all classes in each marking period.

The effort evaluation is a judgment based on observation and review of present and past information available to the teacher. Teachers seek to evaluate subjectively whether students are utilizing their abilities fully in the learning process.

Conduct evaluation is a judgment based on observation of the student’s behavior in school. The conduct evaluation is based on the student’s respect for the rights of others, feelings of persons, respect for property, and adherence to the rules of the classroom and school.

Symbols used for the following conduct/effort clusters are:
O = outstanding, S = satisfactory, N = needs improvement, U = unsatisfactory
Comments:
I – Completes work / class participation
II – Follows directions / uses time wisely
III – Courteous / respects others
IV – General conduct

Electronic Grade Books
Electronic grade books are an effective way for teachers to aggregate their assessments and report overall grades. For 2018-2019, teachers will continue to report grades in the electronic grade book.

As described in the previous section entitled Consistency in Grading, teachers and common planning teams must carefully assign category weights so that overall grades are fair and equitable, and so that the overall grade provides an accurate summary of the student’s demonstrated mastery of learning standards throughout the grading period.

As a reminder, recall that grade reporting system calculates an overall category percentage based on the points earned for each assessment, not the percentage earned on each assessment. Assessments with a larger denominator will be given more weight within that category, as explained in Consistency in Grading.

Rubrics and Scoring Guides
A rubric is an authentic assessment tool that lists the requirements for a piece of work and describes criteria for the evaluation of student products. Teachers should provide and introduce rubrics at the outset of an assigned project. Rubrics strongly support both formative and summative assessment.

High School Credit Courses
Middle School students in grades seven and eight may take and earn select high school credit courses when available on their middle school campuses, through the Collier Online Virtual Education (COVE) program, or through Florida Virtual School (FLVS). For details about high school offerings, please contact your school counseling office or reference the current CCPS Student Progression Plan.

Courses carrying high school credit will be reflected on the student’s permanent high school transcript. Such credit is applicable to meeting state scholarship requirements in all cases permitted by law.

Full Year Grade Calculation

Grading Period Weighting
Generally, a student’s final grade is comprised of six reported grades—the first grading period (GP), the second GP, the midterm exam, the third GP, the fourth GP, and the final exam. As students transition from elementary to middle school, and then prepare for the transition from middle to high school, the weighting of these reporting
areas increases. Furthermore, high school courses carry a greater minimum passing threshold than do middle school courses. Middle school students taking high school courses must familiarize themselves with middle school grade reporting and the increased expectations that are part of high school credit options.

The following table summarizes the percentages for each reporting area in sixth, seventh, and eighth grades:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>GP* 1</th>
<th>GP 2</th>
<th>Mid-term</th>
<th>GP 3</th>
<th>GP 4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>22.5%</td>
<td>22.5%</td>
<td>5%</td>
<td>22.5%</td>
<td>22.5%</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Courses with State EOC</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*GP = grading period

The grade reporting system calculates final grades automatically. However, to assist in planning, verification, and conference purposes, please see the following hand-calculated final grade example:

Juliana is a seventh grade Civics student. She earns a B for the first grading period (GP 1), an A for GP 2, a C on the midterm, a C for GP 3, a C for GP 4, and a B on the final exam. Calculate Juliana’s final grade.

Steps

1. List the reporting areas: GP 1, GP 2, Midterm, GP 3, GP 4, Final.
2. List Juliana’s grades for each area: B, A, C, C, C, B.
3. Convert the letter grades to quality points: 3.0, 4.0, 2.0, 2.0, 2.0, 3.0.
4. List correct weights for the course (Civics): 15%, 15%, 10%, 15%, 15%, 30%.
5. Multiply each quality point by its weight: 0.45, 0.60, 0.20, 0.30, 0.30, 0.90.
6. Add all the products to determine the overall quality points for the course: 2.75.
7. To determine the overall letter grade, match the quality points to the letter grade conversion at the right: A, B, C, D, F.

Important Notes

1. In order to earn a passing grade for a course, a student must earn sufficient quality points as described Section 7 above and must earn at least one passing grade in the second semester (GP 3, GP 4 or the Final Exam).
2. High School courses report credits in each semester, and high school final grades use a slightly different formula. Middle school students taking high
school courses will receive final grades based upon the high school calculation methodology.

3. A limited number of middle school semester courses are available. Regardless of grade level, the weighting for these courses is 40% (GP 1), 40% (GP 2), and 20% (Final). These courses use the same letter grade breaks as full-year middle school courses.

Exam Grade Reporting for Teachers

EOC Courses: The Assessment and Data Management Department will export all state End-of-Course (EOC) exam results to the grade reporting system when they are released. Therefore, teachers must not enter grades into the final exam category. Any culminating teacher-made assessment grades will be entered manually as an assignment by the teacher for inclusion in fourth quarter grades.

Non-EOC Courses

Teachers must enter all local assessments into electronic gradebook manually.

Courses for high school credit

A student enrolled in a full-year course for high school credit shall receive a full credit if the student successfully completes the class, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, are successfully completed by the student. (F.S. 1003.436)

State and District grade forgiveness policies allow for middle school students taking high school courses to retake courses for grade forgiveness. At middle school, students may seek to replace final grades of C, D, or F. A student retaking the course for grade forgiveness purposes will also retake the state EOC exam; the higher of the two scores will be used for grade calculation. If a middle school student received a final grade of C, D, or F in a course requiring a state EOC exam, the student could retake only the state EOC exam and have the final grade recalculated.

District Local Assessments (QBAs)

District local assessments, administered in applicable courses, during the first grading period will account for 5% of the quarter. QBAs administered during the second and fourth grading periods will account for the mid-term and final exam, respectively. Because of the amount of state testing in the third grading period, CCPS is not currently administering summative QBAs during that grading period, although schools can and do administer QBA3 to obtain progress-monitoring data.

For courses with a QBA1 (see SY19 Master Assessment List) teachers must

1. Create a category for QBA1
   - Click Grades | Gradebook Categories and Assignments | +
   - Title = District Assessment
   - Percent of Final Grade = 5
o Adjust other categories to ensure all categories sum to 100%
- Check all courses with a QBA1
- Check Quarter 1 / Uncheck Quarters 2, 3, and 4

a. Add an assignment to the District Assessment category titled “Quarter 1 Benchmark Assessment” and set the point value to 100

Return to Table of Contents

Middle School Homework – General Guidelines

Per Policy 2330, it is the philosophy of the School Board that homework is an integral part of a successful educational experience. Homework reinforces learning through the practice, application, integration, and extension of knowledge and skills. Homework also assists in the development of study skills and a sense of responsibility enabling students to become independent learners. (F.S. 1001.49)

The following procedures have been developed to assist Principals in working with staff to establish appropriate homework assignments:

1. All homework assignments should have a specific purpose related to the learning
2. Homework assignments should be appropriate to the grade level and the abilities of the students involved.
3. Homework assignments should allow for practice and/or preparation.
4. Homework as punishment is inappropriate.
5. The purpose of homework, in terms of the goals and objectives of a program, should be clear to the student when assigned.
6. If homework is sufficiently important to merit a grade, then student work should receive appropriate feedback.
7. Time guidelines for the homework completion should
   a. be reasonable and consistent with the nature of the assignments given
   b. provide for interim appraisal of progress where assignments involve blocks of time
   c. be consistent with the current Board adopted Code of Student Conduct for policies regarding make-up of missed homework; and
   d. not exceed middle school guidelines as follows:
      1. Grade 6: sixty (60) minutes total
      2. Grade 7: seventy-five (75) minutes total
      3. Grade 8: ninety (90) minutes total
8. For middle school courses, homework weighting may not exceed 10% of a student’s quarter grade. (This does not apply to high school courses taken in middle school.)

Middle School Homework – Teachers’ Guidelines
(Does not apply to high school credit courses taken at middle school)
Q1: How much homework is appropriate?

Teachers must remember that they may not be the only teacher assigning homework. Teachers may want to work with their teams or grade levels (if possible) in designing a calendar (possibly online or in a common planning area) to eliminate overburdening the students unnecessarily. Research suggests that frequent, shorter assignments are better than fewer, longer assignments.

Students enrolled in music/band classes may have practice assignments which would cause the total homework time to exceed the recommended averages.

Q2: What constitutes homework?

Teachers should design quality homework tasks that are connected to classroom learning. The purpose of the homework should be clearly communicated to the student.

- Practice – Student should be able to do the work independently because the skill has already been taught and modeled in the classroom.

- Preparation – Examples include reading the next chapter, looking up new vocabulary words for the next book/chapter/unit of study. These assignments introduce new concepts that will then be discussed and expanded on in class.

- Extension and Integration Homework – This work encourages higher order thinking as students apply established skills to new situations. In some cases, this could be cross-curricular. These assignments, that include a review of materials from previous assignments along with a preview of new concepts and procedures, better facilitate student learning.

- Review/ Study homework – Be sure to include studying and reviewing as part of the allotted homework time. Help students to study more effectively with study guides and practices for review before the test/ quiz.

Homework should not include toxic homework practices.

Some examples are: large volumes of repetitive problems (e.g., 60 math problems); introducing new concepts with high risk of failure (e.g., complex science assignment about a completely new concept which was never presented); and unrealistic and inappropriate workload (e.g., 30 vocabulary words to learn at once).

Q3: How can homework be differentiated to meet the needs of all learners?

Examples include:
- Tic-tac-toe boards and completing projects; RAFTs; different articles at different reading levels on same/similar subject; different note-taking strategies; vocabulary maps or illustrated dictionaries; English Language Arts: grammar activities;
- independent, student-selected reading and follow up activities for class (book
talks/reviews, art projects, etc.); discussion forums on an online forum (e.g., Angel, Edmodo); writing assignments tailored to student interests or on a variety of topics

Q4: How will homework match the rigor of the course?

For all courses, the depth and difficulty of the assignments will match the rigor of the course. Therefore, advanced courses may have more in-depth, complex assignments. **This does not necessarily translate into more problems or longer completion times.**

Q5: Should homework require assistance from home?

In general, students should be able to complete homework assignments without assistance.

Q6: Should extra credit be given for homework?

Extra credit should only be offered if available to all students. This may include a bonus question on a test or quiz, but generally should not involve homework.

Q7: Should teachers accept late homework?

Deadlines should be flexible, depending on the assignment’s purpose. Teachers should plan and assign homework ahead of time as often as possible. If an assignment is meaningful and necessary in order for a student to achieve mastery, then the important thing is that the work gets done, even if it is late. Consistency is great, but homework is not for the purpose of grading behavior (e.g., responsibility, time management).

In most situations, the consequence for not completing the work should be to complete the work. Late work should be accepted within reason – in some instances, this may not be possible. For example, the homework is reviewed in class the next day. Flexible deadlines, such as allowing students to turn in homework during a three-day window, are encouraged. Late policies can be set by individual teams or grade levels at each school.

Examples of policies include giving students up to three days to turn in an assignment – each day late will drop one “point” on the homework rubric. After 4 days, students will receive an M in the electronic grade book.

Q8: Must teachers give homework?

Teachers have flexibility since homework counts for up to 10% of the grade. Therefore, 0 – 5% may be appropriate for some classes.
Q9: Is there a minimum number of assignments necessary to count 10% of the grade?

The homework weight should reflect the work. For example, one homework assignment should not be weighted for 10% of a grade.

Teachers should plan the weight they assign the homework category in the electronic grade book on how many homework assignments they may assign during the quarter. A homework category that is worth 10% of the grade should have more than one or two assignments.

Q10: Who will monitor homework assignment, submission, and assessment?

Principals and Assistant Principals should monitor teachers' homework practices as necessary.

Q11: What are the consequences if homework is not complete?

Teachers and schools should make every effort possible to collect missing assignments.

The consequence for not completing homework should be to complete the homework, when appropriate. Interventions, afterschool programs, and lunch detentions are examples of strategies that may be used to assist students in completing their homework.

Q12: Are zeros permitted for homework?

If an assignment is missing, teachers should put an M in the electronic grade book to reflect the missing assignment (rather than a zero to represent that “nothing is right”). An M is calculated by the grade book as a zero in the total grade. Where appropriate, effort should be made to have students complete the missing work in a timely manner.

Q13: What role does feedback play?

All assignments should be given some type of feedback. This may vary depending on the assignment and should include at least one of the following: grades with comments, reviews, reflections, discussions (may include directed peer-review).

Q14: How is homework assessed?

The grading of homework will vary depending on the subject area and assignment. Not all assignments must be graded. The use of rubrics which are clearly defined
and understood by students may help students self-assess and take responsibility for their work. (Note: A sample rubric is provided at the end of this document.)

Q15: Can I give long-term projects as homework?

Long-term projects do have a role in the homework time allotted for each class. Often, however, long-term assignments are not graded as homework when time is allotted in class for work on the project. This may include, but not be limited to: English Language Arts projects, Pre-Laureate, Science Fair, Geography/History projects, and Math projects. Projects should have established check-points along the way.

Q16: How can I help with organization of homework time?

Teams or grade levels should keep calendars in an agreed upon area (possibly online or in a common planning area) and discuss the amount of homework being assigned for each subject area. Students should not be overburdened with large assignments in multiple classes. Team or grade level planning should also include scheduling of tests, so that a student studying for multiple tests on the same day does not become a problem. Again, the recommended average is 10 minutes per grade level each night.

A 6th-grade student should expect an average of 60 minutes total for all homework each night.

Utilize planners: teachers should allot time in class for students to fill out homework assignments in planners.

Return to Table of Contents
# Sample Homework Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Period:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness</strong></td>
<td>Turned in 3 days late.</td>
<td>Turned in 2 days late.</td>
<td>Turned in 1 day late.</td>
<td>Turned in on time.</td>
<td></td>
</tr>
<tr>
<td><strong>Directions</strong></td>
<td>Did not follow directions</td>
<td>Followed some of the directions</td>
<td>Followed most of the directions</td>
<td>Followed all directions (including proper heading, correct page number, length of assignment, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure</strong></td>
<td>Did not write in complete sentences</td>
<td>Some of the assignment was done using complete sentences.</td>
<td>Most of the assignment was done using complete sentences.</td>
<td>All of the assignment was done using complete sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>Assignment &lt; 50% completed</td>
<td>Assignment about 50% completed</td>
<td>Assignment about 75% completed</td>
<td>Assignment 100% completed</td>
<td></td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>Quality needs improvement</td>
<td>Quality is good</td>
<td>Quality is very good!</td>
<td>Quality is EXCELLENT!</td>
<td></td>
</tr>
</tbody>
</table>

Total Score: _____ out of 20

**Note to students:**

As you do your homework – think about the goal you have set for yourself. What grade do you **WANT** to get? How do you make that happen?

Any homework assignment more than three days late will receive a zero and will be entered in the electronic grade book as an M for missing.

**ADDITIONAL TEACHER FEEDBACK:**
## Conduct Behavior Rubric

Collier County Public Schools

### CONDUCT/BEHAVIOR RUBRIC

<table>
<thead>
<tr>
<th>O, S</th>
<th>N</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding, Satisfactory</td>
<td>Needs Improvement</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
| - On time to class  
- Brings all supplies: pencil, paper, reading, text book, completed assignment, student planner  
- Cooperative  
- Helpful to peers  
- Respectful to adults and peers  
- Considerate of property belonging to others | - 2 documented parent contacts (via e-mail, phone, conference, home visit, etc.) or 2 detentions, or 1 regarding student behavior  
- Missing supplies 3-6 times in a grading period  
- 3 tardies to class in one grading period | - 3 or more documented parent contacts, or 3 or more detentions, or a combination of these that adds up to 3 or more detentions  
- 1 or more office referrals for class disruption or insubordination  
- Missing supplies 7 or more times in a grading period  
- 4 or more tardies to class in one grading period |

An "O" will be assigned for excellence in all areas beyond that which is expected, otherwise an “S” will be assigned on the report card.

An "N" will be assigned for one or more of any of the above infractions incurred in the same nine-week grading period.

A “U” will be assigned for one or more of any of the above infractions incurred in the same nine-week grading period.
Rationale for QBA1 Grade Reporting Procedure

When designing grade reporting procedures our first priority is always to ensure that the procedure accurately reflects a student’s mastery of learning objectives. A secondary priority is to maximize teacher efficiency in grade reporting.

In past years, QBA1 scores were pre-populated by the electronic grade book. While efficient, the calculation methodology of the grade reporting system did not necessarily reflect student mastery correctly. Examples follow.

<table>
<thead>
<tr>
<th>Ex 1a: Exported grades, no rounding of Quality points.</th>
<th>Quarter 1 Teacher Categories (total 95% of Q1)</th>
<th>QBA1 (5% of Q1)</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>69%</td>
<td>59%</td>
<td>F</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Quality Points</td>
<td>1.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Weighting</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Quality Points</td>
<td>0.95</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Is this overall grade appropriate? Notice that when quality points are not rounded, student mastery of learning objectives can be masked for the quarter.

<table>
<thead>
<tr>
<th>Ex 2a: Exported grades, rounding of Quality points.</th>
<th>Quarter 1 Teacher Categories (total 95% of Q1)</th>
<th>QBA1 (5% of Q1)</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>60%</td>
<td>23%</td>
<td>D</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Quality Points</td>
<td>1.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Weighting</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Quality Points</td>
<td>0.95</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Is this final grade appropriate? Does it accurate depict student mastery of learning objectives?

<table>
<thead>
<tr>
<th>Ex 1b: Teacher created category and assignment, percentage calculation.</th>
<th>Quarter 1 Teacher Categories (total 95% of Q1)</th>
<th>QBA1 (5% of Q1)</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>69%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Weighting</td>
<td>95%</td>
<td>5%</td>
<td>68.5% (D)</td>
</tr>
<tr>
<td>Weighted Percent</td>
<td>65.55%</td>
<td>2.95%</td>
<td></td>
</tr>
</tbody>
</table>

Notice that when percentages are utilized, a more realistic interpretation of student mastery is obtained.

<table>
<thead>
<tr>
<th>Ex 2b: Teacher created category and assignment, percentage calculation.</th>
<th>Quarter 1 Teacher Categories (total 95% of Q1)</th>
<th>QBA1 (5% of Q1)</th>
<th>Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>60%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Weighting</td>
<td>95%</td>
<td>5%</td>
<td>58.15% (F)</td>
</tr>
<tr>
<td>Weighted Percent</td>
<td>57%</td>
<td>1.15%</td>
<td></td>
</tr>
</tbody>
</table>

Notice that when percentages are utilized, a more realistic interpretation of student mastery is obtained.
High School Reporting

Evaluation of Academic Achievement
The evaluation of high school students should be based upon their mastery of the skills, concepts, and knowledge specified by the state standards and state course objectives. A student’s progress in the mastery of curriculum must be the grading criteria for high school course work. Grades must NOT be adjusted according to the individual ability level of a student. Appropriate course selection ensures that all students can be successful in their high school course work.

Students with disabilities enrolled in basic education classes with regular education course numbers are held to the same standards as students without disabilities. Accommodations specified by the IEP are to facilitate a student’s successful participation in the general education curriculum, not modify course objectives and standards. As with all students enrolled in general education courses, grades for students with disabilities should be consistent with their mastery of course objectives.

Instructional Level
When courses are conducted at other than regular instructional levels, those levels are identified by the titles of the courses. Parents are alerted to the instructional level of courses through the publication The School Board of Collier County High School Course Information Booklet. This publication is published annually and is available upon request or on the district website. Explanations regarding instructional level are as follows:

Level 2 Courses
These courses are designated in the state Course Code Directory as “Level 2” courses.

Level 3 Courses
These courses are designated in the state Course Code Directory as “Level 3” courses.

Level 3 Advanced Placement (AP), Advanced International Certificate of Education (AICE), and Dual Enrollment Courses
University-level learning opportunities are provided in the areas of English Language Arts, mathematics, science, social studies, foreign language, computer science, and fine arts for exceptionally high-achieving and self-motivated students who meet specific placement criteria. These courses are designated in the state Course Code Directory as “Level 3” courses.
## Symbols Used in the Reporting of Academic Achievement

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Interpretation</th>
<th>Percentage Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding Progress</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>Above Average Progress</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>Average Progress</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Acceptable Progress</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0-59%</td>
</tr>
<tr>
<td>N</td>
<td>No credit</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn-Failing</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn-Passing</td>
<td></td>
</tr>
</tbody>
</table>

## Effort and Conduct Comment Codes

Comment codes, as defined on the reverse side of the report card, should be used to give indications of both effort and conduct. Teachers are encouraged to utilize these codes. The following comment codes and their explanations are printed on report cards.

### Student:
1. has positive and pleasant attitude.
2. is punctual, responsible and shows initiative.
3. uses class time effectively.
4. is prepared for and participates in class activities.
5. is improving in this class. Student needs to:
6. improve behavior and/or attitude.
7. improve low test/quiz grades.
8. improve homework grades.
9. follow instructions.
10. complete assignments.
11. improve use of class time.
12. improve attendance. Absences are excessive.
13. improve effort. Achievement is below apparent ability.
14. make up missed tests or other work.
15. stay after school for help.
16. parent conference requested by teacher.

### Conferences

If a conference is requested with the parents, the teacher requesting the conference should mark comment code 16 on the grade reporting sheet. The parent is then to call the school’s counseling office to arrange a mutually convenient time and place for the conference. Parents may arrange conferences at their request by contacting the school’s counseling office.
Semester Grade Calculation

For all high school students, credits and grades are awarded on a semester basis with the exception of those courses where a state End-of-Course (EOC) exam is required. Semester grades are calculated using the points shown in the table below.

Semester Weighting

<table>
<thead>
<tr>
<th>Grading Period</th>
<th>GP 1</th>
<th>GP 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Example Calculation

The grade reporting system calculates final grades automatically. However, to assist in planning, verification, and conference purposes, please see the following hand-calculated final grade:

Marc is a 10th grade English student. He earns a B for the first grading period (GP1), a C for GP2, and an F on the midterm. Calculate Marc’s final grade.

Steps

1. List the reporting areas: GP 1, GP 2, Midterm
2. List Marc’s grades for each grading period B, C, F
3. Convert the letter grades to quality points 3.0, 2.0, 0.0
4. List correct weights for the course 40%, 40%, 20%
5. Multiply each quality point by its weight 1.2, 0.8, 0.0
6. Add all the products to determine the overall quality points for the course: 2.0
7. To determine the overall letter grade, match the overall quality points to the letter grade conversion at the right.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.5-4.0</td>
</tr>
<tr>
<td>B</td>
<td>2.5-3.4</td>
</tr>
<tr>
<td>C</td>
<td>1.5-2.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0-1.4</td>
</tr>
<tr>
<td>F</td>
<td>0-0.9</td>
</tr>
</tbody>
</table>

Marc’s final grade is C.

Blocked semester courses

Blocked semester courses provide a full credit in a single semester. These courses, such as the combined Algebra IA/IB, compress annual weighting into two grading periods.
Two examples follow:

<table>
<thead>
<tr>
<th>GP 1</th>
<th>GP 2</th>
<th>Midterm</th>
<th>GP 3</th>
<th>GP 4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Full Credit Course in a Semester (non-EOC)**

<table>
<thead>
<tr>
<th>GP 1</th>
<th>Midterm</th>
<th>GP 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>10%</td>
<td>40%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Example 2:**

<table>
<thead>
<tr>
<th>GP 1</th>
<th>GP 2</th>
<th>Midterm</th>
<th>GP 3</th>
<th>GP 4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Full Credit Course in a Semester (EOC)**

<table>
<thead>
<tr>
<th>GP 1</th>
<th>Midterm</th>
<th>GP 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>10%</td>
<td>30%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Note:** While semesterized courses are consistent with past and current practice, administrators and teachers are strongly encouraged maintain open lines of communication with parents and students about the altered timelines for these courses. For example, a student in semesterized Algebra IA will take the course midterm (a standalone weight representing 10% of the overall course grade) at the same time as an Algebra I student will take the QBA 1 assessment (5% within quarter one).

**Full Year Grade Calculation**

(Used only if one semester final grade is F)

Florida statute requires that a student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. (F.S. 1003.436)

- CCPS will combine two semesters to earn a passing grade only if the final grade for one of the semesters is an F.
  - If one of the final grades for the semester is F, then the student’s quality points must equal or exceed 1.0 for the year.
  - At least one passing grade must be earned as a reported grade in both semesters.
If one of the final grades for the semester is F, and the two semesters are combined, the following scale will be used to determine the grade for the year:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.5-4.0</td>
</tr>
<tr>
<td>B</td>
<td>2.5-3.4</td>
</tr>
<tr>
<td>C</td>
<td>1.5-2.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0-1.4</td>
</tr>
<tr>
<td>F</td>
<td>0-0.9</td>
</tr>
</tbody>
</table>

**Full-year Weighting**

<table>
<thead>
<tr>
<th>Grading Period</th>
<th>GP 1</th>
<th>GP 2</th>
<th>Mid-term</th>
<th>GP 3</th>
<th>GP 4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Example Calculation**

The grade reporting system calculates final grades automatically. However, to assist in planning, verification, and conference purposes, please see the following hand-calculated final grade:

*Lin is an 11th grade mathematics student. He earns a D for the first grading period (GP1), an F for GP2, and a D on the midterm. Lin fails the first semester as a result. Lin meets with his counselor to review his options. After learning he could still pass the course, Lin earns a C for GP3, a C for GP4, and a B on the final exam. Calculate his final grade.*

**Steps**

1. List the reporting areas: GP 1, GP 2, Mid-term, GP 3, GP 4, Final
2. List Lin’s grades for each area: D, F, D, C, C, B
3. Convert the letter grades to quality points: 1.0, 0.0, 1.0, 2.0, 2.0, 3.0
4. List correct weights for the course: 20%, 20%, 10%, 20%, 20%, 10%
5. Multiply each quality point by its weight: 0.2, 0.0, 0.1, 0.4, 0.4, 0.3
6. Add all the products to determine the overall quality points for the course: 1.4
7. To determine the overall letter grade, match the overall quality points to the letter grade conversion at the right:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.5-4.0</td>
</tr>
<tr>
<td>B</td>
<td>2.5-3.4</td>
</tr>
<tr>
<td>C</td>
<td>1.5-2.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0-1.4</td>
</tr>
<tr>
<td>F</td>
<td>0-0.9</td>
</tr>
</tbody>
</table>

**End-of-Course (EOC) Assessments**

**Full-year Weighting**

<table>
<thead>
<tr>
<th>Grading Period</th>
<th>GP1</th>
<th>GP2</th>
<th>Mid-term</th>
<th>GP3</th>
<th>GP4</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighting</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
<td>15%</td>
<td>15%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Example Calculation

Denice is a ninth grade Algebra I student. She earns a B for the first grading period (GP1), an A for GP2, a C on the midterm, a C for GP3, a C for GP4, and a B on the final exam. Calculate Denice’s final grade.

Steps

1. List the reporting areas: GP1 GP2 Midterm GP3 GP4 EOC
2. List Denice’s grades for each area B A C C C B
3. Convert the letter grades to a GPA 3.0 4.0 2.0 2.0 2.0 3.0
4. List correct weights for the course 15% 15% 10% 15% 15% 30%
5. Multiply each GPA by its weight 0.45 0.60 0.20 0.30 0.30 .90
6. Add all the products to determine the overall quality points for the course: 2.75
7. To determine the overall letter grade, match the quality points to the letter grade conversion at the right.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.5-4.0</td>
</tr>
<tr>
<td>B</td>
<td>2.5-3.4</td>
</tr>
<tr>
<td>C</td>
<td>1.5-2.4</td>
</tr>
<tr>
<td>D</td>
<td>1.0-1.4</td>
</tr>
<tr>
<td>F</td>
<td>0-0.9</td>
</tr>
</tbody>
</table>

Averaging a CCPS course with a half credit from another school district or FLVS

State statute requires that Collier County Public Schools averages two semesters if one semester is an F to earn a passing grade for the full credit. Statute does not say that both semesters have to be earned at the same school. Therefore, it is appropriate to average a CCPS grade with a grade from another Florida school, another school outside of Florida, Florida Virtual School, or other accredited institution.

Procedure

Once the semester 1 and 2 grades are combined to equal a full credit, please add to the academic history as a term 3 course. Show a full credit attempted, earned, and final grade. Delete the original semester 1 and semester 2 grades from the academic history.

Transfer Students and State EOC Exams

If a transfer student’s transcript shows a final course grade and credit in Algebra I, Geometry, Biology I or U.S. History, the transferring final grade and credit must be honored without the student taking the requisite state EOC exam and without the results constituting 30 percent of the student’s final course grade. (SB 7031)

Validation of Credits for Students Without Official Transcripts

If validation of the official transcript is deemed necessary for accreditation purposes by the receiving school, and the student does not possess an official transcript or the student is a home education student, credits, not grades, shall be validated through
performance during the first grading period (end of first nine weeks). A student transferring into a school should be placed at the appropriate sequential course level, and to receive credit, should have a minimum 2.0 Grade Point Average (GPA), per course, at the end of the first grading period.

Exam Grade Reporting for Teachers

EOC Courses
All state End-of-Course (EOC) exam results will be automatically loaded to the grade reporting system by the District office and will not appear in the electronic grade book. For students taking the EOC, teachers will not enter a grade in the final exam category. Any grades for culminating teacher-made projects or assessments will be entered manually as an assignment by the teacher for inclusion in fourth quarter grades.

Non-EOC Courses
A District local assessment or teacher-created assessment or project will need to be manually entered in the electronic grade book.

Re-Taking of a state End-of-Course (EOC) exam for Grade Improvement
State and District grade forgiveness policies allow for high school students to replace final grades of D or F. A student retaking the course for grade forgiveness purposes may retake the state EOC exam; the higher of the two scores will be used for grade calculation. If a student received a final grade of D or F in a course requiring a state EOC exam the student could re-take the state EOC exam to have the final grade calculated.

District Local Assessments (QBAs)
District local assessments, administered in applicable courses, during the first grading period will account for 5% of the quarter. QBAs administered during the second and fourth grading periods will account for the mid-term and final exam, respectively. Because of the amount of state testing in the third grading period, CCPS is not currently administering summative QBAs during that grading period, although schools can and do administer QBA3 to obtain progress-monitoring data.

For courses with a QBA1 (see SY19 Master Assessment List) teachers must
2. Create a category for QBA1
   • Click Grades | Gradebook Categories and Assignments | +
   • Title = District Assessment
   • Percent of Final Grade = 5
     o Adjust other categories to ensure all categories sum to 100%
   • Check all courses with a QBA1
   • Check Quarter 1 / Uncheck Quarters 2, 3, and 4
b. Add an assignment to the District Assessment category titled “Quarter 1 Benchmark Assessment” and set the point value to 100
High School Homework

General Guidelines

The purpose of this document is to provide guidelines to support the use of homework that:

• is meaningful and purposeful;
• takes a reasonable amount of time to complete;
• can be completed independently;
• receives timely feedback from the teacher; and
• recognizes that many different types of formative activities might fall under the “homework” category. Other types of activities may include assignments started in class, daily assignments, parts of longer-term projects, daily quizzes, etc. These guidelines apply to all of them.

Homework should not include toxic homework practices. Some examples are: large volumes of repetitive problems; introducing new concepts with a high risk of failure; excessive workload.

Given that homework represents a significant opportunity to develop key academic skills and abilities, teachers shall:

• know and understand the CCPS homework guidelines and expectations, including the board-approved Homework Policy and Administrative Procedure (2330);
• include relevant information about their expectations and grading procedures in the class syllabus;
• provide meaningful and appropriately challenging assignments which offer students an opportunity to engage in critical academic practice;
• define clearly the purpose for the assignment, including the standards and academic skills and/or abilities being addressed;
• recognize that students have differing access to technology, communications tools, and supplies which could limit their ability to successfully complete assignments;
• give feedback in a timely manner; and
• communicate promptly with students and their parents, when students are falling behind in homework completion.

Given that homework represents a significant opportunity to develop key academic skills and abilities, students shall:

• know and understand the homework guidelines and expectations outlined on the syllabus;
• check the class syllabus, online learning repository, electronic grade book, or assignment board to be aware of upcoming assignments and make notes about directions for homework;
• talk with the teacher in advance if an absence is anticipated and plan appropriately to complete assignments in a timely fashion;
• set aside the appropriate amount of time nightly to complete assignments, manage time for long term assignments, and utilize effective organizational skills;
• complete assignments independently unless otherwise noted, and submit completed assignments on time which reflect careful attention to detail and quality of work; and
• talk with parents and teachers if they are having difficulty with homework or if homework is taking excessive time to complete.

Given that homework represents a significant opportunity to develop key academic skills and abilities, parents shall:
• know and understand the homework guidelines and expectations in the course syllabus;
• reinforce the importance of homework to their student by providing encouragement to complete all assignments;
• encourage their student to talk with the teacher in advance if an absence is anticipated and help them plan appropriately to complete assignments in a timely fashion;
• provide a safe, quiet environment and an appropriate amount of time for their student to complete homework;
• assist their student as needed, without completing the work for the student, and encourage them to ask for additional assistance, if needed; and
• contact the teacher/school if their student continues experiencing difficulties with homework assignments.

Given that homework represents a significant opportunity to develop key academic skills and abilities, administrators shall:
• know and understand the CCPS homework guidelines and expectations, including the board-approved Homework Policy and Administrative Procedure (2330);
• communicate the guidelines and their purpose to all stakeholders in the school community;
• monitor, to ensure that the homework guidelines are implemented school-wide; and
• support teachers in the effective implementation of the homework guidelines.

Teacher Guidelines

The purpose of this document is to provide guidelines to support the use of homework that:
• is meaningful and purposeful;
• takes a reasonable amount of time to complete;
• can be completed independently; and
• receives timely feedback from the teacher.

It is recognized that many different types of formative activities might fall under the homework category. Other types of activities may include assignments started in class, daily assignments, parts of longer-term projects, and/or daily quizzes. These guidelines apply to all of them.

Q1: How much homework is appropriate?
Research supports that students should be able to complete homework in a time frame which is reasonable and not excessive. This will vary with grade level and/or the level of the subject matter. For regular and honors high school courses, a teacher should plan for no more than 20 minutes of homework per night.

For all courses, the depth and difficulty of the assignments will match the rigor of the course. Therefore, advanced courses may have more in-depth, complex assignments. **This does not necessarily translate into more problems or longer completion times.**

Students enrolled in music/band classes may have practice assignments which would cause the total homework time to exceed the recommended averages.

**Q2:** What constitutes homework?

Teachers should design quality homework tasks that are connected to classroom learning.

- **Practice** – Students should be able to do the work independently because the skill has already been taught and modeled in the classroom.
- **Preparation** – This may include reading the next chapter, looking up new vocabulary words for the next book/chapter/unit of study. These assignments introduce new concepts that will then be discussed and expanded on in class.
- **Extension and Integration Homework** - This encourages higher order thinking as students apply established skills to new situations. These assignments, that include a review of materials from previous assignments along with a preview of new concepts and procedures, better facilitate student learning. This may include long-term projects which are graded separately from homework.
- **Review/ study homework** – Be sure to include studying and reviewing as part of the allotted homework time. Help students to study more effectively with study guides and practices for review before the test/ quiz.

**Q3:** Should homework require assistance from home?

In general, students should be able to complete homework assignments without assistance.

**Q4:** Should teachers accept late homework?

*The district policy is to give students one day to turn in work late for every day of absence.*

In most situations, the consequence for not completing the work should be to complete the work. Late work should be accepted within reason; however, in some instances, this may not be possible. Teachers may assign a reduced point value for work which is returned late. Late policies should be clearly outlined in the syllabus and explained to students. Policies can be set by individual teachers, teams, or grade levels at each school.
Teachers should plan and assign homework ahead of time as often as possible. If an assignment is meaningful and necessary in order for a student to achieve mastery, then the important thing is that the work gets done, even if it is late.

Q5: Do teachers have to give homework?

No. Homework is not mandatory; however, research shows that as students get older, the benefits of homework increase. Therefore, it is recommended that high school teachers make homework a regular and valuable part of their course.

Q6: How much should homework count in a student’s grade?

The recommended range for the weight of homework in a student’s grade is 10% to 20%.

Q7: Is there a minimum number of homework assignments necessary?

Teachers should plan the weight they assign to homework. A homework category that is worth 10%-20% of the grade should include several assignments.

Q8: Who will monitor?

Principals and Assistant Principals of Curriculum should monitor teachers’ homework practices as necessary.

Q9: What are the consequences if homework is not complete?

If students do not complete homework, they may not receive credit, or may receive reduced credit for the work they complete. However, teachers and schools should make every effort possible to collect missing assignments.

Q10: Are zeros permitted for homework?

It is a school-based decision as to whether teachers should assign a zero to work that has been done incorrectly. A distinction should be made between work done incorrectly and missing work. Teachers have the option of entering an M in the electronic grade book for missing work which is calculated as a zero in the total grade.

Q11: What role does feedback play?

If an assignment is important enough to be assigned, it is important enough to review with the student and/or class. Appropriate feedback may include: grades with comments, reviews, reflections, and/or discussions (may include directed peer-review).

Q12: Can I give long-term projects as homework?
Long-term projects do have a role in the homework time allotted for each class. Grading procedures should be clearly outlined in the course syllabus. Often, at the discretion of the teacher, long-term assignments are not graded as homework. Projects should have established check-points along the way.

Return to Table of Contents
## Appendix A—Grade Discrepancy Report

<table>
<thead>
<tr>
<th>Student (include ID#)</th>
<th>Course</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt;</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Final Exam</th>
<th>New Grade</th>
<th>Reason</th>
</tr>
</thead>
</table>

Teacher: ____________________________  Date: __________

Approval: ____________________________  Entered By: __________
# Appendix B—Paper Grade Change Request Form

**High School Grade Change Request Form**

<table>
<thead>
<tr>
<th>School</th>
<th>Date</th>
</tr>
</thead>
</table>

**Teachers:** Please submit this completed form to your school’s APC

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Stdnt #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name:</td>
<td>Crse #</td>
</tr>
<tr>
<td>Teacher Name:</td>
<td>Tchr #</td>
</tr>
</tbody>
</table>

Please circle the applicable grading period and/or final exam

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>GP 1</th>
<th>GP 2</th>
<th>Mid-Term Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>GP 3</td>
<td>GP 4</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Change Grade</th>
<th>From:</th>
<th>To:</th>
<th>Rationale:</th>
</tr>
</thead>
</table>

Teacher Signature: ___________________________ Approval

Principal Signature: ___________________________ Yes No

Data Entry Signature: ___________________________
Appendix C—Electronic Grade Change Requests

Grade change requests can be submitted electronically through the FOCUS Grading System. Once a grade change request is submitted by a teacher, administrators get an alert to review the request. If approved, the semester or full year grade is automatically recalculated.

Submitting Grade Change Requests (Teacher)

- On FOCUS, click Grades | Request Grade Changes

- Choose the Course and Student

- Fill in Required Fields (Term, Explanation, and New Grade Letter) and Press Enter

Approving or Denying Grade Change Requests (Principal and Assistant Principal)

On FOCUS, a message will appear alerting the administrator of a pending grade change request. Click the message.

New requests are at the top of the table. Historical requests also appear. Scroll to the right to Approve or Deny the pending grade change request.
Appendix D—Secondary Health, Physical Education, and Driver Education
Grading Guidelines

General Electives
Physical Education should consist of a variety of grading methods and assessments that develop the scope of student progress in Movement Competency, Cognitive Abilities, Lifetime Fitness and Responsible Behaviors and Values as outlined in our Florida Standards. To achieve student engagement, participation, and understanding of the standards, percentages will be based on the following scale:

60-65% Active Participation
- Daily attendance and participation in highly qualified teacher planned lessons (Students should be actively engaged 95% of the time as scored on an established rubric), proper established dress is required as outlined by individual school.
- Students must exhibit good sportsmanship, respect and responsible behaviors to receive participation points and any deviation from compliance of school and class rules or safety may result in loss of participation points.
- Students must partake in safe and established warm up and cool down activities as appropriate for active participation in current activity.

20-25% Skills, Sports and Fitness Performance Building
- Use of performance rubrics for building skills
- Skill observations and critiques
- Building practices for mastery of content and skills
- Safety and rules observations and practices

10-15% Deepening Knowledge
- Written assessments
- Article critiques and summaries
- Rules and regulations quizzes
- Fitness planning
- Technology integration and application

5-10% Project Based Learning
- Fitness Planning Projects
- Peer Coaching Reviews/ Peer Skills Critiques
- Performance Projects
- Technology-based assignments and Portfolio based projects

Fitness Assessments are used to drive instruction and monitor student progress in personal fitness planning. Data from fitness assessments should drive instructional practices and strategies in all physical education classes to improve fitness skills as well as the overall health and fitness of all students daily. Students will receive grades for goals set by student and teacher for fitness maintenance and growth.

Final Exam
District EOC exam is a knowledge assessment primarily evaluating fitness benchmarks associated with the course. (Final Exam is weighted 20% of student’s final grade.)

Return to Table of Contents
Health Opportunities in Physical Education (HOPE) Course

Physical Education should consist of a variety of assessments that measure student progress in movement competency, cognitive abilities, lifetime fitness and responsible behaviors and values as outlined in the Florida Standards (www.cpalms.org). To enhance student engagement, participation, and understanding, two weighted categories represent distribution of content and time, and assignment values may vary within each weighted category for various scoring opportunities for students.

60% Health Classroom Content and Activities

*Monitoring for Learning - May include but is not limited to:*
  - Cornell Notes
  - Classroom Assignments
  - Exit/Entrance Slips
  - Performance Projects
  - Technology-based or Portfolio based projects, PowerPoint Projects, Flip Grid Assignments, etc.
  - Fitness Planning Assignments
  - Classroom Formative and Summative Assessments

40% Physical Education and Activities

*Active Participation – May include but is not limited to:*
  - Daily attendance and participation in highly qualified teacher planned lessons (Students should be actively engaged 95% of the time as scored on an established rubric), proper dress required
  - Students must exhibit good sportsmanship, respect and responsible behaviors and any deviation from compliance of school, class or safety rules may result in loss of participation points.
  - Students must partake in safe and established warm up and cool down activities as appropriate for active participation in current activity – These should be student-centered, created and performed

*Skills, Sports and Fitness Performance Building – May include but is not limited to:*
  - Use of performance rubrics for building skills
  - Peer Coaching-Skills Critiques – Skill Assessment
  - Observation of mastery of content and skills
  - Fitness Planning and Practicing

*Deepening Knowledge – May include but is not limited to:*
  - Written assessments
  - Article critiques and summaries
  - Sport specific rules and regulations quizzes
  - Extension Projects

Fitness Assessments should be used in all Physical Education classes to drive planning that assists in improving healthy fitness levels for all students on a daily basis. Assessment data may be used by students in other areas of class requirements such as fitness program planning, or performance projects, etc. Grades should not measure quantitative fitness grading practices, such as how fast a student can run.

**Exams:**
  - District Pre-Test (Used for Data Analysis)
  - Post-Test (20% of student grade)
  - Midterm (Teacher Created)
First Aid & Safety Course (800320)
Care & Prevention of Athletic Injuries Course (1502490)
Personal Fitness Trainer Course (1501380)
Driver Education Safety Classroom/Safety Lab Courses (1900300/1900310)

The following grading categories are the recommendations for the specific courses listed above and are aligned with The Florida Standards and Benchmarks (www.cpalms.org) for each designated course. To achieve student engagement, participation, and understanding of the standards, 4 weighted categories are used to represent distribution of content and time. Point values may vary by assignment within each weighted category for various scoring opportunities for students.

25% Performance Participation
- Daily attendance and participation in highly qualified teacher planned lessons (Students should be actively engaged 95% of the time as scored on an established rubric)
- Student must exhibit respect and responsible behaviors to receive participation points and any deviation from compliance of school and class rules or safety may result in loss of participation points
- Student participates in classroom activities and structures both collaboratively and independently as appropriate

25% Foundational Skills and Activities
- Use of performance rubrics for building skills
- Skill observations and critiques (self and peer evaluated)
- Building practices for mastery of content and skills
- Safety and rules observations and practices

25% Deepening Knowledge
- Formative/Summative Assessments (Cornell Notes, exit slips, interactive worksheets, Flip Grids, etc.)
- Article critiques and summaries
- Knowledge quizzes/tests
- Fitness program planning

25% Project Based Learning/Cognitively Complex Assignments
- Specific program planning projects
- Performance projects
- Technology- Portfolio based projects or video presentations
- Public Service Projects (PSA’s, brochures, info sheets, PowerPoints, etc.)

Exams:
- District Pre-Test (Used for Data Analysis)
- Post-Test (10% of student grade)
- Midterm Used for Full Year Courses Only--teacher created

Return to Table of Contents
Appendix E—Secondary Grading Guidelines in Art

Comprehensive assessment takes place in a wide variety of contexts and settings, and each project/assignment may require different assessment techniques.

In art, students will be assessed on the following items:
- Appropriate use of materials and class time
- Completion of project according to the objectives/goals of the project
- Creativity
- Meeting the expectations of state standards

Various tools will be used for assessment such as rubrics, individual/small group critiques, student reflections, quizzes.

Return to Table of Contents
Appendix F—Secondary Grading Guidelines in Music

Student attendance and participation is a major factor in the success of the group. Being a member of a performing ensemble is being a member of a team. Teamwork depends on commitment and dependability from its members. Major music performance attendance and participation is a requirement. A grade will be assigned for each major music performance. All major music performances will be announced well in advance so that special arrangements for transportation, etc. can be made.

Grades are to be given for all required major music performances unless a student is excused from participation in a music performance. An excused absence is defined as an absence due to any cause beyond the student’s control as determined by the teacher and principal (see Board Policy 5200 Attendance and Board Policy 2240). A grade of X (excused) is to be given and no make-up work is to be required for excused absences approved by the teacher and principal for major music performances. An unexcused absence is defined as an absence due to any cause within the student’s control as determined by the teacher and principal. A grade of F (with a value of 55 points on a 100 scale) is to be given for unexcused absences from performances and no make-up work is to be required. As it is required of the teacher to publish/make available a schedule for the academic year’s events at the beginning of the year (see District Sponsored Clubs and Activities Policy 2430, and Board Policy 2240), when possible, notice from the parent/guardian regarding an absence beyond the student’s control (Board Policy 5200 Attendance) should be given well in advance. Emergency situations preventing attendance at a major music performance should be communicated to the teacher and principal as soon as is feasible. A grade or grades for major music performance(s) is/are to constitute a minimum of 1/6 of the grade for the marking period in which the performance(s) takes place. Enhancement of that ratio is at the discretion of the teacher and principal.

As it is customary for ensembles to prepare for performances in reasonable periodic windows of time, based on literature selected, progress of the individual students and the ensemble as a whole, 4 major performances per content area (Band, Orchestra, Chorus) per academic year is the suggested number of concerts. A suggested schedule breakdown of the concerts is – Fall (quarter 1), Winter (quarter 2), Late winter/early spring (MPA/other concert, quarter 3), and Spring (quarter 4). Reasonable variation of this schedule is at the discretion of the teacher and principal.

In cases of conflicting school activities, best practice dictates communication with the music teacher and sponsor of the conflicting activity. When resolution cannot be reached, it is recommended to involve the principal, activities coordinator (if applicable), and teacher to come to an agreement (see District Sponsored Clubs and Activities Policy 2430). If a student has been removed from school due to a disciplinary issue (OSS), the student cannot participate in the music rehearsal or major music performance called by the teacher of the co-curricular music course during the time the student is serving the OSS. An X will be used to grade the student in this instance. Appropriate, course-connected alternate make-up assignments are to be assigned for rehearsals missed during the OSS window of time. As major music performances
cannot be made up, a major music performance that falls in the window of a student’s OSS will be noted with an X for grading purposes and not penalize the student with a score of F (55 points on a 100-point scale).

Grades may be determined, but not limited to, the following criteria:

- Quality of performance during playing tests and concert performances
- Quality of performance during class rehearsals and those called outside the school day
- Written tests/quizzes
- Daily class performance and participation – must be prepared to participate
- Practice logs – bonus points possible
- Music journals
- Concert attendance and participation

Return to Table of Contents