Updated (7/2024)

Middle School

Due Dates, Deadlines and Reassessment Guidance

The process of grading, reteaching, and reassessing should keep the focus on the learning journey, the importance of effective teacher feedback that promotes student growth, and cultivating student ownership of their learning.

This document has been created in response to teacher feedback and requests from middle school principals who wanted more consistent grading practices, grounded in equity, across all middle schools in Frederick County..

Due Dates and Deadlines

- **Teachers are expected to participate in the Accelerated Learning Process** where grading practices are discussed, agreed upon, and analyzed for consistency within departments.
- **Teachers are expected to communicate both due dates and deadlines for assignments** as agreed upon by each department.
    - **Due Dates** are the planned dates that an assignment is required to be completed to receive full credit. Extended time accommodations should be based on the due date of the assignment.
    - **Deadlines** are the final dates an assignment is accepted for credit unless an extension is granted by the teacher.

- **Formative and Summative:** The rationale for separating the due date from the deadline is to increase opportunities for students to complete assignments. The following guidance should be followed:
    - Due dates and deadlines for **formative assignments**, such as classwork, exit tickets, and homework may be determined by teachers or departments and can range from the same day the assignment is given to the time of the summative assessment. There may be some assignments that need to be submitted immediately, to drive teacher instruction or to help students engage and keep up with the pace of instruction, yet there may be others that lend themselves to more flexibility. In cases which assignments need to be submitted on the same day, **extended time** accommodations should be provided. Teachers should maintain consistency across teams for assignments such as common formatives.
    - Deadlines for **summative assignments**, such as essays, tests, and projects, should be no more than 5 school days after the due date, excluding students with a legal absence, and should be communicated when the summative is assigned. The deadline should not be extended into the next term.
        - Teachers may:
            - Establish the timeline for reassessment. The timeline does not need to adhere to the 5 day deadline guidance given for the original submission of the summative.
            - Opt for more flexibility on a case by case basis, depending on the situation.
        - Required summative assessments, as part of the FCPS local assessment framework, must follow guidance provided from curriculum offices on assessment administration.
        - For some summatives, the due date and the deadline may be the same day if it is expected that students complete the work during school hours within a certain time frame. In these cases, **extended time** accommodations should be provided.
- A recorded score of 50% (on a 100 point scale) in the gradebook communicates to students and families that work has not yet been submitted. If a student has not completed a major summative assignment (a summative assignment worth at least 10% of the final grade for the term), teachers should make parent contact as well.
    - Note regarding the the field test of 4-point gradebook system: a 0 may be used to reflect no evidence of learning, provided that there are opportunities for reassessment. if a student submits assignments after the due date, but before the deadline, the rubric score should not be reduced.

- Work submitted after the due date, but before the deadline, may be penalized by reducing the earned grade by up to a maximum of one letter grade.Teachers have discretion to apply the penalty and lower the grade accordingly.
- Work submitted after the deadline can be used to inform instruction but will not count for credit and will be recorded in the gradebook at 55% on a 100 point scale.
- Student lawful and excused absences will alter due dates and deadlines.

Grading Scenarios, Calculations, and Comments

To align with the updated Equity in Grading practices and Middle School Due Dates, Deadlines and Reassessment Guidance, Schoology scales and comments are available in Schoology for use. This scale was developed to send clear and consistent messages directly to students and families on the student grade screen, to distinguish between when: no work is submitted; work is submitted after a deadline; and work that was an authentic attempt that did not meet proficiency that is eligible for redo or reassessment. FCPS is committed to ensuring that the appropriate messages and expectations are conveyed to students, especially when no work was submitted or effort made.

While these scales are primarily intended to support implementation at the middle school level, these scales are available for all secondary teachers, in addition to the Missing (Zero) for high school. To use this scale, teachers may select the “Automated Comments Scale” available in the Scale/Rubric area when setting up assignments.

Please note that as these new practices are being implemented, FCPS is emphasizing a year of learning in secondary schools, especially for high schools. Over the next year, FCPS will continue to carefully consider the use of the zero when students do not complete work, as well as explore other rubric-based grading scales that include the use of a zero.

Student Scenario	**Calculation**	**Teacher can add in Grade Comment area and display to student/parent**	**Comment visible in the Schoology Grade screen to student/parent**
Work submitted after the due date, but before the deadline	At the discretion of the teacher, work submitted after the due date may be reduced up to one letter grade.	**Submitted after due date**	
No Work submitted	50% Note: In the field test of 4-point gradebook system, a 0 may be used to reflect no evidence of learning, provided that there are opportunities for reassessment.		**Missing, please submit**

Work submitted after deadline	55%		**Submitted after deadline OR consult teacher about redo/reassess.**
High School Only: No Work submitted	0%		**Orange hexagon with "Missing"**

Reassessment

- **Students should be allowed to <u>reassess summative assessments</u> under the following circumstances:**
    - **Genuine First Attempts:** Students made a genuine first attempt at the summative assessment. If a student does not demonstrate reasonable effort and is depending on a reassessment opportunity in the future, a teacher may use their discretion to deny reassessment. If denial of reassessment is being considered, teachers are encouraged to consult with an administrator. When a student is denied the opportunity to reassess, teachers should share their decision with the student and parent.
    - **Timely Work Completion:** Students have completed the formative assignments that prepared them to demonstrate learning on that summative prior to the deadline for those formative assessments.
    - **Self-Advocacy:** Students may need some support, at first, in owning the process of requesting and preparing for reassessment, but schools should create a process for students to request reassessment once the student has demonstrated effort to work toward proficiency (i.e. email, Schoology message, or Google Form requesting reassessment and evidence of the work the student has done to review, correct errors, and/or relearn the content.
    - **Relearning:** Teachers may share with students appropriate options for relearning and demonstrating readiness for reassessment, but it is up to the student to assume responsibility for relearning and providing evidence of readiness by the date designated by the teacher. Options for relearning may include, but are not limited to, evidence of review at home with a family member, verbal or written correction of formative learning, completion of a review guide, use of TutorMe to gain content proficiency, or tutoring with the teacher (if the teacher feels explicit reteaching is necessary).
- **When reassessment is permitted, teachers may change the format of the original assessment** in order to best assess proficiency, decreasing the likelihood that students have memorized items or copied from another student. Students should not be taking an identical assessment a second time.
- **Students only need to reassess areas of need.** Only students whose original score is below proficiency should be allowed to reassess. The reassessment does not need to be lengthy or formal. There is efficiency and efficacy in using conferencing and observation as methods of reassessment when feasible to do so. Curricular areas will provide guidance on what determines proficiency.
- After a reassessment**, the student's most recent performance and actual score should be recorded in the gradebook, replacing the previous score**. If the student's most recent performance was lower than the original score, teachers may decide to use the higher of the two scores, depending on the circumstances and which score they feel more accurately represents what the student knows. If the summative reassessment is a required local assessment, follow county guidance on reporting reassessment scores.
- **Teachers have discretion to adjust expectations for late work** that is not completed by due dates.
- **Students who receive testing accommodations should receive accommodations for reassessments**; core teams should work together to make reassessment with accommodations manageable for teachers.
- **Teachers may reassign formative assessments, but it is not expected.** Formative assessments are part of

the learning journey and give the teacher information about what students know and can do throughout the learning process. If teachers feel the learning demonstrated by the student on a formative is incomplete or inaccurate to the extent that it interferes with the learning progression and needs to be addressed before the student takes a summative assessment, they may reassign that work to be completed or corrected.

Communication and Consistency

- **Administrators and teachers should work together to develop consistent reassessment/reteaching practices.** These practices should be communicated to families through course syllabi, individual teacher Schoology pages, and other resources that support families understanding student grading.
- **Administrators and teachers should work together on messaging to students** to help them maintain a focus on learning and an understanding that grades communicate what students know and can do or what they still need to learn. These practices are in place to help students develop agency of learning.

Visit this **site** for guidance on setting up gradebooks and aligning grade reporting efficiencies.

Updated based stakeholder feedback on 7/2024