



Burlington High School Grading Practices

Rationale

One tenet of education is that all students can and will achieve in our classrooms. To hold ourselves to that commitment, we need to gain greater clarity and continuity with respect to grading practices and purpose.

Consistency in both language and how we use categories creates ease of use for students, families, and the staff who support students: counselors, special educators, multi-lingual liaisons and paraeducators. The more we do this, the better it is for our community. Consistency in grading also simplifies the process of syncing grades between Schoology and PowerTeacher.

Required

All Burlington High School teachers are required to use weighted categories for grading.

Recommended for 22-23

Teachers are strongly encouraged to use the following categories.

- Practice Assessments
- Academic Knowledge and Skills
- HOWLs

Teachers are strongly encouraged not to add additional categories.

The following guidelines are recommended for use of these categories, including category weighting.

Guidelines for Use of Categories

Category	Overview	Examples of Assignments in this Category	How grades should be entered	Category Weighting
Practice	Assignments placed in this category are also called formative assessments. They should be assessments that happen during the learning process and the scores/feedback should reflect a student's progress in the learning goal. Completion assignments do not go in this category.	• quiz • exit card • art critique • PE skills self-assessment • musical recording • Essay draft • Vocabulary practice • rehearsals	Any of these methods, singly or in combination: • traditional methods for providing feedback on learning: points, percentages, grade • using a rubric • written or oral feedback on learning from the teacher on progress toward learning targets • using proficiency scores through the Schoology standards	0-40%
Academic Knowledge & Skills	Assignments in this category are traditionally called summative assessments. Often these are the assessments where students demonstrate proficiency in a specific skill or content area. This category is used to communicate student learning with respect to specific learning goals or targets;	• Proficiencies • Performance • Presentation • Lab • Portfolio • Essay • Test • Project • Quiz	• traditional methods for providing feedback on learning: points, percentages, grade • using a rubric with a summative grade • written or oral feedback on learning from the teacher on progress toward learning targets	50-80%

	teachers will use this category for their proficiency assessments, which can be weighted within the category. Summative assessments can be big assessments (i.e. projects, tests, proficiencies, etc), but they may also be smaller assessments where a student has demonstrated proficiency in a skill. It is not the size of the assignment that matters, rather it is the learning that is demonstrated through the assignment.	• Concert reflection	• using proficiency scores through the Schoology standards	
HOWLs Habits of Work and Learning	Students can be assessed on their responsibility and engagement for assignments that go into this category. Assignments in this category DO NOT reflect teacher feedback on learning. For example, anything that students do for a completion grade, should go into this category. The HOWLs are still reported separately on the report card. The	• Engagement or Responsibility assessments &/or self-assessments • Homework or classwork being checked for "completion" • A score for bringing materials to class	• using a HoWL standard or rubric (many teachers have made their own as well) • check marks for completion	0-10% for all "core" classes 0-20% for Unified Arts classes

	HOWLs category in the overall grade needs to reflect both responsibility and engagement and be consistent with the HOWLs that are reported separately on the report card.			
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How to do it

How to set up category weights: [here](#).