**Course Syllabus**

**Marine Science Grading Practices**

**Assessments**

A **pre-assessment** (a non-graded assessment that guides the instructional choices for the unit, usually 4-5 questions that focus on priority standards only) is given at the beginning of each unit of instruction. Both teacher and students use this information to inform the learning process.

The teacher’s grade book entries reflect the progress students are making toward mastery of standards within a unit of study. As part of the district’s plan for gradual release of responsibility, students are encouraged to monitor their achievement in the course by keeping a record of their own performance.

Students in this course continually receive descriptive feedback on their progress in class and are expected to complete all instructional assignments whether they are given as classwork or as homework. It is important to remember that feedback may occur after several assignments critical to learning are completed and not necessarily after each individual assignment.

Assessments will be divided into two categories: formative and summative. Formative should be considered “practice” and summative should be considered the “end performance”. Formative and summative assessments focus on standards-based learning targets.

* **Formative assessments** occur during the process of learning or the development of a product. Formative assessments may include observations, quizzes, initial drafts, homework, responses to teacher questions, minor labs, and practice assignments. Students use the information gained from these assessments to enhance learning. All formative assessments are related to the standards for the course and are administered to help students practice the skills they need to master before the summative assessment is given.
* **Summative assessments** are used to determine the degree of success at the end of a unit of instruction. The goal is to evaluate student competency as it relates to the set of standards addressed in instruction. Summative assessments may include tests, exams, final drafts, projects, major labs, research papers, major performances, and presentations. The information gained from these assessments will be recorded in the grade book and determine the nine weeks and final grade for the course. All summative assessments are aligned to the standards for the course.

**Grading**

**Formative marks**: It is important that students complete their formative assessments on time so that both the teacher and the student have an accurate indication of progress. During this process, the teacher provides constructive feedback to students. Students do not receive a grade for formative work because they are allowed to practice during the learning process before the summative assessment. Feedback on formative assessments appears in the grade book as one of the following codes to provide meaningful information about the progress students are making in the class.

|  |  |
| --- | --- |
| **Code** | **Explanation** |
| 1 | Work not submitted |
| 2 | Insufficient progress |
| 3 | Progressing |
| 4 | Meets standard |

**1 = Work Not Submitted:** Student has not attempted to demonstrate progress toward meeting the standard.

**2 = Insufficient Progress:** Based on what has been taught and assessed, progress toward meeting the standard is not evident.

**3 = Progressing:** Based on what has been taught and assessed, progress toward meeting the standard is evident.

**4 = Meets Standard**: The student has met the standard.

**Summative grades**: Five to eight summative grades are earned during a nine weeks period. Students receive constructive feedback from the teacher after each summative assessment and during the process of a major project or research paper. If a student wishes to have an opportunity to improve a test grade, he/she must complete and submit the necessary formative assignments related to the test within five school days after receiving the test results. The additional attempt to demonstrate learning (limited to one time per summative assessment and to students whose additional formative work is at a 3 or higher) isthen scheduled; the grade only counts if it is higher than the original test grade. The second attempt may be an alternate form of the same assessment, an alternate assessment limited to standards not mastered, or a comparable assessment that is in a different format. This process only applies to unit tests (not the midterm, final exam, projects, major labs, research papers, presentations, senior project, etc.).

The lowest grade recorded in the grade book is a 55 (to include assessments not submitted). The actual grade (if below a 55) is noted as a comment. This process does not pertain to the final exam grade or the final course grade.

**Late Summative Assessments**: All summative assessments are expected to be completed as assigned and on time. In the event that circumstances prevent students from meeting a deadline for any summative assessment (except for tests, exams, and senior project), they may request an extension any time before the due date. In this event, extension contract agreements will be available. Students who request an extension contract must provide the following information:

* Description of missed work assignment
* Documentation of the amount of work completed to date (a sufficient amount of work must be completed in order to be granted an extension)
* Explanation or reason why the work was not completed when assigned.

If the summative assessment is submitted by the approved revised due date, no penalty for lateness is reflected in the grade. If the summative assessment is not submitted by the revised due date, a 55 is automatically entered into the grade book.