

**The grading policy presented in the MATH III Syllabus is based on the district’s grading plan. The details of that plan are presented below and will be strictly followed throughout the course.**

In accord with the CMS High School Grading plan, the following distribution and minimum frequency of assessments in each category will be reflected in our school-wide grading practice.

<b>Informal Assessments</b>	<b>Formal Assessments</b>
<b>30% of Quarter Grade</b>	<b>70% of Quarter Grade</b>
Informal assessments must be linked to specific objectives and include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc.	Formal assessments must be linked to specific objectives and include a variety of assignments such as tests, comprehensive writing assignments, projects, etc.
A minimum of <b>9</b> informal grades per quarter is required.	A minimum of <b>4</b> formal grades per quarter is required.

**Remediation/Reassessment:** Students who score below an 84% can retest after completing remediation. Students will receive the higher grade for a maximum of 84%. Therefore, students who score an 84-100% on their retest should receive a score of 84%. Any grade below an 84% should be recorded as is. It is the student’s responsibility to initiate and complete the remediation and the retest process within two weeks of receiving the original graded assessment score or make other arrangements which are agreed to by the teacher.

**Late Work:** Late work, work that is not turned in on time due to an unexcused absence or failure to attempt, applies to both informal and formal assessments:

- Students will receive a maximum 80% grade for work showing a concerted effort, if turned in one day late.
- Students will receive a maximum 70% grade for work showing a concerted effort if turned in two days late.
- After three or more days, late work showing concerted effort will receive a grade of 50% if turned in one week prior to the published exam schedule for each quarter.

**Concerted Effort:** Student work will reflect thoughtful effort towards classwork, homework, and/or assessments. Variations in assignments or individual student needs should be considered in determining the definition of thoughtful effort. It may include but is not limited to the following: attending tutoring, notifying the teacher with questions, or arriving to class early for assistance. PLCs must discuss the idea of thoughtful effort as it applies to all students and circumstances.

**Make-Up Work:** A student who fails to turn in an assignment due to an absence, whether excused or unexcused, must be allowed to make up the work. The student must initiate contact with the teacher within five school days upon return to school to make arrangements for completing the work. After this time period, the opportunity will no longer be available. These arrangements should include a schedule for completion of the work that is appropriate, mindful of the assignment and length of absence.