



LMP Grading and Reporting Policy

Grades 3 through 12

Grading Periods

The school year is divided into two semesters. At the midway point of each semester, students will receive a Progress Report, and LMP will host Student-led Conferences to discuss strengths and areas of growth. This conference enables students, parents, and teachers to reflect on progress made and how to improve learning the rest of the semester.

Semester and Final Exams

Learning happens over time, not as a snapshot in time. At LMP, students do not take comprehensive semester exams. However, classes may assess skills learned throughout the semester to show comprehensive learning over time in a final product.

Grade Reporting

The reporting system will have two categories for reporting student achievement - Learning Tasks and Performance Tasks.

- Learning Tasks-40%
- Performance Tasks-60%

Assessment Calendar

All staff are responsible for including any Performance Tasks on the assessment calendar. No more than 2 Performance Tasks per day are allowed, and prior notification to students is required, with no more than 4 Performance Tasks programmed per week.

Retake Guidelines

The retake policy allows students to earn the opportunity to retake each Performance Task once.

The student must complete all of the following to qualify for a retake:

- Turn in all practice prior to the original Performance Task
- Complete Learning Tasks to a satisfactory level
- Attend tutorial session(s), as required by the teacher
- Complete Performance Task reflection, as required by the teacher
- Complete the retake within 10 school days from the day grade was reported as determined by the teacher

The retake policy is open to all students. The teacher reserves the right to only reassess the portions of the assessment on which standard(s) are not met by the student. If the teacher determines the student only needs to be reassessed on certain standard(s), the points earned from those standards will be applied to the final grade. Otherwise, retakes are for full credit. The grade will not be an average of the two assessments. Teachers may ask students to show their understanding in a variety of formats including essays, interviews, presentations or written tests, regardless of the format of the initial assessment.



Late Work Guidelines

Students are expected to meet any and all deadlines provided by each teacher in order to receive feedback throughout the learning process. Once a student misses the deadline for submission, it is up to him/her to communicate with the teacher to determine next steps. If a Learning Task is not turned in, a zero will be placed in the gradebook until the Learning Task is turned in. Research shows that feedback early in the learning process will better prepare each student for the final Performance Task, for which they will earn a grade.

If a Performance Task is turned in after the deadline, the teacher has the discretion to deduct up to 20% from the final grade.

Student Dispositions/Traits

A student's collaboration, determination, and commitment all contribute to a successful learning experience in any classroom. Our goal is to instill a love for learning, and the dispositions allow each student to reflect on how learning can be improved.

Determination: the student takes ownership of his/her learning by setting goals, striving to improve and consistently submitting work that reflects his/her best ability.

Collaboration: The student contributes to a positive learning environment in the classroom, contributing original ideas and showing concern for others.

Commitment: the student shows professionalism through responsible use of class time and timely completion of work.

Grades Prekindergarten through 2nd Grade

The proficiency level represents a student's progress on the report card. There are four categories: EE, ME, AE, BE. Earning an "EE" means the student has advanced understanding and exceeds grade-level expectations. A student receiving an "EE" demonstrates academically superior skills in that specific area. This student shows initiative, challenges himself or herself, and demonstrates this advanced knowledge at school. An "EE" is difficult to obtain and indicates unusually high achievement. Earning an "ME" means the student has proficient understanding and meets grade-level expectations. We want all of our students to reach "ME." A student receiving an "ME" is right on track with our high academic expectations. An "ME" is something to be celebrated! Earning an "AE" means the student has a basic understanding and partially meets or is approaching grade-level expectations. A student receiving an "AE" understands the basic concept or skill, but has not yet reached the proficient level. An "AE" should indicate to parents that their child is well on their way to meeting the expectation but may need more time to practice the concept or skill. Earning a "BE" means the student has minimal understanding, does not meet grade level expectations, and is functioning below expectations. Interventions may be needed to learn and stay on track with grade-level expectations.