

# Late Work Policy Adopted by the Shared Decision-Making Committee on January 29, 2021

Effective February 1, 2021 Until All Students Return to In-person Instruction

Will be Reviewed After the 4<sup>th</sup> Grading Period

	Old Policy	Policy Adopted by SDMC on 1/29/21	Scenario Using Old Policy	Same Scenario Using Policy Adopted on 1/29/21
Definition of Late Work	Late work is any assignment that is not completed by the time class starts on the due date.*	Late work is any assignment that is not completed by the time class starts on the due date.*		
Turned in at beginning of 1st class meeting after it was assigned	On time	On time	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Wednesday, February 3 <sup>rd</sup> . Earns a raw score of 85. Actual grade recorded will be <b>85</b>	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Wednesday, February 3 <sup>rd</sup> . Earns a raw score of 85. Actual grade recorded will be <b>85</b>
Turned in one class meeting after due date	20% deduction	Highest score possible is a 90	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Friday, February 5 <sup>th</sup> . Earns a raw score of	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Friday, February 5 <sup>th</sup> . Earns a raw score of

			85. Actual grade recorded will be <b>68</b>	85. Actual grade recorded will be <b>85</b>
Turned in two class meetings after due date	50% deduction	Highest score possible is an 80	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Tuesday, February 9th. Earns a raw score of 85. Actual grade recorded will be <b>43</b>	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Tuesday, February 9th. Earns a raw score of 85. Actual grade recorded will be <b>80</b>
Turned in 3 class meetings after due date	0	Highest score possible is a 70	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Thursday, February 11th. Earns a raw score of 85. Actual grade recorded will be <b>0</b>	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Thursday, February 11th. Earns a raw score of 85. Actual grade recorded will be <b>70</b>
Turned in after 3 <sup>rd</sup> class meeting and on or before the final day of the grading period	0	Highest score possible is a 50	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Friday, March 12th. Earns a raw score of 85. Actual grade recorded will be <b>0</b>	Student receives assignment on Monday, February 1 <sup>st</sup> ; submits at beginning of class period on Friday, March 12th. Earns a raw score of 85. Actual grade recorded will be <b>50</b>

How much does getting a 50 instead of a zero help a Lanier's student's final six-week average? Take a look at the case of Zoe and Miguel. Miguel is an 8<sup>th</sup> grader at Lanier, and Zoe is a 6<sup>th</sup> grader. They both earned the exact same grades on the 12 assignments they were given by their teachers. On two occasions, they both earned zeroes. Miguel, however, turned in the two assignments on the very last day of the grading period. Per the new policy, he received a 50 on each of the assignments. Alas, Zoe did not turn them in at all, and they remained zeroes. The table below illustrates their grades and the impact of Miguel turning in his assignments on the last day of the grading period, earning him a 50 on each.

Zoe	6 <sup>th</sup> Grade	Cluster 6L	Miguel	8 <sup>th</sup> Grade	Cluster 8M
95			90		
*0			*50		
85			75		
65			85		
*0			*50		
90			75		
65			65		
75			85		
90			95		
85			90		
95			65		
75			95		
4 <sup>th</sup> Six-weeks Average: <b>68</b>			4 <sup>th</sup> Six-weeks Average: <b>77</b>		

The impact of getting 50s instead of 0s is substantial. In the scenario above, getting two 50s instead of two 0s was a 9-point difference in Miguel's final six-week average. **9 points!** And that's just for earning a 50 instead of a zero. Not a 100. Not a 90. Just a 50. The moral of the story? Get those assignments in, even if the highest grade one can earn is a 50. It will make a huge difference!

**\*Students with 504 plans or IEPs may have different timelines than those described in this policy.**