

## Windsor Knolls Middle School Grading Guidelines 2017-18

### Purpose/Rationale for Grades

- Provide feedback to students, parents, and educators about student performance, progress, and achievement towards mastery of grade-level and content-area standards.

### Formative Assessment

- Assessment for Learning
  - Used to diagnose student needs
  - Results guide instructional decisions
  - Mechanism for students to learn and practice new concepts and skills
  - Periodic checkpoints to determine students' progress towards mastering standards and to prepare them for success on summative assessments
- Possible Examples
  - Warm-ups
  - "Class work"
  - Notebook checks
  - Homework
    - Purpose
      - Practice to help students refine and strengthen skills
      - Preparation to make the next day's lesson more meaningful
      - Extension to apply higher level, abstract thinking and problem-solving
      - Integration of skills and concepts
    - Frequency
      - Daily: Monday-Thursday (weekend and holiday assignments at the teacher's discretion)
      - 60-75 minutes per evening for all subjects combined
      - Can account for no more than 10% of a student's final grade
  - Labs/experiments
  - Rough Drafts of writing assignments
  - Rehearsals
  - Other assignments students complete
- Weight towards final grade
  - Formative assessments will count 20% towards a student's final grade

### Summative Assessment

- Assessment of learning
  - Summarizes student's level of mastery of grade-level and content-area standards after instruction/learning has occurred
  - Assessments that include multiple standards should have a grade assigned for each standard measured

- Types
  - Tests/assessments
  - Quizzes
  - Projects
  - Performances/demonstrations
  - Final Drafts of writing assignments and essays
  - Portfolios
  - Labs and experiments
  - Other assignments students complete
- Corrections/Retakes
  - Students who perform below expectations will receive re-teaching/tutoring from their teacher and will be given the opportunity to complete a retake of the summative assessment:
    - In order to have the opportunity to re-assess, students must have attempted to complete the formative assessments assigned prior to the summative assessment.
    - When students reassess, the highest grade achieved will be recorded in the teacher's gradebook.
- Weight towards final grade
  - Summative assessments will count 80% towards a student's final grade

### Late Work

- Zeros
  - Do not accurately reflect what students need to learn or what they might know and thus provide no information or data for instructional decision making or accountability
  - Tremendous negative impact on a student's overall grade
  - Rarely, if ever, inspire learning
- When students do not complete assignments, they are excusing themselves from learning. As such, students will be given opportunities to complete/turn in late and missing assignments.
  - Any assignment not completed by the due date will be recorded as a "Z".
  - Any assignment submitted after the due date will receive a 10% penalty. Students can complete and turn in assignments up to the mid-term or the end of term.
  - If a student does not complete an assignment by the mid-term or the end of term deadline, the grade will change from a "Z" to a 50%.

### Feedback

- Teachers are expected to provide frequent opportunities for students to demonstrate progress towards achieving grade-level and content-area standards, including both formative and summative evaluations.

- Written work or production should be evaluated with descriptive feedback and returned to the student in a timely manner. This feedback should be received by the student prior to any summative assessment as the feedback is a focal point for learning.
  - Students should complete multiple formative assessment activities per week
  - A minimum of one grade per week should be entered into the teacher's gradebook.
- Teachers should monitor and informally evaluate student work daily and provide ongoing, descriptive feedback throughout the learning process. Teachers shall maintain a formal record using the electronic grade book, TAC/HAC, of each student's progress towards achieving grade-level and content-area standards
    - TAC/HAC must contain an average of one grade per week
- Teachers are expected to include parents in the learning process and should keep them apprised of their child's progress
    - Teachers should communicate with parents when students' performance is below grade level and/or unsatisfactory
    - TAC/HAC should not be used to replace phone calls and/or e-mails that create dialogue between the teacher and parents

### Explanation of Grades

- 100% A = Exceeded Standards
- 92% A = Met Standards
- 82% B = Approached Standards
- 72% C = Partially Met Standards
- 62% D = Minimally Met Standards
- 55% F = Did Not Meet Standards
- 50% F = Did Not Attempt