

# **NORTHWEST KIDDER MIDDLE SCHOOL**

## **Grading Policies and Practices**

### **2019-2020**



6700 Rives Junction Road-Jackson, Michigan 49201

(517) 817-4703 Fax: (517) 569-2931

[www.nwschools.org](http://www.nwschools.org)

Daniel L Brooks, Principal Cory C Parrott, Vice Principal

## **STANDARDS BASED GRADING**

### Why do we use a standards-based grading system?

The simple answer is: We want to improve student achievement for all students in every classroom every day, and research supports standards-based grading as a basis of communication that will help students learn more effectively through better feedback.

### What are the purposes of standards-based grading?

The purpose of standards-based grading is to raise student achievement by clearly communicating students' progress towards learning outcomes in a fair, informative, timely, and specific manner. SBG accurately communicates student achievement to students, parents, and educators. Work Habits and Respect influence student learning. These standards will be reported separately from the academics.

## Grading In The Middle School

We use the same system for grading in every class. Our grading system has the following benefits:

Fair, Informative, Timely and Motivational.

Grades are figured from three kinds of feedback.

1.) The first kind of feedback is from practice. Practice is called formative assessment and includes things like homework, class work, practice quizzes, and class participation. Formative assessments help students learn and get feedback while they are learning.

2.) The second type of feedback, summative assessment, indicates if a student has mastered the “I Can” Statements/Power Standards. Their proficiency for each standard will be ranked.

3.) The third type of feedback will be for Respect and Work Habits.

**A** = I can apply my learning independently with higher-level thinking that has not been explicitly taught. Standard Mastered at Superior Level.

**B** = I have met my goal independently! I can show my understanding and explain my thinking. Standard Mastered.

**C** = I’m on my way to meeting my goal. I need some assistance to understand the skill. Additional Practice Needed to Master Standard.

**D** = I’m still learning. I need more practice and re-teaching. Significant Practice Needed to Master Standard.



## KMS Formative Assessment Policy

Students will be expected to complete any given formative assessment (homework, class work, etc...) and participate in class.

This work will be graded, and entered into PowerSchool under a formative assessment category. The formative assessments will be averaged and then weighted 20% of a student's grade.

Formative Assessment will be denoted on a 1-5 point scale.

0	No attempt made
1	1-39%
2	40-59%
3	60-79%
4	80-99%
5	100%

This could be for percent completion or for percent accurate.

This is up to the discretion of the teacher.



## KMS Summative Assessment Policy

Summative assessments will be graded as a percent grade. These grades will be entered into Power School under a summative assessment category. The summative assessments will be averaged and then weighted 80% of a student's grade. Students who score below a 70% on a summative assessment will be expected to complete a Success Ticket.

100%	80-99%	70-79%	Below 70%	0	BLANK
<b>Exceeding Grade-Level CC Standard</b>	<b>Meeting Grade-Level CC Standard</b>	<b>Progressing Towards Grade-Level CC Standard</b>	<b>Does Not Meet Grade-Level CC Standard</b>	<b>Assessment Not Attempted</b>	<b>Standard is not Assessed At This Time</b>
Student consistently demonstrates an understanding above and beyond what is expected and applies and transfers concepts or skills.	Student consistently demonstrates mastery of the knowledge of the standard expected at this grade level. Understands concepts or skills.	Student demonstrates a partial understanding in the knowledge of the standard. Student is progressing in understanding; however, the skills are not yet mastered.	Student is not yet demonstrating an understanding in the knowledge of the standard. Student is working below grade level expectation and struggles even with assistance. Student needs continued support and intervention.	Student did not attempt the assessment. Refusal or did not make effort.	This mark indicates that the specific standard is not applicable, as the standard may not be assessed during this trimester. You should expect to see several BLANKS used in the first trimester especially during the earlier grade levels. This is because the entire curriculum cannot be taught at once. While some standards will be addressed throughout the entire year, others will be phased in as the school year progresses.

## **KMS Final Grades Policy**

- There will be a final Letter Grade determined by combining 80% summative assessments and 20% formative assessments. Letter grades are figured on the KMS Percent Grade Scale.
- There will also be a final Standard Grade determined by averaging summative grades that are assigned to the same Standard. There will be a letter grade assigned to each Standard assessed. Students and parents will be able to see how successful students are being on individual standards.

### **KMS Percent Grade Scale**

A+	100.1-100.5
A	92.5-100.0
A-	89.5-92.0
B+	86.5-89.0
B	82.5-89.0
B-	79.5-82.0
C+	76.5-79.0
C	72.5-76.0
C-	69.5-72.0
D+	66.5-69.0
D	62.5-66.0
D-	59.5-62.0
E	0.0-59.0

## Retesting Policy

If a student receives anything less than a 70% on an assessment, they will have the opportunity to retake the assessment in connection to the “I Can Statement”.

Students are given two weeks to retake an assessment. Students are allowed to retake the assessment one time. The Maximum grade on a retake is 90%

### Process For Retaking Assessment

- i. Teacher and Student will complete a Success Ticket.
- ii. Teacher will assign one or more of the following
  - a. Correct errors on previous assessment.
  - b. Complete a packet/worksheet on the standard in which they didn't receive a 70%.
  - c. Correct any missing assignments that led up to that particular assignment.
  - d. Student has opportunity for intervention on Tuesdays and Thursdays.
- iii. Once assigned work is completed and the **Success Ticket is turned in**, a retake will be scheduled. This can be done by the teacher or through Intervention.



# SUCCESS TICKET

STUDENT NAME \_\_\_\_\_

## UNIT OR LESSON NAME

1. "I Can" Statement being assessed. (Include Standard #)
2. "I Can" Statement being assessed. (Include Standard #)

*Subject and Grade Level*

**No Practice-No Retake**

## Checklist of Review Practices

1. Summative Corrections \_\_\_\_\_
2. Practice Problems or Packet \_\_\_\_\_
3. Complete missing assignments \_\_\_\_\_
4. Checked by staff for retake \_\_\_\_\_



## **Tuesday/Thursday Intervention**

Each Tuesday and Thursday morning from 7:35-8:05 students will take attendance with their advisory teacher. Students will then either be silent reading, going to an intervention room or working with their advisory teacher on improving grades. Students will have the opportunity to attend an intervention classroom if they have received a success ticket. In the intervention classroom, students will receive remediation and instruction from the subject teacher.

### Expectations of Intervention Classroom

- Bring Success Ticket and materials assigned by teacher
- Receive instruction/complete assignment
- If another subject remediation is needed, student is allowed to move

### Expectation of Advisory/Intervention Classroom

- Students are expected to bring materials to read or work from a class
- All students are expected to read, study or complete work.



## Grading the Respect and Work Habits Standard

Respect; I listen and accept the opinions of others, and I am respectful and helpful.

<b>A</b> Exceeds Expectations	Seeks and accepts the opinions and input of others. Consistently demonstrates both respectful and helpful behavior.
<b>B</b> Meets Expectations	Listens and accepts the opinions of others. Demonstrates both respectful and helpful behavior.
<b>C</b> Emerging Expectations	Sometimes accepts others. Sometimes demonstrates respectful and helpful behaviors.
<b>D</b> Below Expectations	Usually ignores the opinions and input of others. Needs improvement in demonstrating respectful and helpful behavior.

Work Habits; I am punctual, prepared, on task, timely, and I follow directions.

<b>A</b> Exceeds Expectations	Always punctual and prepared, Consistently displays a positive attitude. Always on task; Always strives to meet potential. Spends extra time to ensure tasks are well done. Consistently follows directions.
<b>B</b> Meets Expectations	Punctual and prepared for class. Stays on task; Strives to meet potential. Completes tasks and meets deadlines. Usually follows directions.
<b>C</b> Emerging Expectations	Occasionally punctual and prepared. Sometimes stays on task; Beginning to strive to meet potential. Inconsistent with task completion. Occasionally follows directions accurately.
<b>D</b> Below Expectations	Seldom punctual and prepared. Rarely displays a positive attitude. Needs to remain focused on task; Does not strive to meet potential. Needs to complete tasks and meet deadlines. Seldom follows directions accurately.

