

## King Middle School Faculty Grading Guide



### Beliefs and Principles:

**Principle:** Student engagement in the assessment and grading process is key to their success.

**Practice:** We make the assessment process transparent and support students in effectively self-assessing their learning and progress.

**Principle:** Grades should clearly communicate student mastery of standards in each class.

**Practice:** We report on student mastery of specific skills and concepts within a class; Habits of Work and Learning are reported on separately.

**Principle:** Students should have multiple opportunities to show their progress toward meeting standards.

**Practice:** We ask students to build a body of work to demonstrate their mastery of class standards.

**Principle:** We support students in acquiring all the standards in a class.

**Practice:** We provide students with multiple opportunities to meet class standards.

**Principle:** All students should have the opportunity to excel.

**Practice:** The path to excel is clear to all students.

**Principle:** Academic knowledge and work habits are both important for success in school and life.

**Practice:** Students receive both academic grades based on class standards as well as Habits of Work and Learning (HOWLS) for each class.

**Principle:** If students are working hard to meet the standards, they deserve more time and support.

**Practice:** Students receive extended learning time and supports to help to meet class standards.

**Principle:** Regular communication with families about student progress supports deeper learning.

**Practice:** We formally report progress 8 times a year through report cards, progress reports and student-led conferences.

**Principle:** Learning is a continuous process and mistakes are inherent in this process.

**Practice:** Trimester grades are based on trends, and take more recent performance into account. Trimester grades reflect a student's current level of achievement.

Score	Description	For an overall grade on a report card this means.....	On classroom assignments this means....
1 <b>Beginning</b>	Does Not Meet the Standard	A student's body of work has not met the majority of the standards assessed.	A student's work does not demonstrate <b>substantive</b> progress towards meeting the target(s) or criteria of a given assessment. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or a student has not made an attempt to meet criteria.
2 <b>Approaching</b>	Approaching the Standard	A student's body of work has met the <b>majority</b> of the standards assessed, but just partially met one or more of them.	A student's work demonstrates a <b>substantive attempt</b> to meet the target(s) of a given assessment, but needs more time to achieve competency and meet all the criteria for the assessment.
2 + <b>Approaching</b>	Very Close to Meeting the Standard	A student's work is very close to meeting the standard and continues to demonstrate significant growth toward meeting standards.	A student's work is very close to meeting the target(s). It lets the student know they do not have far to go before meeting the target(s) being assessed.
3 <b>Meeting</b>	Meets the Standard	The student has met (earned a 3) on each of the class standards assessed during the trimester. This does not mean that the student has met the standard on every assessment, but his/her body of work demonstrates competency in each of the assessed standards by the end of the trimester.	A student's work competently meets the target(s) being assessed based on established criteria. (e.g. rubric)
3.25 to 3.75		<p><b>3.25:</b> A student's work <b>consistently</b> has met about 25% of the "Exceeds" criteria".</p> <p><b>3.5:</b> A student's work <b>consistently</b> has met 50% of the "Exceeds" criteria.</p> <p><b>3.75:</b> A student's work <b>consistently</b> has met 75% of the "Exceeds" criteria.</p>	<p><b>3.25:</b> A student's work has met about 25% of the "Exceeds" criteria".</p> <p><b>3.5:</b> A student's work has met 50% of the "Exceeds" criteria.</p> <p><b>3.75:</b> A student's work has met 75% of the "Exceeds" criteria.</p>
4 <b>Exceeding</b>	Exceeds the Standard	A student's work has exceeded the standard in every class standard.	A student's work goes substantially above and beyond the target(s) in quality and rigor. All of the criteria for Exceeds (e.g. in the rubric) are demonstrated in the work.

**Between a 3 and 4:** On occasion, on assessments of crucial factual knowledge (e.g. science lab safety, vocabulary) only grades 1,2, or 3 may be possible. On more complex assignments that include rubrics with multiple criteria for a standard, a grade between a 3 and 4 is possible. The indicators within the rubric define the qualities a student's work must have in order to earn a score between a 3 and 4.

### **Meeting Class Standards:**

#### **What is a class standard?**

A class standard is a broad, vital learning target that can be achieved during a trimester or over the course of the year. Class standards represent things all students must know and be able to do in a class. There might be 9-10 class standards covered per year.

Class Standards:

- make connections among separate content and skills;
- require high cognitive levels and dynamic student involvement;
- direct assessment and instruction;
- are directly related to state and Common Core Standards.

#### **Who sees the class standards?**

Class standards are submitted to the Principal; these will be used to create a King Middle School class standards document and will be posted on the school website. Parents and students will receive the class standards for each trimester.

#### **What does it mean to meet a class standard?**

In order to "meet" a class standard, a student should be able to demonstrate that s/he can **consistently** demonstrate that standard whenever it is assessed. Meeting a class standard **consistently** does not mean meeting it **perfectly**. Some standards address skills and knowledge which may only have to be demonstrated once during a class; other standards may be recursive and address skills which have to be addressed multiple times during a class to ensure mastery.

Gradually building upon a class standard throughout the class, demonstrating **growth** along the way, and then finally meeting the standard during the last possible opportunity for demonstration is acceptable. For certain standards, the period of assessment may even range over more than one trimester.

It is also acceptable for certain standards, for example standards dealing with content knowledge, to be assessed during a certain limited time period, as part of a certain unit of study. Such standards do not need to be re-assessed later in the trimester.

To meet a class standard, every supporting target should be demonstrated at some point. This may not happen with the same assessment; it may happen over time.

**Students must have multiple opportunities to meet a standard. What does this mean?**

Teachers must provide multiple opportunities for students to meet the class standards before assigning the trimester grade. Students should have at least two opportunities to meet a course standard.

**What if there isn't enough time to give students sufficient opportunities to meet a standard?**

If there is not enough time in a trimester to provide multiple opportunities to meet a standard, students should not be held accountable for successful demonstration of the standard.

Some standards are year long standards and are assessed in different trimesters. However, it is important to gradually raise the bar as the year progresses about what it means to "meet" the standard, as evident in the language of the supporting targets.

**What if students are struggling with meeting standards?**

As professionals it is critical that we provide students documentation of their growth along with multiple opportunities to continue making progress toward meeting standards. This includes implementing the use of clear rubrics, extended learning opportunities, and continuous feedback. It is the teacher's responsibility to accommodate the novice learner without compromising the integrity of the standard.

If a student has insufficient evidence they receive a 1 as a final trimester grade. If that is due to absences every effort should be made to rectify the situation.

**Standards-Based Assessments:**

**Do assessments have to have one grade?**

It depends on the number of standards being assessed. If an assessment addresses a single standard, then it may one summary grade. If an assessment addresses multiple standards, students should receive a grade for each standard assessed and this should be indicated on the rubric.

**Must all components at a certain level on a rubric be met in order for a student to qualify for that level?**

All components at the “meets” level should be met to qualify for this level. All components at the “exceeds” level should be met to qualify for this level. If appropriate, teachers may use grades of 3.25-3.75 for work that meets some, but not all of the criteria for “exceeds”

**Can a student that has met the criteria on an assignment continue to work to exceed the criteria on an assignment?**

Students who have met the criteria on an assignment should have the opportunity to exceed the criteria on the assignment within a reasonable time.

**What is the role of homework in determining a student’s grade for a class or assessment?**

A student cannot receive a 1 or 2 if they have met all of the class standards but failed to complete a certain number of homework assignments.

Homework is an assessment *for* learning and may not be included in a student’s body of evidence toward meeting a standard. However, whether or not a student completes homework in a timely manner will impact their Habits of Work and Learning grade.

**Determining Grades:**

**At the end of a trimester, how do you determine an overall grade for a particular standard?**

Given your assessment data, consider; what is an accurate reflection of the student’s level of understanding of this standard at this moment in time? *What is the highest level of proficiency reliably demonstrated?*

**Factors to Consider:**

**Trends:** If this standard is based on understanding content or developing a skill, what is the **trend** in the student data? What is the student’s understanding of this standard NOW?

**Summative Assessments:** How did the student perform on any summative assessments? Are there a sufficient number of assessments that can be used to determine if a student has met the standard?

**Overall Patterns:** If this is a recursive standard that is developing a skill, what has been the overall pattern of a student’s performance?

## **Once you have determined grades for each standard, how do you determine an overall grade?**

### **Strive to be transparent with students about how...**

- Assessments and learning targets are connected to standards
- A grade for a particular standard will be determined.
- An overall grade at the end of the trimester is determined.

### **If possible, have students manage and keep track of their assessment data in an ongoing way.**

### **Consider: What is the highest level of proficiency reliably demonstrated?**

- If there is a “2” for any class standard, then the **overall grade** should be no higher than a “2” or a “2+”.
- If the student has earned at least a “3” on **each** class standard the overall grade is at least a 3.
- Consider the standards, the body of evidence, and use professional judgement to determine the overall grade.

### **Why do we need to offer *Exceeds* work?**

All students should have the opportunity to excel. Exceeds work is another important tool of differentiation to make sure that every student is challenged and learning. Exceeds work recognizes that students learn at different rates and that, depending on the task, students have different levels of background knowledge and motivation?

### **What is Exceeds work?**

Exceeds work should fulfill all of the criteria and standards to “meet” with a given assignment. Exceeds work often involves higher level thinking skills. Completing exceeds work does **NOT** mean just completing more work or extra work- although it may involve more work. The nature and quality of the work should be distinct. Exceeds work may be embedded in an assignment, or it may be a separate task that is related but more challenging and/or sophisticated than what is required of all students.

### **When should exceeds work be offered?**

- Students will have the opportunity to complete work that exceeds the standards in each class, each trimester.
- There may not be an exceeds option for every assignment, but there should be an opportunity to Exceed the standard with every major assignment.
- If a student has demonstrated mastery of a standard without the practice that other students require, Exceeds work should be offered as a replacement for additional practice that others students will do.
- Any student with any assignment that has an Exceeds option should have that opportunity.

### **What support should be given for Exceeds work?**

- Teachers should make expectations for Exceeds work transparent and explicit.
- Exceeds work may require a student to work more independently; however for summative assessments, students doing Exceeds work should receive explicit instruction, feedback and direct support from their teacher(s).

### **Reporting Student Achievement:**

- 1. Progress Reports:** Halfway through each trimester every student receives a progress report that includes an overall academic grade and HOWLS grade.
- 2. Student-Led Conferences:** In the Fall and Spring students present a portfolio to their parents and crew teacher. Progress, strength, and needs are reviewed and a plan for moving forward is established.
- 3. Trimester Report Card:** At the end of each trimester students receive a final grade for each class and A HOWLS grade for each class.