

Grades 5-8 Grading Practices
Region One
2018-19

Exhibit 1 - Grading Components

Grading Scales

Achievement Grades for English/Language Arts, Math, Science, Social Studies, and World Languages

Grade	Descriptor	
A	Advanced Proficiency	Student has independently demonstrated advanced proficiency with the content and skills because summative assessments show accuracy and thoroughness in student's: understanding of content in familiar and new contexts, consistent and/or creative applications of skills, complete and detailed explanations of reasoning, and, when applicable, precise content vocabulary.
B	Secure Proficiency	Student has independently demonstrated secure proficiency with the content and skills because summative assessments show accuracy in student's: understanding of content, applications of skills, complete explanations of reasoning, and, when applicable, appropriate content vocabulary.
C	Basic Proficiency	Student has independently demonstrated basic proficiency with the content and skills because summative assessments show partial accuracy in student's: understanding of content, applications of skills, fragmented explanations of reasoning, and, when applicable, limited content vocabulary.
NYP	Not Yet Proficient	Student's summative assessments demonstrate that the student is not yet proficient with content and skills and needs more practice to independently demonstrate basic proficiency.

Achievement Grades for Art, Music, Computer Science, Library, and Physical Education

Grade	Descriptor	
4	Consistently Proficient	Consistently meets the learning expectations in the specified Unified Arts content area.
3	Frequently Proficient	Often meets the learning expectations in the specified Unified Arts content area.
2	At Times Proficient	Sometimes meets the learning expectations in the specified Unified Arts content area.
1	Not Yet Proficient	Lack of adequate evidence to determine that the student has met the learning expectations in the specified Unified Arts content area.

NYP

The grade of NYP is assigned to work to indicate that the student has not yet met the District's expectations for student learning and therefore requires additional learning activities to demonstrate the expected learning relative to the learning target or standard. When a student receives an NYP on an assessment, this is an indication that the student needs to participate in learning activities designed to help the student to clarify misconceptions, learn important skills, and master important concepts from the unit of study. A student who earns a grade of NYP will be required to document the learning activities in which they participated to become proficient with the required content and skills and then participate in a summative reassessment on those specific skills and concepts to receive a final grade.

Exhibit 2 - Learning Practices

Learning Practices 5-8

	Consistent - 4	Frequent - 3	Occasional - 2	Seldom/Never - 1	Look Fors
<p>Preparedness</p> <p>Has all necessary materials ready to engage in the learning process</p>	Can consistently access necessary materials and documents efficiently.	Can almost always access necessary materials and documents efficiently.	Inconsistently has access to necessary materials and documents efficiently.	Rarely can access necessary materials and documents efficiently.	<p>Has all materials:</p> <ul style="list-style-type: none"> - Writing utensils - Computer - Assignment book - Text - Notebook/Journal - Musical Instrument - Clothes and shoes for PE <p>Keep materials organized:</p> <ul style="list-style-type: none"> - Maintains a clean workspace - Returns items to proper place
<p>Formative Practice</p> <p>Completes homework and in-class formative assessment</p>	<p>Consistently completes necessary practice work in order to be successful on summative assessments</p> <p>Exhibits best effort on necessary formative assessments, giving teacher accurate information about learning</p>	<p>Almost always completes formative practice work necessary to be successful on summative assessments</p> <p>Exhibits sufficient effort on necessary formative assessment, giving teacher accurate information about learning</p>	<p>Frequently does not complete necessary formative practice work in order to be successful on summative assessments</p> <p>Does not exhibit best effort on formative assessments and does not give the teacher accurate information about learning</p>	<p>Rarely completes necessary practice work in order to be successful on summative assessments.</p> <p>Exhibits little effort on formative assessment, giving the teacher limited information about learning.</p>	<ul style="list-style-type: none"> - Completes homework assignments - Completes formative assessments
<p>Meets Due Dates</p> <p>Submits work on time according to established deadlines</p>	Consistently meets deadlines for assignments	Meets almost all deadlines for assignments	Frequently misses deadlines, and requires significant prompting to complete assignments OR hands in one or two assignments significantly late	Rarely hands in assignments on time.	<ul style="list-style-type: none"> - Hands assignments in on time - Uses in-class work time well to ensure timely completion of assignments
<p>Engagement</p> <p>Works with thought and purpose</p>	Consistently demonstrates thought and attention. Consistently uses time wisely, follows established routines, and positively contributes to whole class and/or small group discussions.	Almost always demonstrates thought and attention. Often uses time wisely, follows established routines, and positively contributes to whole class and/or small group discussions.	Frequently needs reminders to stay focused and attentive during class. Will follow routines and contribute to class discussion when prompted	Is often unfocused or off-task. Refuses to participate in class discussions. Does not follow routines or use class time wisely.	<ul style="list-style-type: none"> - Follows directions and makes use of established routines - Approaches tasks with new learning as the primary goal - Makes full use of previously acquired knowledge and skills from all content areas - Demonstrates focus and attention
<p>Perseverance</p> <p>Continues to work toward a learning target</p>	Consistently shows persistence in working toward learning target. Seeks alternative strategies to successfully accomplish a task when necessary. Strives to produce his or her best quality work.	Often shows persistence in working toward learning target. Uses suggested strategies to complete work when necessary.	Needs significant support to persist in working toward learning target. Some reluctance or resistance to complete task	Frequently gives up before achieving learning target. May refuse to solve problems, or does not put personal effort into task completion.	<ul style="list-style-type: none"> - Revises/edits and/or corrects errors - Thinks deeply about a challenge and works to find an answer - Makes good use of available resources - Attempts new strategies to discover what works best

Exhibit 3

Student: Jane Smith
Grade: 7

Region One Elementary Schools

Year: 2017-18
Term: 1

Learning Practices Key

4- Consistent
3- Frequent
2- Occasional
1- Seldom/Never

Student Achievement Key

A- Advanced Proficiency
B -Secure Proficiency
C- Basic Proficiency
NYP – Not Yet Proficient

Unified Arts Key

4 - Consistently Proficient
3 - Frequently Proficient
2 - At Times Proficient
1 - Not Yet Proficient

Attendance

<u>Term</u>	<u>Absent</u>	<u>Tardy</u>
1	2	2

English Language Arts	Term			Year	Teacher Comments
	T1	T2	T3		
Preparedness	4				General Course Comments: Student Progress Comments:
Formative Practice	4				
Meets Due Dates	4				
Engagement	3				
Perseverance	3				
Academic Achievement	A				

Math	Term			Year	Teacher Comments
	T1	T2	T3		
Preparedness	4				General Course Comments: Student Progress Comments:
Formative Practice	3				
Meets Due Dates	4				
Engagement	3				
Perseverance	3				
Academic Achievement	B				

Science	Term			Year	Teacher Comments
	T1	T2	T3		
Preparedness	4				General Course Comments: Student Progress Comments:
Formative Practice	4				
Meets Due Dates	4				
Engagement	4				
Perseverance	4				
Academic Achievement	A				

Social Studies	Term			Year	Teacher Comments
	T1	T2	T3		General Course Comments:
Preparedness	3				Student Progress Comments:
Formative Practice	4				
Meets Due Dates	4				
Engagement	3				
Perseverance	3				
Academic Achievement	B				

World Languages	Term			Year	Teacher Comments
	T1	T2	T3		General Course Comments:
Preparedness	4				Student Progress Comments:
Formative Practice	3				
Meets Due Dates	3				
Engagement	3				
Perseverance	3				
Academic Achievement	B				

Art	Term			Year	Teacher Comments
	T1	T2	T3		General Course Comments:
Preparedness	4				Student Progress Comments:
Formative Practice	4				
Meets Due Dates	4				
Engagement	3				
Perseverance	3				
Academic Achievement	3				

Computer Science	Term			Year	Teacher Comments
	T1	T2	T3		General Course Comments:
Preparedness	4				Student Progress Comments:
Formative Practice	4				
Meets Due Dates	4				
Engagement	4				
Perseverance	4				
Academic Achievement	4				

Music	Term			Year	Teacher Comments
	T1	T2	T3		General Course Comments:
Preparedness	4				Student Progress Comments:
Formative Practice	4				
Meets Due Dates	4				
Engagement	3				
Perseverance	3				
Academic Achievement	3				

Physical Education	Term			Year	Teacher Comments
	T1	T2	T3		General Course Comments:
Preparedness	4				
Formative Practice	4				
Meets Due Dates	4				
Engagement	4				Student Progress Comments:
Perseverance	4				
Academic Achievement	4				

Announcements

Congratulations, you made Honor Roll!

Enclosed with this report card, you will find the Learning Practices rubric that is used to evaluate students for each subject.

If the student receives 504 or special education services, please refer to the student's educational support plan for more information about grading.