

GRADING FOR LEARNING

SHATTUCK MIDDLE SCHOOL



Rationale

Shattuck Middle School recognizes that grading, homework, make-up opportunities, report cards, and reporting practices in general should be consistent, accurate, fair, meaningful, research-based and criterion referenced, and connected to local, state and national standards.

Our Promise

Academic grades will reflect achievement and a focus on learning, not behavior. This will provide opportunity for meaningful feedback and high-quality assessment. All grades will be an accurate reflection of what each student knows and is able to do in relationship to grade level academic standards and objectives. Additional important citizenship characteristics such as organization, work completion, participation, and behavioral expectations will be reported separately.



SHATTUCK MIDDLE SCHOOL
600 Elm Street • Neenah, WI 54956



Imagine...

What if we implemented a system
in which failures were minimized,
success and learning was
maximized, and student
engagement was increased?

Shattuck Middle School

Grading for Learning

Aligned with best practice research, including the work of Rick Wormeli and Robert Marzano, Shattuck Middle School is dedicated to providing fair and consistent grading and assessment practices, and providing a grading framework that best reflects student learning.

Homework:

Homework will not exceed 20% of a student's final grade. Homework is assigned to provide both the student and teacher information regarding how well students are grasping lessons aligned to state standards. Therefore, homework is an assessment that provides information back to teachers and students so that instructional adjustments may be made, prior to administering a summative assessment in a content area. By definition and practice, homework is a form of formative assessment.

Missing Assignments:

We believe students have an obligation to complete all assignments that are part of the curricular program at Shattuck Middle School. Therefore, rather than accepting missing work, students will be required to complete all assignments. Zeroes are not acceptable.

Shattuck Middle School Core Values Related to Grading

We believe:

1. Grades must be accurate and specific
2. Grades must be meaningful
3. Grades must be reflective of a student's knowledge
4. Grades must be fair and consistent

Components of a grade:

Grades at Shattuck Middle School are composed of assessments for and of learning.

Assessments FOR learning are given during the process of instruction to help students and teachers understand students' current learning relative to the content standards. Some examples of formative assessments include homework, rough drafts, and practices.

Assessment OF learning is defined as a measure of student learning status at the end of a specific period of instruction, and may include tests, projects, performances, and written papers.

Academic Grades

- Academic Grades will consist of two categories:

Practice (Formative Assessment): **Formative assessment** is commonly known as "homework" and is weighted at no more than 20% of the total academic grade. Formative assessment is a venue for teachers to give feedback to students in regard to their learning. Examples of practice includes class work, assignments, study guides, class activities, etc.

Assessments (Summative Assessment): **Summative Assessment** is commonly understood as tests, quizzes, labs, projects, etc. Assessments are weighted at 80% or more of the total academic grade.

- For the support of student learning, the following grading scale will be utilized at Shattuck Middle School:

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	50-60%
No Attempt	0%



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Citizenship

- Citizenship includes the assessment of life skills related to organization, work completion, participation, and behavioral expectations. Citizenship grades will be based on the following rubric:

CITIZENSHIP	Exceeds	Meets	Approaching	Does Not Meet
	4	3	2	1
Organization	Consistently demonstrates initiative and self-direction in organizational skills	Usually demonstrates initiative and self-direction in organizational skills	Inconsistently demonstrates initiative and self-direction in organizational skills	Rarely demonstrates initiative and self-direction in organizational skills
Work Completion	Consistently meets established deadlines for all assigned tasks	Usually meets established deadlines for all assigned tasks	Inconsistently meets established deadlines for all assigned tasks	Rarely meets established deadlines for all assigned tasks
Participation	Consistently demonstrates willingness to learn and positive classroom participation	Usually demonstrates willingness to learn and positive classroom participation	Inconsistently demonstrates willingness to learn and positive classroom participation	Rarely demonstrates willingness to learn and positive classroom participation
Behavioral Expectations	Consistently contributes to a productive learning atmosphere by following behavioral expectations	Usually contributes to a productive learning atmosphere by following behavioral expectations	Inconsistently contributes to a productive learning atmosphere by following behavioral expectations	Rarely contributes to a productive learning atmosphere by following behavioral expectations



Grading Parameters

- Parents will be informed quarterly of their child's achievement and progress. Additionally, parent portal is available so that parents and students may electronically access student grades, scores and task completion on a regular basis. (Parents will not receive paper copies/mailings of grade reports - these may be accessed using parent portal). Students will be encouraged to utilize their student portal account to develop and support independence in the areas of self-monitoring, responsibility, and accountability related to academic progress and performance.
- The professional judgment of teachers should be respected.
- Teachers will not offer extra credit in order to improve academic grades.
- Teachers will provide clear explanation of all formative practice and summative assessments.
- Academic dishonesty will be addressed with behavioral consequences, not academic penalties.
- Individual assessment and practice scores below 50% will be adjusted to 50% (a failing grade) in the grade book with the earned score noted as a comment in the teacher's grade book.
- **Summative Re-takes:**

All students are allowed re-takes on summative assessments. (Students receiving a grade of a "D" or an "F" on any assessment will be highly encouraged to re-test in order to show additional learning and understanding of the stated outcomes.) Students will be provided the opportunity to re-take only if they have completed all of their practice work (as defined by the classroom teacher) prior to the date of the re-take. Re-takes will resemble the original assessment in content, rigor and format. Students are expected to initiate any re-take they choose to complete. Re-assessment beyond tests in the cases of quizzes and projects, etc. are left to the discretion of the teacher.

How many re-takes are allowed? Each student is allowed one re-take if requested. Any offering of additional re-takes will be at the discretion of the teacher.

What score is allowed on the first re-take? Students are allowed to earn a score **up to 100%** on the first re-take for their grade to accurately reflect what the student knows and can do.

- Missing work will be reflected in the grade book as an **"L" for "Late"** and will be calculated as 50% (failing) on the grading scale. (See grading scale) When "L's" are entered in to the grade book, the system will calculate the "L" as 50% (F) until a student completes the missing task. This is so parents/students recognize how missing work is impacting a student's learning/grade until completed.
- On the grading scale, letter grade intervals have been equalized. Equal intervals for all grades (A - F) are represented on a scale ranging from 50% to 100%. Past practice of an 'F' interval range from 0-59 points is not a fair nor accurate representation relevant to letter grades A - D, which are developed on a 10 point range.

