



Platt Middle School

Standards-Based Grading Overview

Academic Meaning of a Grade: Standards-Based Grading provides grades on report cards that accurately reflect individual student achievement in relation to course evidence outcomes as outlined in the BVSD Standards. The essential pieces of this grading system are outlined below:

- Grades are based on multiple and varied tasks/assessments over time within a grading period.
- Assessments vary in format and frequency and may include but are not limited to tests, projects, reports, exhibits, presentations and discussions that are used to evaluate progress toward the standard.
- Assessments will account for 90% of the final grade.
- Participation, in-class activities and homework that demonstrate understanding or skill can be graded as part of the assessment grade.
- Learning skills and homework for practice or preparation for instruction will account for 10% of the final grade.
- For the standards-based grading scale, a “3” on a task/assessment is considered proficient or meeting grade-level standards while a “4” is considered advanced or meeting grade-level standards with a high level of excellence.
- Extra credit is not applicable but extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency
- Students are given timely feedback and reteach/relearn/reassessment opportunities are provided to promote proficiency of the standards.

Learning Skills and Participation (10%): Learning skills are behaviors that contribute to learning. Middle school learning skills are **Participation** and **Timely Assignment Completion**. Learning skills and participation account for 10% of the final grade.

- **Participation** that demonstrates student involvement/ engagement (degree and frequency) is reported as a learning skill. Participation also includes preparedness for class and may include attendance or participation in class activities.
- **Timely Assignment Completion**, including class work and homework, is reported as a learning skill. Full credit is given for assignments completed on time.

- **Assessment (90%):** There are two types of assessments: **Formative** and **Summative**. All assessments use multiple and varied ways to measure proficiency. Assessments account for 90% of the final grade.
- **Formative Assessments** are used frequently and are differentiated to assess the need to reteach and reassess. Feedback is given within a reasonable amount of time so that the need to reteach and reassess can be determined in a timely manner.
- **Summative Assessments** offer multiple and varied ways to demonstrate mastery. These assessments may be large unit tests or projects but may also occur at different times throughout a unit.

Grading: Teachers will assess student learning in a variety of formal and informal ways over time. The report card grades will be a score from **"0 to 4"** points on a four-point scale. The four-point scale corresponds to individual student achievement in relation to course evidence outcomes as outlined in the BVSD Standards. This scale is shown below:

3.5 - 4	Advanced Proficiency
2.75 – 3.49	Proficiency
1.75 – 2.74	Partial Proficiency
<1.74	Developing Proficiency
0	Not Assessable

- Feedback on individual tasks/assessments will be reported on a four-point scale. All assignments are out of four points.
- For the standards-based grading scale, a **"4"** on a task/assessment is considered advanced or meeting grade-level standards with a high level of excellence.
- A **"3"** on a task/assessment is considered proficient or meeting grade-level standards and represents adequate progress.
- A **"2"** on a task/assessment is considered partially proficient or meeting grade-level standards in some instances but not consistently.
- When using a four-point scale, teachers assign a grade no lower than **"1"** to a completed task/assessment. A **"1"** on a task/assessment is considered inadequate progress toward grade-level standards.
- If a student does no work on the task/assessment, the teacher will assign a **"0"** or missing comment. If a **"0"** is reported for an assignment, there will be a "missing", "late", or "incomplete" comment attached.

Reteach/Relearn/Reassess: Reteaching occurs when the teacher or student determines that students are not meeting learning goals. Reassessment opportunities are offered in every course for some assessments.

- Reassessment opportunities are identified by the teacher before the original task/assessment and occur within a grading period.
- When tasks/assignments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
- When reassessment is offered, all students may be reassessed, regardless of grade on original task/assessment if they meet the following requirements:
 - Complete the original task or assessment;
 - Complete a retake form signed by an adult; and
 - Complete reteaching/relearning activities as determined by the teacher.
- Reassessment grades replace the original grade. If the original grade is higher, the teacher will determine which assessment is more essential or accurate and record that grade.
- Teachers reserve the right to allow or limit reassessment opportunities based on individual circumstances.

Homework: There are two categories of homework: **Homework for Practice or Preparation** and **Homework Evaluated for Learning**. Teachers will only assign homework that is related to the curriculum and will communicate which type of homework is assigned. Timely and meaningful feedback on both types of homework will be provided; feedback may take a variety of forms, as determined by the teacher.

- **Homework for Practice or Preparation** for instruction is recorded as part of the Learning Skills and Participation portion of the final grade (10%). Full credit is given for assignments completed on time. Late or incomplete assignments are given a score of "0" but must be completed. If a "0" is reported for an assignment, there will be a "missing", "late", or "incomplete" comment attached.
- **Homework Evaluated for Learning** counts toward the assessment portion of the final grade (90%) and may qualify for reteach/relearn/reassessment opportunities.

Late Work: Late Formative and Summative Assessments will be accepted within a reasonable time-frame for the specific course needs. Late work must be completed at least one week prior to the end of a grading period.

- Teachers will establish due dates and on-time completion will be recorded as part of the Learning Skills and Participation portion of the final grade. Work submitted after the due date will be recorded as a "0" in Learning Skills and Participation. If a "0" is reported for an assignment, there will be a "missing", "late", or "incomplete" comment attached.
- The assessment grade for work submitted late but before the due date will not be reduced as this grade represents progress toward the standards. A "late" comment may be attached.

Extra Credit: Extra credit is not offered because the academic grade is based on proficiency of the course standards. Extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency.

Grade Reporting on Infinite Campus (IC): Teachers will keep updated grade books that will provide students and parents an accurate view of student progress. The grade book is may not reflect "real time" as a week is needed to grade assignments and update the grade book.

- If there is **no score** and **no comment** on IC, the assignment has not been graded.
- If a "0" is reported for an assignment, there will be a "missing", "late", or "incomplete" comment attached.
- If a score of "1 – 4" is reported for an assignment, this is the grade for the assignment.
- On IC, the score will show a number 0 – 4. Ignore the percent sign. This is a glitch in the program. With the score, a label describing proficiency will show.