

NORTHWEST KIDDER MIDDLE SCHOOL



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STANDARDS BASED GRADING

Why are we moving to 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. The influence of work habits on student learning is 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 two 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.

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

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

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

1 = 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 10% of a student's grade.

Formative Assessment will be denoted on a 1-4 point scale.

0	No attempt made
1	0-25%
2	26%- 79%
3	80%-90%
4	91%-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 on a 1-4 point rubric. These grades will be entered into Power School under a summative assessment category. The summative assessments will be averaged and then weighted 90% of a student's grade. Students who score below a 3 will be expected to complete a Success Ticket.

Score all Summative Assessments using the following scale.
1.5, 2.5, and 3.5 are also options.

4	3	2	1	BLANK
Exceeding Grade-Level CC Standard	Meeting Grade-Level CC Standard	Progressing Towards Grade-Level CC Standard	Does Not Meet Grade-Level CC Standard	Standard is not Assessed At This Time
Student consistently demonstrates an understanding above and beyond what is expected and applies and transfers concepts of 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.	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 Grading Policy

Final grade will be calculated by averaging the summative category and weighting it 90% and averaging the formative category and weighting it 10%. Power School will automatically average the categories. Teachers will set up the weighting of categories.

Rubric <u>AVERAGE</u>	% average seen in Power School	Final letter grade
4.0	100	A+
3.26-3.99	81.5 – 99.9	A
3.00-3.25	75 – 81.4	A-
2.84-2.99	72 – 74.9	B+
2.67-2.83	66.9 – 71.9	B
2.50-2.66	62.5 – 66.8	B-
2.34-2.49	58.5 – 62.4	C+
2.17-2.33	54.2 – 58.4	C
2.00-2.16	50 – 54.1	C-
1.76-1.99	44 – 49.9	D+
1.26-1.75	31.5 – 43.9	D
1.00-1.25	25 – 31.4	D-
0.00-0.99	0 – 24.9	E



Retesting Policy

If a student receives anything less than a 3 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.

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 previous assessment errors.
 - b. Complete a packet/worksheet on the standard that they didn't receive a 3 or 4 on.
 - c. Correct any missing assignments that led up to that particular assignment.
 - d. Student is assigned to intervention.
- iii. Once assigned work is completed, teacher will schedule a retake.



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. Intervention is scheduled for _____

Assessment retake is scheduled for _____

Intervention Process

When a student receives a score less than 3 on an assessment, and the teacher determines the students learning success plan should include intervention, these are the options that students will be guided to take.

- a.) Remediation With Mr. Rumler In Learning Lab
- b.) Homework Help After School
- c.) Classroom Remediation With Teacher
- d.) Online Tutorials

