

Understanding Your Student's Grade

Overall

2.8

Reading - Key Ideas and Details

4

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

4

Date Due	Assignment	Grade	Feedback
3/7	The Pig War	4	
3/1	From treaties to reservations	4	
2/25	Coastal and Plateau tribes of Wa. State	2.5	

Reading - Multiple Texts

2.5

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

2.5

Date Due	Assignment	Grade	Feedback
3/20	Urbanization of Seattle	2.5	
3/7	The Pig War	4	
3/1	From treaties to reservations	3	
2/25	Coastal and Plateau tribes of Wa. State	2	

Reading - Craft and Structure

2

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

2

Writing - Reasoning

2.5

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.5

Writing - Research to build and present knowledge

3

Conduct short and sustained research, gathering relevant information from multiple sources, drawing evidence for analysis and reflection.

3

The Standard is listed under the **Domain**. The **mode** (most common score) of the standard is used to determine the standard score. If no mode exists under the Standard, then the Most Recent Score (measurement of student proficiency).

The Overall Grade (2.5) is an average of the Domains (Reading Key Ideas and Detail 4, Reading Multiple Texts 2.5, Reading Craft and Structure 2, Writing Reasoning 2.5, and Writing Research to build and present knowledge 3).



STANDARDS BASED LEARNING & GRADING

A guide to understanding and
accessing student grades.

Standards-Based Learning and Grading

Grades should communicate the knowledge and skills students possess. Standards-based learning and grading focuses on the connection between academic expectations (standards) and the level of proficiency a student demonstrates in those standards. Tasks assigned to students are aligned to district and state standards and allow teachers to track progress, give feedback, and adapt instruction to ensure students are meeting proficiencies. Students are accountable to their learning by reaching a minimum proficiency (score of 2) for all standards taught in a course.

In a standards-based learning and grading system, there are two types of assessments, formative and summative. Formative assessments are those tasks assigned while students are learning a new concept, such as practice/homework. Formative assessments are critical as they provide feedback to the teacher and student what learning has taken place and what skills still need support. Formative assessments may be entered into the gradebook to track progress and are not calculated in the final grade. By not including formative assessments in the final grade, students are not penalized while learning new concepts. Summative assessments are given at a point in time, such as the end of a unit of study. Summative assessments can take a variety of forms, such as exit tickets, tests, presentations and more. Summative assessments are calculated into the final grade as they show proficiency at that point in time.

Standards are assessed throughout a course and provide multiple opportunities for students to demonstrate their proficiency. The mode (most common occurring score) of a standard determines the score for the standard. Standards are grouped by a domain, an overarching category of related standards and averaged for an overall grade.



TeacherEase is the online gradebook used in Franklin Pierce Schools to provide students and families with real-time access to assignments and progress towards meeting standard. Families and students can use this tool to communicate directly with their teachers, and view student schedules, assigned work, and progress reports. TeacherEase also allows teachers to directly email students and families of progress.

Accessing TeacherEase

For first time student and family users, you must receive a welcome email from your student's school and use the link to create a password. Contact your office registrar if you have not yet received the email.

From: TeacherEase Mail
Subject: Welcome to TeacherEase

Please use the link below to setup your TeacherEase account: [link](#)

If students and families have previously logged in but do not remember their password, go to www.teacherease.com, click login and use the forgot password feature.

Login to your account

Email Address

Password

Remember email

[Forgot password?](#)

Log In