

## GRADING – MIDDLE SCHOOL

**Determining the assignments, activities, and assessments that will be utilized to determine grades:**  
Educators will align assignments, activities, and assessments to the proficiency scales for each of the categories aligned to the course for each grading period. The proficiency scales are built from the prioritized state standards and scaffolded with a topical outline to build a scope and sequence.

**Entering assignment, activity, or assessment scores into PowerSchool:**  
Educators will score learners based on the expectations for proficiency on individual artifacts of learning. Educators will use the proficiency scales for the established grading period. (Sometimes scoring a partial standard.) Scores will be entered using the currently established grading scale.





**How often scores need to be entered into PowerSchool:**  
Educators are expected to enter scores into the PowerSchool system in a timely manner, providing updated accurate scores no less than every five weeks at the grade 6-8 level.

**CCRs Profile of a Graduate Dispositions**  
Educators will use the proficiency scales for Collaboration, Compassion, and Responsibility. Educators will enter a score for each course weekly for eligibility reports. Scores will be entered for the grading period for each area using the currently established grading scale, which does include the availability of an asterisk for learners who have specific goals in these areas.

**Using the asterisk on FINAL grades:**  
Educators may use an asterisk to indicate that the standards have been modified according to the learner’s individualized plan; this may include but is not limited to an IEP, ILP, 504, etc.

**Educators to communicate with families regarding struggling learners:**  
When an educator has observed a learner is not meeting expected growth or proficiency in academics or behavior; an update will be shared through a phone call, email, conference, or PowerSchool message with the family. The message will succinctly articulate the concern, offering evidence from formative assessments, and a plan to offer hope for improvement.

**Educators to communicate with a learner when they are struggling:**  
When an educator has observed a learner is not meeting expected growth or proficiency, academically or behaviorally, they should conference with the learner to allow insight into potential causes, offering evidence from formative assessments, and provide an opportunity that offers HOPE, looping in a counselor, MTSS facilitator, or administrator as needed and appropriate.

NOVICE	APPROACHING	PROFICIENT	ADVANCED
Articulates the knowledge and skills that are being focused on to help a learner move to independence in the approaching category or the prerequisite skills to attain them	Articulates the knowledge and skills that are prerequisites to proficiency; these are often demonstrated through formative assessment of the entire class	Articulates the expectations for the learning category comprised of one or more standards; the demonstration of proficiency is independent of a particular resource	Articulates how a learner can demonstrate a higher taxonomy or application or transference of learning
			
<i>Just getting started</i>	<i>Need more time</i>	<i>Attained the goal</i>	<i>Attained the goal and more</i>

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

<b>Mark on Report Card</b>	<b>Description and Purpose of the Given Mark on the Report Card</b>
<b>4- Advanced</b>	Learners reach a level of proficiency beyond the standards. These learners demonstrate a higher taxonomy or application or transference of learning. They are able to independently demonstrate a higher level of understanding or application of the ideas and skills. They are able to apply and adapt to authentic or unpredictable situations or circumstances. These learners can draw upon their conceptual understanding to solve real problems that show a level of creativity and sophistication. They are able to accurately self-assess and have a depth of understanding that seamlessly connects related or previously explored concepts.
<b>3- Proficient</b>	Learners independently demonstrate the expectations for the learning category comprised of one or more standards. Whether basic or sophisticated, these learners have met the standards and are capable of selecting the appropriate strategy for most situations or circumstances. With assistance, these learners can apply their proficiency to more authentic situations or circumstances. While they haven't consistently achieved more advanced demonstrations, these learners have fully met the expectations of the intended learning. The demonstration of proficiency is independent of a particular resource.
<b>2- Approaching</b>	Learners demonstrate the knowledge and skills that are prerequisites to proficiency, or inconsistently demonstrate an understanding of the standards and require assistance and guidance to reach full proficiency. Connections to related or previously explored concepts are either minimal or inconsistent. Learners will occasionally reach the proficiency level on some standards. These learners have some transferable skills and a limited conceptual understanding that goes beyond right or wrong.
<b>1- Novice</b>	Learners are those who can only demonstrate a very basic understanding of the standards and concepts. These learners are at the beginning stages of learning; explanations and demonstrations are task specific, inconsistent, linear, and isolated in that they show little connection to any related or previously explored concepts. These learners often operate at the recall and replication level.
<b>IE- Insufficient Evidence</b>	Not enough evidence has been collected at this time. Learners may not have been able to attend school or complete assignments to provide evidence of their learning.
<b>NA Not Assessed</b>	This component was not assessed in depth during this marking period. It may not have been taught at all, or maybe only introduced.
<b>* Asterisk</b>	Modifications: shift the expectations from the grade-level. (Asterisk) Accommodations: Supports put in place to help achieve grade-level expectations. (No Asterisk)

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.