



Camerado Springs Middle School

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What a Fall! As always, we've been busy learning and growing. We have spent our first part of the year working on being responsible, self-managed pre-teens. We appreciate your continued support at home, encouraging your student to advocate for him/her self and his/her learning.

Our IB professional development continues to be around grading practices. IB has specific requirements we are working to embed in our classes. As such, you've most likely noticed some changes in the way assignments are being "graded", whether late work is accepted, and how grades are weighted, etc. These changes are meant to bring about a deeper understanding of what students know and are able to demonstrate independently.

Most gradebooks have been organized into two categories: **Evidence Toward the Standard** and **Approaches to Learning**. *Achievement levels are determined according to criteria-related characteristics and are based on understanding and application of grade level standards. These IB descriptors give very specific information about a student's ability. Unlike a percentage or a "local grade" (a.k.a. A/B/C/D/F), criterion based grading provides clear guidance for how students can improve their performance. The majority of a student's "grade" is now based on "Evidence Toward the Standard."*

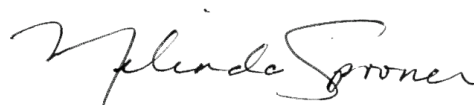
Home Access (HAC) can give good information on how your student is performing **toward the standard**. *Those assignments listed in the "Evidence Toward Standard" category make up the majority of a student's grade and are weighted more heavily, usually 80 - 90% of the "grade". You can see exactly how a grade is weighted by opening the full view when looking at classwork. Approaches to Learning (ATLs) make up the remaining 10 - 20% of the "grade". ATLs will contribute to a student's success or struggles, but work habits should not be inflating or deflating what a student knows and is able to demonstrate of the grade level standards.*


Teachers and staff have been working with students to emphasize the importance of meeting deadlines. We are encouraging students to use their planner to write down assignments, keep track of homework (usually the work not finished during class time) and deadlines for assignments, projects and tests. Teachers are moving away from accepting late work because the work assigned has immediate application for the next stage of learning. When completed in a timely manner, students are ready and prepared for the next level of learning.

Students quickly fall behind when assignments are not completed on time. You can help support your student at home by establishing a time nightly to focus solely on work and discussing deadlines with him/her. Our pre-teens often struggle to prioritize activities (no big shocker there) and your guidance can go a long way. These work habits fall under the Self-Management: Organization category of our ATLs and are constantly in need of modeling.

Thank you for your continued support of our efforts,


Douglas Shupe, Principal


Melinda Spooner, Assistant Principal


Amy Gargani, IB Coordinator