



RANCH VIEW

Middle School

Grading Policy at Ranch View Middle School

As an IB school, students at Ranch View start to take responsibility for their learning and acquire skills and behaviors that will help with success in high school and beyond. To support this growth, teachers keep students aware of their current academic standing and provide opportunities to re-learn material and be re-assessed. Additionally, teachers keep students aware of actions that may be helping or hindering their success. Thus the purpose of grade reporting at RVMS is to give students (and families) ongoing and separate feedback regarding academic progress and habits & behaviors that support that student learning so students can continue to grow.

Reporting Expectations

- ❖ Infinite Campus (IC) is the reporting tool for grading
- ❖ Learning management systems, like Google Classroom are not used for reporting grades
- ❖ Teachers will report in two areas:
 - Content Knowledge (CK) - minimum of 6 per quarter
 - Work Habits (WH) - minimum of 1 per week
- ❖ Grades are updated weekly at a minimum

Content Knowledge

Content Knowledge grading is standards-based and communicates what each student knows and is able to do in relation to curriculum content, not to other students. This grade is not directly influenced by behavior or habits.

Grading Principles

- Is based on a 0-8 point International Baccalaureate grading scale
 - Only whole numbers will be entered
- The most recent, comprehensive and meaningful evidence of student learning is reported, both formative and summative.
- Grades are calculated according to an average of points and at times must be overridden in IC to report accurate recent levels of understanding.
- Consistent grading must exist within departments.
- Multipliers can be used (this helps with priority/emphasis of recent and comprehensive data)
- Allows for retakes and multiple attempts (resiliency) to show growth and learning.
- Academic dishonesty may affect work habits and content knowledge grades and could result in disciplinary actions.
- Extra credit is not offered.
- Families will be promptly contacted when academic performance is a concern (D or I)

Late & Absent Work Policies

- Late work will be accepted within two days from the due date
- Absent student work will be accepted within two weeks of the assignment due date; teacher discretion may be used for extraneous situations
- At the end of each quarter all late work will be submitted by the determined schoolwide date.

Retake Policy

- Students are allowed retakes and multiple attempts to show growth and learning.
- The most current assessment grade will be reported (grades will not be averaged nor points deducted from the original)

Content Knowledge Grade Reporting Indicators Reflects current knowledge of Colorado State Standards	
7-8	Consistently Exceeds grade level academic standards.
	<i>This student has a greater level of understanding of the academic standards than expected. They have deeper knowledge and the ability to apply their knowledge in unique situations. This is typically a small percentage of students.</i>
5-6	Consistently Meets grade level academic standards.
	<i>This student has a firm understanding of the academic standards. This is typically the majority of students.</i>
3-4	Consistently Approaches grade level academic standards.
	<i>This student does not yet have a firm understanding of the academic standards but is progressing toward goals. This is typically a small percentage of students.</i>
1-2	Consistently Not Meeting grade-level academic standards.
	<i>This student is not showing progress toward understanding the academic standards. This is typically a small percentage of students.</i> <u>Parent contact and intervention is necessary.</u>
0	Insufficient evidence at this time.
	<i>This student does not have work or assessments to evaluate for learning.</i> <u>Parent contact and intervention is necessary.</u>

Work Habits

Work Habits grades report on student behaviors that support learning, not knowledge of content.

Grading Principles

- Is based on a 0-8 grading scale
 - Only whole numbers will be entered
 - The most comprehensive and meaningful evidence of behavior related to academic success is reported (Ex: PACK behavior: prepared, actively engaged, cooperative, kind and safe, participation, homework, class work)
 - Grades are calculated according to an average of points and at times must be overridden in IC to report accurate recent levels of understanding.
 - Extra credit is not offered.
 - Enrichment and student aides only receive Work Habits as a grade.
 - Participation in athletics and other extracurricular activities are based on Work Habit grades, thus reporting must be timely and accurate.
 - Families will be promptly contacted when student behavior falls below expectations (U)
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RVMS Work Habits PACK Behavior Expectations

Prepared (open-minded, principled)	Actively Engaged (courageous, inquirer, thinker, knowledgeable)	Cooperative (communicator, balanced, caring)	Kind & Safe (caring, reflective, open-minded)
<p>I can complete work (homework, classwork and make-up work) on time.</p> <p>I can arrive at class on time.</p> <p>I come to class prepared to learn and start opening activities without reminders.</p>	<p>I participate in class to the best of my ability.</p> <p>I stay focused and listen to peers/teachers.</p> <p>I use my time wisely.</p> <p>I take responsibility for my learning by asking questions when I don't understand.</p>	<p>I behave in ways that allow me and others to be successful.</p> <p>I contribute to group learning and listen to others.</p>	<p>I am respectful to my teachers, peers and their property.</p> <p>I follow our classroom norms and expectations.</p> <p>I help others.</p>

Staff may add additional behavior expectations specific to their class

Work Habits Grade Reporting Indicators

Reflects participation, homework, responsibility and other habits of scholars that support academic success.

7-8	Consistently Exceeds behavioral expectations to support learning.
	<i>This student exhibits behaviors and habits that surpass those of the average student and is an active participant in their education.</i>
5-6	Consistently Meets behavioral expectations to support learning.
	<i>This student typically exhibits appropriate class behaviors and habits. There may be occasional lapses as are age appropriate.</i>
3-4	Consistently Approaches behavioral expectations to support learning.
	<i>This student does not exhibit appropriate class behaviors and habits. They occasionally show appropriate behaviors and habits but usually distract from the learning environment.</i>
1-2	Consistently Not Meeting behavioral expectations to support learning.
	<i>This student has behaviors and habits that are habitually preventing themselves and/or others from learning. <u>Parent contact and intervention is necessary.</u></i>
0	Insufficient evidence at this time.
	<i>This student does not have work or assessments to evaluate for learning. <u>Parent contact and intervention is necessary.</u></i>