

# **Scarborough Middle School Grading and Reporting Guide**

**2025-2026**



# SCARBOROUGH MIDDLE SCHOOL GRADING EXPECTATIONS

2025-2026

## 1. ACADEMICS AND GRADING SCALE

The purpose of grades is to communicate information about what students know and are able to do at a given point in time. Therefore, all academic grades will reflect student mastery of specific content at a given point in time. Scarborough Middle School utilizes a 100 point grading scale to document student feedback. All assignments will be directly linked to the curriculum standards for each content area. Ongoing feedback will be **regularly documented** and available for viewing on a continuous basis by students and guardians in PowerSchool, the district's student information system.

## 2. GRADING

At Scarborough Middle School, students will receive grades in two areas: practice and assessments. Every grade will be directly associated with the curriculum standards so that both students and guardians understand the student's progress toward standards.

### *Practice (Formative Evidence)*

The goal of practice is to monitor student learning to provide actionable feedback. These purposeful assignments are important to the learning process and work to increase conceptual understanding, strengthen skills, and influence achievement. Feedback from these pieces of work is used by teachers to inform their teaching, and also by students to help them know where/how to improve their learning. The **frequency and amount of practice varies between content areas**.

They may include items such as:

- study guides
- rough drafts
- journals
- other similar, in-class practice items
- in school assignments
- quizzes

### *Assessments (Summative Evidence)*

The goal of assessments is to evaluate student learning by comparing student work against a standard or benchmark. Assessments are given when teachers feel students have had significant practice and opportunity to learn given learning goals and targets. It is expected that there will be **multiple points of assessment** during each grading period.

Examples of assessments may include:

- quizzes and tests
- projects
- research papers
- essays
- presentations/performance tasks
- anything else that a teacher may use to make a judgment of a student’s ability level or their mastery of curriculum and content

### *Students’ course grades will be based upon the following criteria:*

40% of a student’s course grade will be determined using Practice

60% of a student’s course grade will be determined using Assessments

### **3. HOWLs (Habits of Work and Learning)**

Quality work habits, known at Scarborough Middle School as “Habits Of Work and Learning”, are essential for students to develop. These habits will be reported out separately from academic understanding in each course. In PowerSchool, they will be listed and regularly assessed by each teacher as Academic Expectations and Social Expectations. Students will be assessed in Habits Of Work and Learning with the indicators Meets, Partially Meets, or Beginning to Meet, using the following criteria:

<b>Norm</b>	<b>Academic Expectations</b>	<b>Social Expectations</b>
<b>Self-Directed</b>	<ul style="list-style-type: none"><li>● Sets learning goals</li><li>● Completes work independently</li><li>● Seeks help when needed</li></ul>	<ul style="list-style-type: none"><li>● Initiates positive interactions</li><li>● Contributes meaningfully to group tasks</li></ul>
<b>Tenacious</b>	<ul style="list-style-type: none"><li>● Persists through difficult tasks</li><li>● Practices strategies to overcome obstacles</li></ul>	<ul style="list-style-type: none"><li>● Resolves conflicts respectfully</li><li>● Puts effort into developing and maintaining relationships</li></ul>

	<ul style="list-style-type: none"> <li>● Revises work when necessary</li> </ul>	
<b>Optimistic</b>	<ul style="list-style-type: none"> <li>● Demonstrates a growth mindset</li> <li>● Approaches learning with curiosity and positivity</li> </ul>	<ul style="list-style-type: none"> <li>● Encourages peers</li> <li>● Maintains a positive attitude in group settings</li> </ul>
<b>Responsible</b>	<ul style="list-style-type: none"> <li>● Meets deadlines</li> <li>● Is prepared for class</li> <li>● Demonstrates academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>● Is accountable for actions</li> <li>● Respects people, property, and ideas</li> </ul>
<b>Mindful</b>	<ul style="list-style-type: none"> <li>● Reflects on learning</li> <li>● Stays focused</li> <li>● Practices self management strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Shows empathy</li> <li>● Listens actively</li> <li>● Is aware of the impact of their actions</li> </ul>

Meets: The student consistently demonstrates the expectations in academic/social settings.

Partially Meets: The student inconsistently demonstrates the expectations in academic/social settings.

Beginning to Meet: The student is beginning to demonstrate the expectations in academic/social settings.

#### 4. COURSEWORK POLICY

Students are expected to complete all coursework on time. This includes work completed in class and at home. Students will not be penalized for late work by deducting points. Doing so inaccurately changes a student's grade and no longer shows what a student has truly learned. This does not mean that due dates and deadlines for student work are “things of the past.” Instead, the consequence for not doing your work is...doing the work! Establishing, maintaining, and holding students accountable for due dates and deadlines are necessary to assist students in the development of skills such as organization, time management, and problem solving as well as in the development of individual responsibility and self-discipline.

The staff has determined the following:

- The due date is the date upon which the assignment is expected to be submitted to the teacher.
- **Missing work will be recorded with the missing flag and 0% in PowerSchool.** This communicates to guardians that work has not been turned in, and the zero serves as a placeholder until the assignment is completed.
- When the work has been turned in, the missing flag should be changed to the late flag.
- It is expected that when a student has late work, it will be turned in to the teacher at the

next class.

- If the work is not turned in, the student will be expected to meet with the teacher during RISE to complete the missing work.
- If the work still is not done, the teacher, guardian, and student will develop a plan for the work to be completed before the next summative assessment.

Students who are absent are expected to make up their work within 2 class meetings. Students are encouraged to discuss unusual or extenuating circumstances directly with teachers – learning and practicing good communication skills.

## **5. RE-ASSESSMENT GUIDELINES**

All students have the opportunity for retakes on assessments for which they score lower than an 80 (meeting the benchmark) to make it up to an 80%. Requests for re-assessment may be student or teacher-initiated. All students seeking to re-assess will identify a plan for what practice or extra support will be done before a re-assessment takes place. Teachers will assist students in determining what will be needed, which may include teacher-directed relearning time, completion of missing assignments, content reviews, corrections to original work, etc. This will ensure that the student will have done the necessary preparation to be successful on a second-chance opportunity. Since guardian communication is critical, teachers will provide a comment in PowerSchool on any re-assessment. Re-assessment will include time with the teacher during RISE. Because re-assessment is linked directly to current learning, it is expected that re-assessment will occur within 10 school days of receiving the original assessment.

Re-assessment design will be teacher-driven. For example, a student will not be given the assessment they were previously given and asked to answer the same questions. All students will be allowed one attempted re-assessment. In unique and unusual circumstances, an additional retake opportunity may be provided at the teacher's discretion.

In regards to practice assignments, students and teachers will follow a less formal process in regards to students' re-attempting assignments, which will follow the same guideline of a score below 80.

## **6. INCOMPLETE COURSE GRADES**

“I” (Incomplete). This mark is normally used for students who have had excused absences at the end of the quarter and have not had sufficient time to make up work necessary to receive a grade. Normally, incompletes must be made up within two weeks (10 calendar days) after the end of the quarter. Make-up work in case of extended absences due to illness will be given special consideration proportionate to the length of the illness.

## 7. INSUFFICIENT EVIDENCE

“IE” (Insufficient Evidence). In rare circumstances, this mark is used in situations where there is not enough evidence to assess a student’s performance, usually due to extended absences, and the student is not able to do the work necessary to receive a grade.

## 7. “EXTRA CREDIT”

Extra credit is not allowed to be entered as a part of a student’s academic classroom grade. Extra credit artificially inflates grades, and in doing so, does not accurately measure what a student knows and can do within the provided curriculum. Instead, students who do not perform well on an assessment may make a plan for further practice and learning, and reassess at a different time.

## 8. STUDENT RECOGNITION

Students will be recognized in a variety of ways at Scarborough Middle School, both on a regular basis as members of their grade-level teams and learning community, as well as at the end of each semester individually. In relation to academics, this will be noted on their Reports of Progress. Students who earn an 85 to 92 for each of their courses will meet the criteria for “Academic Achievement.” Those who earn a 93 to 100 for each course will meet criteria for “Academic Excellence.”

## 9. ACCESSING PROGRESS INFO IN POWERSCHOOL

### How do I view my child’s progress in PowerSchool?



The information below provides a brief narrative describing how to navigate the PowerSchool system to track your child’s progress.

Although you may choose to have weekly or more frequent updates automatically emailed from PowerSchool, please keep in mind that this should not be the primary communication between school and guardians. Logging directly into PowerSchool with your username and password will allow you a greater level of detail about each listing. Below is an example of a portion of the screen that you should see when you log on.

Attendance By Class																					
Exp	Last Week					This Week					Course	Q1	Q2	S1	Q3	Q4	S2	Absences		Tardies	
	M	T	W	H	F	S	S	M	T	W		H	F	S	S	S1	20-21	S1	20-21		
1(B)	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	0	0	0	0	



From this screen, you will see the names of the courses for which your child is enrolled. If you click on the percentage grade for any of the courses, you should see a screen that shows all of the due dates, categories, assignment names, flags, and scores. Scarborough Middle School will use 2 categories: Practice and Assessments.

**PowerTeacher Pro Assignments**

Due Date	Category	Assignment	Flags	Score	Grade	 
09/29/2020	Assessments	9 Ps Slideshow		100/100	100	
09/25/2020	Practice	Digital Footprint Exit Slip		80/100	80	
09/24/2020	Practice	Virtual Locker2--Presentation		95/100	95	
09/23/2020	Practice	Virtual Locker1		100/100	100	

Grades last updated on: 9/29/2020

From there, if you click on the dark blue box within each assignment listing, the standards attached to that assignment will appear, and you will be able to see how the student’s work compares to the standard.

Due Date	Category	Assignment	Flags	Score	Grade
06/27/2018	Class	Trees2		88/100	88
		<ul style="list-style-type: none"> <li>9-10.RS.01 - Cite textual evidence to support analysis of science and technical texts</li> <li>9-10.RS.04 - Determine the meaning of symbols/key terms/domain-specific words and phrases</li> <li>9-10.RS.05 - Analyze the structure of the relationships among concepts in a text</li> </ul>			
06/19/2018	Test	Final Exam		95/100	95
		<ul style="list-style-type: none"> <li>9-10.LIT - Literacy in History/Social Studies/Science/Technical Subjects</li> <li>9-10.RS.01 - Cite textual evidence to support analysis of science and technical texts</li> <li>9-10.RS.02 - Determine the central ideas or conclusions of a text</li> <li>11.WL.01d - Establish and maintain a formal style and objective tone</li> <li>11.WL.01e - Provide a concluding statement or section</li> </ul>			

You may also see the following flags in the flag column for any assignment:

**Legend**

1 - This final grade may include assignments that are not yet published, or may be the result of special weighting used by the teacher. [Click to view additional information on special weighting.](#)

Icons  - Has Description |  - Has Comment |  - Collected |  - Late |  - Missing |  - Exempt from Final Grade |  - Absent |  - Incomplete |  - Excluded



If you see this icon displayed, it is an indication that the teacher has included a specific comment, and you can click on that icon to view the comment.

**How do I register for PowerSchool Mobile and access student information through the app?**

PowerSchool Mobile supports access by iPhones, iPads, Android phones, and Android tablets. To use your mobile device, download the free PowerSchool Mobile application from the iOS App Store or Google Play. You can also select the App Store icon or the Google Play icon from within the PowerSchool Student and Parent Portals to access either store and install the app on your device. The district access code is WFTM. You will need to have an active parent/guardian account to utilize the mobile app.

**What kind of detail should I be able to see in PowerSchool Mobile?**

Within the application, you should be able to access key information: assignments, scores, and attendance information.