



CBSD Middle School Grading Principles

Philosophy: The CBSD Middle Schools philosophy maintains that the grades students earn will be an accurate reflection of their knowledge in a specific content area. Simply put, a grade will represent what students know and how they demonstrate their understanding of the content at the time they are assessed. It is our belief that all students are capable of achieving proficiency in all content areas with a combination of the high-quality teaching of our CBSD staff and the resiliency of our CBSD students.

1. *Consistency:* Every CB Middle School Student, regardless of teacher, will experience a consistent approach to assessment, both in philosophy and in practice.
 - ❖ Departments must establish course-alike categorical consistency (weighting) in percentages.
 - ❖ Course alike teachers should align IC Gradebooks for assessment types: (quizzes/tests/projects/presentations/papers/labs, etc.) and establish consistent volume of each.
2. *Growth Mindset:* Every CB Middle School Student will have the opportunity to be placed in a “Recoverable Position” and not allow one marking period of poor performance to jeopardize the possibility of passing a course.
 - ❖ Students who are demonstrating achievement lower than 50% should have multiple interventions prior to the end of the marking period. Students should not be scored below a 50% for a marking period grade without administrative conference and approval.
 - ❖ Students who have extenuating circumstances and make an effort to complete assignments within the course should not fail. It may be appropriate to use S/U for their marking period grade. A grade of S/U requires administrative conference and approval.
3. *Learning to Proficiency:* Every CB Middle School Student will have the opportunity to reach a proficient level of understanding in all content areas.
 - ❖ Students must request and complete a process (in a timely manner) for remediation prior to Learning to Proficiency (second-chance learning).
 - Process must be clearly stated and publicized for students/parents (i.e. teacher website).
 - Process must be consistent within all departments
 - ❖ Students qualify for reassessment by completing the interventions (re-teaching) as determined by departments.
 - ❖ Teachers will create alternative assessments for second chance opportunities. Alternative assessments should be designed in a manner that is reliable, addressing deficient competency areas. For example, modifications to a test and/or reworking of a performance assessment.
 - ❖ **Core Assessments:** Within ten days of receiving the graded core assessment returned to them, all students may redo the core assessment. The highest grade will be recorded in Gradebook, and the level of proficiency will be changed to reflect the revised proficiency level. For example, if a student initially scores a 65% on the core and then complete a redo earning 85%, the 85% is recorded in Infinite Campus. Or if a student initially scores a 75% on the core and then completes a redo earning an 85%, the 85% is recorded in

Infinite Campus. (Note: The purpose of the 10 day limit on the redo is for students to learn the information needed to reach proficiency and not procrastinate on completing the assignment. We are aware that the most difficult of situations may require that students have more than 10 days to reach proficiency.)

❖ ***Summative Assessments (Teacher and not District Designed):*** At a minimum, students who demonstrate effort throughout a unit and score below a 70% on a summative assessment will be offered second chance learning. The SCL grade will count but not exceed 70% unless the teacher decides to award a higher grade based on SCL performance.

4. ***Formative and Summative Assessment:*** Every student will be exposed to a variety of high-quality formative assessments in the content areas. Students will be given specific and descriptive feedback based on the formative assessments. The definition of formative assessment is that it is an assessment “for” learning. Formative assessments may or may not be included in the grade. Summative assessments will be administered after students receive feedback based on the formative assessments. The definition of summative assessment is that it is an assessment “of” learning.