

Beaufort Middle School Grading Practices and Commitments 2017-2018

Purpose:

The purpose of BMS grading practices and commitments is to share information about assessment, grading, grade reporting and what you can expect from Beaufort Middle School regarding students' grades. Grading is based on clearly defined criteria that show students' content learning, knowledge and skills. The goal for our grading practices is that grades are consistent, fair, accurate, meaningful and supportive of learning across all grade levels and all courses.

The commitments to BMS families detail how we assign grades and report them to show what students have learned and the skills and processes they are mastering.

South Carolina Uniform Grading Scale:

<u>Letter Grade</u>	<u>Numerical Grade</u>
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Numerical grades are mandated in SC Middle Schools and the minimum passing grade is 60%.

Honor Roll:

Principal's Honor Roll = Students have received A's (90% and above) in all subjects/classes.

Honor Roll = Students have received A's and B's (80% and above) in all subjects/classes.

Progress Reports and Report Cards:

The purpose of these reports is to communicate to students and families student progress in all classes. Distribution dates are indicated on the school district calendar.

A formal progress report will be sent home mid-way through each quarter. Some teachers may provide informal progress notes at other times during the grading period. Report cards are issued at the end of each quarter. Teachers contact families if a student's grade is below C/70%.

PowerSchool Parent Portal Access to Grades:

Through the use of a secure log-in on the PowerSchool Parent Portal, students and families may access student grades at any time 24 hours a day, 7 days a week. BMS uses Power School to communicate students' achievement, to provide information that students can use for self-assessment, and to promote students' growth and progress in learning. A hyperlink or highlighted blue area of information in Power School with a student's grades provides more information about the assessment: what the learning was, how it was graded, and the expectations for mastery. Clicking on this link will show the additional information. Teachers update grades in Power School within 7 days of the completion of assignments. Grades for major projects, presentations, or long-term assignments may be an exception; however, teachers will grade progress on parts of these assignments as they are assessed weekly.

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Homework:

Homework is viewed as an extension of classroom activity. Homework will be in harmony with the child's needs and abilities and will not be given for disciplinary reasons. Teachers recognize that home and outside activities have educational value and therefore should not overburden students with homework. Assignments are carefully planned, appropriate to the student's grade level and are well understood by the student before he/she leaves school. Allowances may be made for individual differences in interests and abilities. Teachers, monitor the student's homework performance to assess the student's needs and/or level of mastery.

Late Work

Students are expected to complete work by the due date. Teachers use the code DND (Did Not Do) in PowerSchool to indicate a student has not done an assignment. This DND will be calculated as a failing grade.

Reteach and Relearn

When students do not demonstrate full mastery on graded assessments, they may have an opportunity to “redo” certain assessments after additional practice or re-teaching. Teachers will provide feedback to students so they can improve the quality of their work. R&R (Reteach and Relearn) is provided regularly for students. Re-graded assessments will be posted to PowerSchool by the end of the grading period. When students do not complete and turn in work during a unit of study, any work accepted for regrading must be completed by the end of that unit. Work not done initially, unless due to excused absences, is at teacher discretion for make-up, reteach, and relearn.

Make-up work

For **excused (Lawful) absences**, students will be granted the opportunity to make-up any missed assignments and /or work due to the absence(s). This will include quizzes, test, writing assignments etc. The period for making up the work will be a minimum of one (1) class day for each class day missed to a maximum of one week. For example, if a student misses two days of school (Monday and Tuesday) and returns on Wednesday, then Thursday and Friday will be granted as make-up days for missing Monday and Tuesday (one day for each day missed). In this example, all missed assignments or work (test, quiz etc.) would not be due until Monday. Students who have unexcused absences may be given the opportunity to make up work at the discretion of the principal and teacher during make-up sessions, however, the unexcused absence remains in the student's record.

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All Subjects

Summative	60%	These are multiple types of assessments to summarize learning at a given point in time – end of chapter or unit for example. minimum of three summative assessments each quarter	These include grades such as tests, exams, performances, products, demonstrations, projects, experiments, problem-based learning.
Formative	40%	These grades show how students are progressing and how their learning is forming on the way to being prepared for the summative assessments.	Frequent assessments such as daily checks, quizzes, improvement, check-ups, all graded for learning progress – not compliance or completion.

Formative Assessments are used to monitor learning and measure students' progress toward mastery of specific objectives and standards; formative assessments provide ongoing feedback that allows students and teachers to modify instructional and learning strategies.

Summative Assessments are cumulative evaluations of learning that require students to apply content and skills aligned to formative assessments and classroom instruction that occurred during a unit.

Assignment of student grades is the purview of the teacher. Grades cannot be changed without following BCSD established procedures which include explicit consent of the teacher. Teachers develop research-based grading and assessment practices to guide the recording and reporting of student progress under the supervision of the principal. The BCSD follows the South Carolina guidelines for grading/assessment. As such, no school leader or teacher will engage in grading practices that violate state policy.