

## Beaufort Middle School

### Grading Practices and Commitments 2018-2019

#### 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>
<b>A</b>	<b>90-100</b>
<b>B</b>	<b>80-89</b>
<b>C</b>	<b>70-79</b>
<b>D</b>	<b>60-69</b>
<b>F</b>	<b>59 and below</b>

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%.

**Final Grades** at the end of the year are calculated as follows for a year-long, middle school class and for high school credit classes that do not have an End-of-Course Exam: 50% of the grade is the first semester average and 50% of the grade is the second semester average. High School Credit Classes that have an end-of-year exam are calculated as follows: 40% of the grade is the first semester average; 40% of the grade is the second semester average; and 20% of the final grade is the SC End-of-Course (EOC) Exam score.

To receive one Carnegie unit of credit in a high school credit class, a student must be in attendance at least 120 hours, per unit, regardless of the number of days missed. Students who have excessive absences are to meet with the course teacher, counselor, and administrator any options that may be possible to satisfy the 120-hour requirement.

### **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.

### **Homework:**

Homework is assigned as an extension of classroom instruction in consideration of students' 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. As possible, teachers in a grade level coordinate assignments with each other to provide practical balance of work for students to complete during a given time. Assignments are carefully planned, appropriate to the student's grade level and should be 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 his/her needs and/or level of mastery.

### **Reteach and Relearn**

When students do not demonstrate full mastery on summative assessments, they **may have** an opportunity to "redo" them **after additional practice or re-teaching**. Teachers are not required to provide students "redo" opportunities on all assessments. It is the responsibility of the student to follow the process outlined by the teachers on his/her team to redo an assignment. When students are given "redo" opportunities, teachers will provide them feedback 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**. **It is the student's responsibility to complete work by the due date assigned.** When students do not complete and turn in assignments during a unit of study, any late work that may be accepted for regrading must be completed by the end of that unit. **Late work** not completed initially, unless due to lawful absences, is at **teacher discretion for make-up, reteach, and relearn**. **Missing assignments** will be noted as missing and will receive a grade of 0 in teachers' gradebooks until submitted.

### **Make-up work**

Students who have **lawful absences** will be granted the opportunity to make-up any missed assignments and /or work due to the absence(s). 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. When recorded in Power School, these grades will be marked with the date of the original assignment regardless of the time the student submits it. 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.

## All Subjects

<b>Summative</b>	<b>60%</b>	These are multiple types of assessments to <b>summarize</b> learning at a given point in time – end of chapter or unit for example. (Minimum of 3 per quarter)  minimum of three summative assessments each quarter	These include grades such as tests, exams, essays, performances, products, demonstrations, projects, experiments, problem-based learning.
<b>Formative</b>	<b>40%</b>	These grades show how students are progressing and how their learning is <b>forming</b> on the way to being prepared for the summative assessments. (Minimum of 9 per quarter)	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. BCSD grading policy does not support grade floors, or the designation of a minimum grade for any assessment.