

## Middle School Grading Practices for ELA, Math, Science, Social Studies, and World Language

In an effort to ensure consistency and accuracy across middle schools, grade levels, and within content areas, the following grading practices have been adopted at JFK and JAD. This process occurred with collaboration from coordinators, curriculum leaders, administration, and central office staff.

Grades will now be derived from assignments entered into the following three categories and will count with the following percentages:

Test Level Assessments	45%
Quiz Level Assessments	35%
Classwork/Graded work	20%
Homework ( <i>will NOT be graded, but will be logged solely for completion</i> )	0%

These categories are applicable to the following five content areas, and therefore, each department instituted a range of assignments that should be entered into each category per marking period to ensure accurate representation of performance within the category.

Category	Math	Language Arts	Social Studies	Science	World Language
<b>Test Level Assessments</b>	2-3	2-4	2-4	2-4	2-4
<b>Quiz Level Assessments</b>	3-6	5-10	3-6	4-6	3-8
<b>Classwork/Graded Work</b>	10-12	6-12	7-13	4-8	10-15
<b>Homework</b>	15-25	10-25	7-13	5-10	15-25

- All assignments entered into the test level, quiz level, and classwork/graded work category must be entered on a 100-point scale.
- The lowest grade that can be entered in the **test level and quiz level** categories is a 40 excluding long term projects/assessments which will be scored based upon the grade

**earned.** A teacher must include a comment when entering that grade as a default indicating what the actual grade was. (i.e., Student actual score earned was a 28; however, school default policy is a 40.)

- Both schools have adopted a “Re-Teach not Retake” model meaning *any student earning below a 60 on **tests and quizzes** may come back for re-teaching of material/extra help through means arranged with a teacher and earn back a grade of 70. In order to qualify for this the following criteria must be met:*
  - *The teacher decides if learning has occurred through an informal assessment (exit slips, oral interview, problems on a board, short writes, etc.).*
  - *The student had completed ALL the homework assignments in the particular unit of study OR the student has attended at least one extra help session leading up to the assessment which yielded the grade below a 60.*
  - *The student must amend the failed assessment by correcting all their errors (or at least attempting to) in order to verify a better understanding.*

*When a re-teach opportunity is triggered, the teacher shall make contact with a parent via a note on a test, email, phone conversation, etc. notifying them of the opportunity for their child.*

- Both schools agree that extra credit and bonus points lead to grade inflation and will now offer up the term of enrichment for students wishing to learn more. This will **not** be counted within a marking period grade.
- CBAs in the content area of math can count no more than 10% of the total 20% allocated to the classwork/graded work category.

**Grades for assignments will be entered into the grade book in a regular and timely manner to ensure accuracy and constant opportunity for parents and students to follow their progress throughout the course of a marking period. It is understood that some assignments might take longer to correct (i.e., labs, published papers, performance based assessments, etc.) That delay should be the exception and reserved for those types of assignments.**

**Although summative grades will be reported at the end of each trimester. Parents are encouraged to access PowerSchool to review student progress throughout the school year.**