

**Hidden River Middle School: Grading Principles and Commitments**  
**2022-2023 School Year**

We will ensure **Accuracy** and build student **Confidence** through our grading practices.

We will provide clarity to our students and families about our student learning.

We will continue to learn and grow together this year, building our capacity and collective efficacy on our grading journey.

As such, we commit to the grading practices found in these 2022-2023 Grading Commitments:

<b><u>Grading for Learning: True North Principles--Accuracy and Confidence</u></b>			
Scale	Score	Label	Description
4	100% (10)	Exceeding Standard (ES)	Student can apply the standard in a new way that has not been explicitly taught; ie connections to self, world, text and other forms of media
3	85% (8.5)	At Standard (AS)	Student can independently demonstrate understanding of the grade level standard
2	75% (7.5)	Near Standard (NS)	Student requires assistance and guidance to reach full proficiency. Student is inconsistently demonstrating and understanding the grade level standard
1	65% (6.5)	Below Standard (BES)	Student demonstrates a very basic understanding of the grade level standard and concepts. Student is operating at the recall and replication level
0	55% (5.5)	Incomplete (IC)	Work that is submitted shows insufficient evidence towards mastering the standard; either whole pieces of evidence are missing or the submitted evidence is an incomplete attempt to demonstrate learning
0	50% (5.0)	Missing (M)	Work has not been submitted to the teacher for feedback and grading, or work that has been submitted does not demonstrate an attempt at engaging in learning

<b><u>Homework: Clarifying our homework message</u></b>
<ul style="list-style-type: none"> <li>● Commitment:               <ul style="list-style-type: none"> <li>○ We will promote class time as the best opportunity for students to do work in order to maximize the learning process.</li> <li>○ Students who do not complete their work in class may be required to take their work home to complete.</li> <li>○ Students who do not complete their work will be assigned to attend Work Completion Hawk Time sessions as step 1.</li> <li>○ Students who do not complete their work in Hawk Time work completion will be assigned Mandatory Make-up during Break.</li> </ul> </li> </ul>

## Late Work: Clarifying Late Work and Retake Policy

- Commitment:
  - At Hidden River we believe there are essential academic, social, and citizenship skills that ALL students must master to be successful in middle school, in high school and beyond, and in life. We also believe that learning is not a single event, but rather a process that requires effort, persistence, and support. In that regard, we are committed to the following:
    - We will teach students how to be responsible by implementing deadlines and facilitating timelines for work completion.
    - We will teach all students on our Hidden River Core Values, and *can* choose to include a “Core Values” or “Learner Attributes” category weighted at 0% to evaluate and communicate about student behaviors. Teachers who include this category will commit to relying on the Hidden River Core Values in this evaluation.
    - We will implement a quarterly Hawk Way Day to celebrate and recognize students that are completing their work and demonstrating proficiency on our Core Values.
    - Because learning is a process, we will allow students to retake assessments, after they analyze their performance on the initial assessment, create and follow a plan for success on the retake, and retake the assessment within a reasonable amount of time, which will be communicated clearly between teacher and student.
    - We believe Essential Standards must be demonstrated by ALL students, and as such will provide students ongoing opportunities to demonstrate proficiency on Essential Standards, even beyond the respective instructional unit during which that Essential was introduced, as long as it falls within the current semester.
    - In the gradebook, students will earn their highest score between the original assessment and the retake.

## Gradebook: Naming and Calculating Grades and Gradebook Platform

- Commitment:
  - Essentials: 80%
  - Targets 20%
  - Daily Work 0%\*
  - Learner Attributes / Core Values 0%\*

\*Optional Categories

**Platform: Staff will use Canvas as our reporting tool. For accurate transfer of information between Canvas and Skyward, staff should utilize a 10- or 100- point scale, using the scoring guide chart at top of this document. Staff are responsible for syncing Canvas assignments to Skyward consistently (minimum: per contract requirements).**

**Labeling: Each gradebook input will include both the name of the skill AND assignment / task. (Ex: “Identify Main Idea National Parks Article” or “Divide Fractions S.C. 1”)**

## **Core Values: Strategy for Evaluating Core Values in Gradebook (Optional)**

## The Hawk Way: Our Core Values in Action

Learning with **Integrity**: Doing what's right even when no one is watching.

<i>"Every Hawk"</i>	Attitude	Respect	Commitment	Service
Actions that show <b>Self-Awareness</b>	My words and actions show I am consistently improving.	I identify my needs and communicate them to others.	I am prepared each day to actively work on and turn in my best work, on time.	I work toward class or group goals.
Actions that show <b>Others-Awareness</b>	My words and actions encourage others to work toward their goals.	My words and actions honor the needs of others and the environment.	I am on task and focused in the classroom.	I help others and the classroom / school environment.

### Optional 4-Point Scale, for staff who choose to use Core Values in Gradebook:

- 4 = All of the Time
- 3 = Most of the Time
- 2 = Some of the Time
- 1 = Has difficulty

### Suggestions for Core Values Evaluation (What, When, and How):

1. General principle: the more frequently we provide evaluation on these attributes....
  - a. The more objective the assessment becomes
  - b. The more students develop an understanding of the values
2. Possible Weekly Check-in Structure to use:
  - a. Friday reflection time and goal setting for subsequent week
  - b. Mindset Monday Activities: Share out goals within each class
3. Grading application / discussion:
  - a. 1 Grade entry per week or per Instructional Unit / Standard: "Core Values Week of \_\_\_\_" or "Core Values Unit 1"
  - b. Measured out of 10
  - c. No impact on grade-- 0% weighted category