



Middle School report cards have changed! Our goal in moving to Standards Based Grades is to give teachers, parents and students a better idea of how students are performing on specific skills and not just overall general grades which aren't as clear.

What Does Each Grade Mean?

Letter grades are merely a symbol to communicate student learning. While we have considered many variations, we decided to use the same letter grades as the past. We feel parents understand these letters and our intent is to help communicate and not to confuse.

D	The student has not met the grade level expectation. In the past a "D" was considered a passing grade, and an "F" was a failing grade. Now, a "D" indicates he/she has not passed because skill scores are less than 70%. Students who perform at the D level for the semester in core classes will be encouraged to attend summer school. Those who perform at the D level for the entire year will be required to attend summer school.
C	The student is approaching grade level expectations. He/she may meet some standards but not others. Skill scores range from 70%-80%
B	The student has met grade level expectations with occasional errors. Skill scores range from 80%-90%
A	The student has met grade level expectations and can apply skills and content beyond grade level standard. The student makes very few errors on grade level content. Skill scores range from 90%-100%.
'*'	That particular skill was not assessed that term.

How is the report card organized?

Depending on the class, grades may be organized a bit differently. Some classes list skills *chronologically* as they are completed through the year (typically math, science, social studies) while other classes revisit and improve upon the same skills throughout the year (typically language arts, music, phy ed, technology, art).

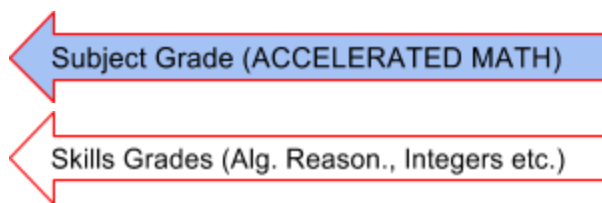
What about Formative and Summative Assessments?

All scores in our gradebook are still weighted either as a formative assessment (20%) or a summative assessment (80%). These percentages are used just as they were in the past to help determine the letter grade.

Sample Report Card Grade for Math:

Class : **ACCELERATED MATH 5**
Teacher: **Runke**

ACCELERATED MATH 5	Q1	Q2	S1
ACCELERATED MATH 5	B+	A-	A-
Algebraic Reasoning	B+	*	B+
Integers and Rational Numbers	A	*	A
Applying Rational Numbers	B-	A	B+
Proportional Relationships	*	B+	B+
Percents	*	A	A
Graphs and Functions	*	B	B



How students perform on each **skill** determines the **Subject grade**. This student had a Q1 grade of an B+ in Algebraic Reasoning. That skill is not assessed Q2, so the final S1 grade is a B+ for the Algebraic Reasoning **skill**. Algebraic Reasoning, Integers and Applying Rational Numbers combine to give a Q1 **Subject grade** of B+. B+ Q1 and A- Q2 combine to give an overall subject grade of A-.



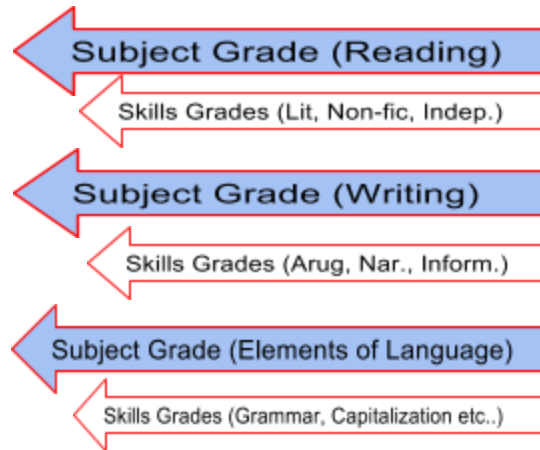
Sample Report Card Grade for LA:

Class : **LANGUAGE ARTS 6**
Teacher: **Rasicot**

READING			
	Q1	Q2	S1
READING	A	A	A
Literature	A-	A-	A-
Non-Fiction	A	A	A
Independent Reading	A	A	A

WRITING			
	Q1	Q2	S1
WRITING	B	A	A
Argumentative	*	A	A
Informative	A	*	A
Narrative	C-	A	B

ELEMENTS OF LANGUAGE			
	Q1	Q2	S1
ELEMENTS OF LANGUAGE	B+	A	A
Grammar, Capitalization, Punctuation and Vocabulary	B+	A	A



How students perform on each **skill** determines the overall **Subject** grade. As you can see in this example for Writing, the student had a Q1 grade of an A in Informative Writing, a C- in Narrative Writing, and no grade (not assessed ‘*’) in Argumentative Writing. Therefore the student received a B for Q1 in the **Subject** of Writing. The performance of Q1 and Q2 determine the semester grade. For example, this student received a C- Q1 for Narrative Writing, an A for Q2 in Narrative Writing and it averaged to a B for the Semester grade for Narrative Writing. On our past report card, Writing, Reading, and Elements of Language were all mixed together to give one overall Language Arts grade. With our new report card we have a clearer picture of where this student’s strengths are and where he/she needs additional practice.

21st Century Skills: These skills are designed to help prepare students for work in the 21st century. Each course will have opportunities for students to practice some or all of these skills. Students are graded on these skills but it doesn’t impact any other subject grades. The skills we focus on are based on the national ISTE standards: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator and Global Collaborator. More information on these skills can be found at <https://www.iste.org/standards/for-students>.

Grade Level Benchmarks: These scores are data points but not ‘graded.’ For students well below the grade level benchmark, we recommend intervention classes and/or summer school.

PRIDE Grade: These grades are feedback for parents and students on successful student habits. PRIDE grades are given twice a year and are intended to spark discussion and goal setting at conferences. Most commonly students earn a B in PRIDE, meaning they’ve met grade level expectations with occasional mistakes or reminders.

21ST CENTURY SKILLS/MEDIA LITERACY			
	Q1	Q2	S1
21ST CENTURY SKILLS/MEDIA LITERACY	A	A	A
Creative Communicator	A	A	A

GRADE LEVEL BENCHMARKS			
	Q1	Q2	S1
GRADE LEVEL BENCHMARKS			
Addition Timed Test (Goal of >95 Problems in 5 Minutes)	96	*	*
Subtraction Timed Test (Goal of >95 Problems in 5 Minutes)	95	*	*
Multiplication Timed Test (Goal of >95 Problems in 5 Minutes)	100	*	*
Division Timed Test (Goal of >95 Problems in 5 Minutes)	97	*	*
Previous Year MCA: (Passing 4th=450, 5th=550, 6th=650)	469	*	*
NWEA Fall Score: (Grade Level Goal 5th=211, 6th=218, 7th=223)	223	*	*

PRIDE GRADE			
	Q1	Q2	S1
PRIDE GRADE			
Preparation (Arrives to class on time with proper materials and work completed.)	B	*	*
Respect (Respects classroom materials, technology, property, classmates, and teachers.)	B	*	*
Integrity (Completes work honestly and shares group responsibilities.)	B	*	*
Discipline (Adheres to classroom behavioral expectations. Uses digital resources as intended.)	B	*	*
Effort (Engages in class, asks for help when needed, and perseveres until successful.)	B	*	*