

EICH/RCS D MIDDLE SCHOOL GRADING BELIEFS AND PRACTICES



RCS D ASSESSMENT AND GRADING BELIEFS

- Students should be involved in the assessment and grading process
- Students should know the clear learning targets before they are taught and assessed
- Students should have the opportunity to be taught and assessed to the mastery level
- Assessment and grading practices should reflect a rigorous learning environment that is supportive of ungraded practice, mistakes, learning, and ongoing feedback in a continuous cycle

FOUR CLEAR LEARNING LEVELS

In the RCS D grading system, each learning level has a clear definition and clear performance criteria. The four levels are **Beginning**, **Approaching**, **Proficient**, and **Mastery**. The four levels allow teachers to provide clarity about a learning target, and the criteria to reach each level. Students can then both self-assess and get specific teacher feedback on areas of strength or areas for growth to improve learning. The goal is for all students to reach **Standard Met** (IB Rubric Score 5, 6, 7, 8).

[Four Learning Levels- Descriptions](#)

Beginning (1-2)	Approaching (3-4)	Proficient (5-6)	Mastery (7-8)
Standard Not Met		Standard Met	

YEAR-LONG STANDARDS

Standards are year-long learning expectations. Trimesters 1 and 2 should be viewed as progress regarding student achievement on what they have been taught at that point in the year. Trimester 3 should be viewed as the final report regarding evidence of student learning on year-long academic standards proficiency. The goal is for all students to meet the standard by the end of the year. If a standard or domain is not assessed in a trimester, you will see *NA* for *Not Assessed*.

LEARNING BEHAVIORS

We believe learning behaviors are important and should be reported separately. Students are graded on three behaviors: *Engagement*, *Utilizes Feedback and Resources*, and *Work Completion*. Students receive scores of Rarely (R), Sometimes (S), or Consistently (C). This is reported halfway through and at the end of each trimester.

[Learning Behavior Rubric](#)

FORMATIVE/SUMMATIVE

Formative assessments are used to understand where a student is in the learning progression and the next steps to improve learning. Summative scores are used to determine whether students have learned what they were expected to learn. Think of *formative* as practice, and *summative* as performance.

[Formative or Summative Definitions and Criteria](#)

NO OVERALL SUBJECT GRADE

We believe grades should provide clear feedback about student strengths and areas for growth. Therefore, there is no overall subject grade. Students will get communication, feedback, and grades on specific standards or criteria.

[Criteria for Each Subject](#)

DEFAULT CALCULATION

Grades should reflect consistent academic achievement on year-long standards proficiency. Teachers determine a final grade based on consistency and recency of student evidence. The default calculation in the online gradebook is *mode*, which calculates the score a student achieved *most* consistently in the trimester.

INSUFFICIENT EVIDENCE

A teacher will enter a score of *IE* for *Insufficient Evidence* when they do not have evidence of student learning. The grade will be adjusted when evidence of student learning is available.

MORE INFORMATION

Helpful links:

- [RCS D Assessment, Feedback, and Grading Site](#)
- [Video Explaining the RCS D Grading Policies](#)
- [Research that Supports RCS D Beliefs and Practices](#)

EICH/RCS D MIDDLE SCHOOL GRADING BELIEFS AND PRACTICES



DESCRIPTIONS FOR THE LEARNING LEVELS

Beginning (1-2)	Approaching (3-4)	Proficient (5-6)	Mastery (7-8)
The student may demonstrate a few elements of the standard.	The student can demonstrate some elements of the standard.	The student can demonstrate that the standard is met to a sufficient level of consistency, depth, or precision.	The student can demonstrate that the standard is met to a greater level of consistency, depth, precision, or originality.
The student may need <i>extensive</i> prompting, scaffolding, or support.	The student may need prompting, scaffolding, or support.		
Errors and/or mistakes <i>do</i> impede demonstration of meeting the standard.	Errors and/or mistakes <i>may</i> impede demonstration of meeting the standard.	Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.	Errors and/or mistakes <i>do not</i> impede demonstration of meeting the standard.
Standard Not Met		Standard Met	

LEARNING BEHAVIORS RUBRIC

Learning Behaviors	Rarely (R)	Sometimes (S)	Consistently (C)
ENGAGEMENT	Student rarely engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student sometimes engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).	Student consistently engages in learning across multiple settings (one-on-one, in groups, teacher-led, class discussions, etc.).
UTILIZES FEEDBACK AND RESOURCES	Student rarely uses feedback or seeks out resources to improve their learning.	Student sometimes uses feedback or seeks out resources to improve their learning.	Student consistently uses feedback and seeks out resources to improve their learning.
WORK COMPLETION	Student rarely completes quality work in a timely manner.	Student sometimes completes quality work in a timely manner.	Student consistently completes quality work in a timely manner.

EXTRACURRICULAR ACTIVITY ELIGIBILITY POLICY

Students participating in school-sponsored extracurricular activities shall demonstrate positive learning behaviors. Students are expected to not have a total of six or more “Rarely” scores (Buljan, Chilton, Cooley), or seven or more for IB Schools (Eich).

Students are expected to meet school-wide behavior expectations as outlined in the school handbook. The athletic director, club advisor, or principal designee shall validate if the student is meeting school-wide behavior and learning behavior expectations.

If students do not meet the above criteria for participation in any extracurricular activities, the student has the right to appeal the decision to the site administration.