# Sample Grading Policy

## AIS-R Assessment, Evaluation, and Reporting

### 1. Assessment Philosophy

Assessment is the systematic process of gathering a variety of information over time, demonstrating what students know and can do, as well as what they need to know. The role of assessment is to provide meaningful feedback for improving both student learning and instructional practice.

### 2. Core Beliefs

- The primary purpose of assessment is to improve learning.

- Assessment provides the most accurate profile of a student's abilities. A variety of assessment tools must be used to ensure this.

- Assessment evaluates the process as well as the products of learning.

- To assess performance and progress, it is critical to develop standards-based criteria based on benchmarks.

- Assessment indicates if the student has learned.

- Assessment provides an opportunity for the teacher to reflect on his/her instructional effectiveness.

- External, standardized assessment has a role in curriculum revision.

- Self-assessment provides an opportunity for students to reflect on and evaluate their performance.

Performance is evaluated from the assessment information collected.

Evaluation is the process by which a teacher makes sense of all the information collected, determining whether standards of achievement have been attained. Just as important is the evaluation of the effectiveness of the instructional program delivered.

Reporting is the process by which we communicate learning and achievement on a systematic basis to students and parents.

### 3. Reporting and Parent Conferences

Communicating with parents is an essential part of the student-parent-teacher partnership. Teachers continually communicate student progress both formally and informally.

**ES report cards** *are issued to all students three times a year at the end of each trimester period in December, March, and June.*

**MS/HS report cards** *are issued to all students four times a year at the end of each nine-week period in November, January, April, and June.*

- **Elementary School:** Report cards demonstrate the academic progress students are making in the form of narrative comments and accompanying marks. All elementary school reports are paperless and available via Skyward.

- **Middle School:** Report cards demonstrate the academic progress students are making in their courses in the form of written comments and accompanying grades. Student transcripts show only letter grades at the end of each semester. All student reports are available on Family Access in Skyward.

- **High School:** All high school report cards are paperless. Parents will be notified when to log on to Family Access at the end of each quarter in order to check their child's academic progress, effort, and grade point average. Absences and tardies are also noted.

**Progress Reports** *are intended to promote communication that allows parents, students, and teachers to develop an intervention strategy for a struggling student or to provide positive feedback related to student performance, attitude, or contributions to the classroom or school.*

- **Elementary School:** Progress reports may be sent home mid-trimester when there is a concern about a student's progress, a student's work is failing, or when there has been exceptional progress. All elementary students will receive a progress report during the first trimester. No student should be awarded a minimal achievement mark in any subject on the report card unless parents have been notified in advance that the student's work has been unsatisfactory. Some teachers send progress reports to celebrate students' learning.

- **Middle School:** The middle school designates a progress report period in the middle of each quarter. A notice is sent home to parents to encourage them to check their child's progress in Skyward. Teachers may also include it in the gradebook at this time. Progress reports may be sent home at any time, especially when there is a concern about a student's progress, a student's work is failing, or when there has been exceptional progress.

- **High School:** The high school designates a progress report period in the middle of each quarter. A notice is sent home to parents to encourage them to check their child's progress in Skyward. Teachers may also include it in the gradebook at this time. Progress reports may be sent home at any time, especially when there is a concern about a student's progress, a student's work is failing, or when there has been exceptional progress.

***Parent Conferences*** *are held twice a year in November and February. At these conferences, report cards and student progress are reviewed by the teacher and parents. Conferences between parents and teachers are very helpful in creating an understanding with regard to educational goals and objectives, solving problem situations, developing plans for helping students at home, and informing parents of student progress.*

- **Elementary School:** Specially arranged conferences between parents and teachers are very helpful in creating an understanding with regard to educational goals and objectives, solving problem situations, developing plans for helping students at home, and informing parents of student progress. Conferences may be scheduled at the request of the parents, teachers, counselors, or administrators.

- **Middle School:** Parents are encouraged to make appointments for conferences with staff members at any time during the school year. Parents are encouraged to request conferences periodically, especially if problems are indicated.

- **High School:** Parents are encouraged to make appointments for conferences with staff members at any time during the school year. Teachers may occasionally wish to speak with parents by telephone or in person, especially when circumstances require discussion or clarification. Students on Academic Probation or Conditional Acceptance are required to attend conferences with their parents.

## 4. Grading and Reporting

*Each division has developed common agreements on grading and reporting that best support student learning at each level.*

**Elementary School:**

Understandings:

- The report is separated into three parts: Subject, Social Skills, and Work Study Skills (I am an AIS-R EAGLE).

- Behaviors are only reflected in Oral Communication, Social Skills, and Study Skills (I am an AIS-R EAGLE).

- Unless specifically tied to a standard, the following behaviors will not be evaluated, scored, and recorded as part of a student's subject score:

    1. Effort

    2. Personal organization

    3. Attendance

    4. Participation

2014–2015 Agreements:

- To use evidence from individual achievement only

- To measure student performance against preset standards (such as rubric indicators)

- To use only summative evidence for reporting and formative evidence to inform our instruction

- That learning is developmental and we use the most recent assessment to reflect learning for reporting

- To determine if a child has met the standard in reading, we use the mode when communicating the results as evidenced by the Individual Profile of Progress

- To provide students with opportunities to self-assess and reflect on their learning and progress for diagnostic and formative purposes

- To follow the AIS-R Elementary School Report Card Guidelines

- To follow the AIS-R Elementary School Reading Assessment and Reporting Guidelines http://blogs.ais-r.edu.sa/espln/files/2013/06/AIS-R-ES-Report-Card-Guidelines.pdf

Homework Guidelines:

- HW is not mandatory.

- HW targets a student's independent level and is therefore differentiated. At no time should all students be completing the same HW, at the same time, in the same way (unless evidenced by a preassessment or formative assessment). "To ensure homework is doable, teachers must differentiate assignments so they are at the appropriate level of difficulty for individual students" (Tomlinson, 2008). How to differentiate? Consider amount, time, type, competence, efficiency, choice, and personal relevance.

- When assigned, the student(s) must be given feedback on their HW performance. HW is formative and does not factor into a student's report card.

- When assigned, HW must be communicated with the respective parents/families (for example, email, blog post, assignment notebook) and not exceed thirty minutes for grades 1–3 and forty-five minutes for grades 4–5.

**Middle School:**

Understandings:

- The report card is separated into two parts: Academics and Commitment to Learning.

- Reporting on Commitment to Learning is done using the following categories:

    1. Organization

    2. Work habits

    3. Works independently

4. Initiative

5. Teamwork

6. Behavior

- Commitment to Learning rubrics with more specific descriptors are provided to students and parents (see Appendix C).

- The following labels are used for reporting behaviors: *Rarely*, *Sometimes*, *Usually*, and *Consistently Observed*.

2014–2015 Agreements:

Late Work Policy:

Late work can be submitted up until the final summative assessment for any given unit. Once a unit is complete, late work is not accepted unless the late work in question happens to be part or all of the final summative assessment, such as a project or a presentation. In the case of late work being a final assessment, it is up to the discretion of each individual teacher as to how the work is accepted.

Retake Policy:

All formative assessments and work must be complete prior to a student being eligible for a retake on a summative assessment. If a student qualifies for a retake, the teacher makes a determination about the student being allowed a retake based on factors that are included in the rubrics and unit outlines for each particular class.

Homework Policy:

Will not count homework as part of the grade. It will be addressed in the Commitment to Learning section of the report card.

**High School:**

Understandings:

- Unless specifically tied to a standard, the following behaviors will not be evaluated, scored, and recorded as part of a student's academic grade:

    1. Effort

    2. Personal organization

    3. Punctuality

    4. Attendance

    5. Participation

- Each department has aligned summative assessments/products with IB Diploma Programme assessment practices, criteria, and rubrics.

- Students will not receive marks for formative assessments/development tasks, which are designed to enable students to receive feedback. The purpose of the feedback is to enable students to succeed better on the summative performances of understanding, whatever form they might take.

2014–2015 Agreements:

All Non-IB Courses (Grades 9 and 10 and Electives):

- Development tasks: For practice during the learning process, gives teacher feedback on what students know; gives students feedback on what they still need to learn; does not "count"

- Products: For real at the end of the learning process, gives teachers and students feedback on what was learned against the standards/benchmarks; "counts"

- Guidelines to follow:

  - Minimum of two development tasks prior to a product

  - Minimum of five products per semester (minimum of two per quarter)

  - Product tasks should be completed in class

  - Manila folder of work for each student to track growth and to be used at grading time (benchmark/diagnostic, choice developmental and all products)

All IB Courses:

- Summative: High-stakes assessments; "counts"

- Formative: For practice, low-stakes assessment; "counts" *(This definition is different than in other divisions due to tradition; in 2016–17, this category will be eliminated.)*

- Development tasks: For practice during the learning process, gives teacher feedback on what students know; gives students feedback on what they still need to learn; does not "count"

- Guidelines to follow:

  - Development tasks with a value of 0

  - Summative with a minimum value of 60 percent— high stakes (TBD by department)

  - Formative with a maximum value of 20 percent— low stakes (TBD by department)

  - Exams with a value of 20 percent

- No completion grades for homework
- Point value per task is up to teacher (10 points versus 200 points)
- Additional column for an IB score (according to AIS-R scale; see Appendix B)
- Optional "best fit grade"

Late Work Policy:

- Students are expected to submit assignments before the designated deadlines. Meeting deadlines requires responsibility, and students should manage their time and prioritize so deadlines are successfully met. To support students' efforts in meeting this expectation, teachers shall (a) announce deadlines in advance, (b) provide sufficient time as determined by their professional judgment, and (c) post assignments and their deadlines on Moodle.

- Students who do not submit assignments on time will attend the after-school Student Success Center (SSC) for Work Completion until the assignment is completed. If the work is not finished after one week, the student will also attend Saturday School from 8:00 a.m.–12:00 p.m. If the work is still incomplete, the student will receive a 0 on the assignment.

- Students who are repeatedly late with assignments will meet with the Dean of Students and their parents to discuss the need to improve work habits to be successful as an AIS-R EAGLE.

Academic Honesty Policy:

- All summative assessments that are not tests and examinations are submitted through Turnitin.com. Extended Essay drafts are submitted through the Turnitin.com link on Managebac.

- AIS-R expects and requires that students will uphold the highest standards of ethics and academic excellence. The Academic Honesty Policy represents our effort to guarantee that students are committed to building and maintaining a learning community of the highest integrity by carrying out academic tasks with honesty in all situations.

- Definition: *Academic dishonesty includes, but is not limited to, the following.*

  - Plagiarism (using someone else's ideas or words without giving credit to that person, including direct quotes, paraphrasing, or summarizing)

  - Copying by any means other students' homework (Students who are observed in common areas looking at their own and another student's lab notebook, worksheet, or any other homework assignment would be assumed to be in violation of this rule, regardless of the exact wording of their work. Equally, students submitting assignments with identical phrases in free-response sections would be assumed to have violated the policy.)

- Allowing one's homework to be copied (In this regard, all homework is considered individual work unless otherwise stated by the teacher. As such, no student should physically give his or her homework to another student. If copying occurs, it will be presumed that the student who gave his or her homework to the copying student allowed the homework to be copied.)

- Using written formulas, hidden reference sheets, notes, codes, or key words on one's person or objects for use on any test, quiz, presentation, or assignment without prior permission from the teacher; also, carrying such materials with the intention of using them on a test or exam

- Looking at another student's test or quiz during its administration or using programmed material in watches, calculators, phones, MP3 players, or computer programs without permission from the teacher

- Giving answers or questions to another student during or after a test or quiz; receiving answers or questions from a student who is taking or has already taken a test or quiz (Students engaged in any form of unauthorized communication while in the possession of a test or quiz may be presumed to be in violation of this rule.)

- Using the Internet, laptop computers, text messaging, phone cameras, MP3 players, or other modern technology to plagiarize, copy, or share work with another student (including but not limited to copying and pasting, in whole or in part, material from the Internet; purchasing material from the Internet to be submitted as one's own work; using a translation program for a world language class; presenting lab data found on the Internet as one's original work; or using email to share individual homework assignments)

- Taking credit for work done by someone else (for example, family members or tutors), including submitting rough drafts or similar work created by another person

- Presenting invented data (for example, lab results for lab activities that have not actually been conducted), information, or cited sources (in a bibliography) as authentic

- Any deceitful means used on a test, quiz, or assignment, including but not limited to stealing electronic or paper copies of tests from teachers' classrooms or computers; receiving copies of tests, quizzes, or assignments from students who took the class in previous years; possessing unauthorized teachers' materials; taking credit for work not completed (as in group assignments); or submitting the same assignment for credit in multiple classes without teachers' permission

- Any other behavior that could be reasonably construed as academic dishonesty, including class-specific expectations explained in teachers' syllabi

**Note:** *On cooperative work: All written work is individual work unless otherwise stated by the classroom teacher. Although it is acceptable to talk with classmates, friends, and family members about what you are studying and thinking, do not compose written work collaboratively, and make sure that written work you submit for credit is presented entirely in your own words when quotation marks are not used.*

## Consequences for Acts of Academic Dishonesty

All academic honesty violations will be reported to the High School Leadership Team and counseling office. A record of the violation will be put in the student's permanent file. In cases of significant or repeated offenses, American International School of Riyadh will report acts of Academic Dishonesty to college admission officers.

First offense at AIS-R:

1. Student will receive a 0 for the assignment, test, quiz, project, or exam.

2. Student will be required to meet with the Principal and/or Assistant Principal or Dean of Students to discuss the importance of academic integrity.

3. Student's parents will be informed of the violation.

4. Student will receive an after-school detention.

Second offense at AIS-R:

1. Student will receive a 0 for the assignment, test, quiz, project, or exam and may receive a failing grade in the class where the violation occurred.

2. Student's parents will be informed of the violation.

3. Student will be required to meet with the Principal and/or Assistant Principal or Dean of Students to discuss the importance of academic integrity.

4. Student will receive Saturday School Detention.

Third offense at AIS-R:

1. Student will be subject to receive a failing grade in the class where the violation occurred.

2. Student's parents will be informed of the violation.

3. Student will be required to meet with the Principal and their parents to discuss the importance of academic integrity.

4. Student will be suspended from all sports and extracurricular activities for the duration of the season or quarter.

5. Student will receive a two-day, out-of-school suspension from school.

Additional offenses at AIS-R:

Additional offenses will result in expulsion from the American International School.

Note: If a student facing expulsion for an academic honesty violation has had no acts of academic dishonesty for at least one full calendar year, the school may choose, at the Principal's discretion, to allow the student to present information to support his or her ability to continue attending school and/or school-related events.

**Academic Dishonesty and IB**

It is the responsibility of AIS-R as an IB World School to uphold the integrity of all IB Examinations and Internal Assessments (IAs). As such, our academic honesty policy is in line with the IB expectations of and requirements for us as an IB World School. Our policy is clear and has straightforward procedures and penalties. It is in line with the IB General Regulation's expectations.

The IB Learner Profile is embedded into AIS-R's daily life and is therefore, along with our AIS-R's EAGLE Honor Code, the cornerstone of this policy. Further guidance comes from the IB Publication's *Academic Honesty: Guidance for Schools (September 2003).* In developing AIS-R's Academic Honesty Policy, we encourage our students to be:

- Inquirers, who acquire the skills necessary to conduct inquiry and research
- Knowledgeable, and explore concepts, ideas, and issues
- Principled, and act with integrity and honesty, taking responsibility for their own actions
- Open-minded, and accustomed to seeking and evaluating a range of points of view
- Risk takers, who are brave and articulate in defending their beliefs

These qualities, when applied to learning and student work, will establish skills and behavior that support good practices to be found in the classroom, used for homework, and continued to examination level. These good practices are expected to be introduced, modeled, and used throughout the school. These practices are also clearly articulated in our Eagle Honor Code.

## 5. Gathering Evidence and Information (See Appendix D for division-specific information.)

Diagnostic Assessment occurs at the beginning of the teaching/learning cycle. This type of assessment will provide the teacher with an understanding of the prior knowledge and skills a student brings to a unit, as well as the strengths and specific learning needs of an individual or groups of students in relation to the expectations that will be taught.

Self-Assessment promotes learning by:

- Giving learners training in evaluation, which results in benefits to the learning process
- Giving both students and teachers a raised level of awareness of perceived levels of abilities
- Encouraging learners to look at course content in a more discerning way

*Formative Assessments* are assessments FOR learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback, and diagnosing future learning priorities for the student and teacher.

*Summative Assessments* are assessments OF learning. It is used mainly to measure performance and summarizes the development of learners at a particular time. It is carried out at the end of a period of learning. It is a final judgment of learning.

*Common Assessments* ensure consistency between classrooms. They allow teachers to evaluate how well their students are doing relative to the selected standards not only in their classrooms but also in other grade-level classrooms/subjects. These benchmark assessments use standardized administration and scoring procedures to help maintain validity, reliability, and fairness. They provide valuable information for classroom practice and grade-level, divisional, and schoolwide decision making, including accreditation.

*External Assessments* inform us on how students perform individually, as a class, and as a grade level, in relation to other students. Since the same test is given to a large number of students throughout the world, the results give us a common yardstick or "standard" of measure to determine whether school programs are succeeding or a snapshot of the skills and abilities of district students.

## 6. Roles and Responsibilities of Assessment, Evaluation, and Reporting of Data in Order to Improve Learning

*The role of assessment is to provide meaningful feedback for improving both student learning and instructional practice. Assessment results serve as one of the many sources of data gathered and analyzed to improve the school's programs.*

*All members of the school community play an integral role in improving student learning.*

It is the responsibility of the Superintendent and Learning Office to:

- Review, monitor, and evaluate all aspects of the school's assessment practices within the context of the whole school development plan and self-evaluation
- Coordinate the collection and analysis of schoolwide assessment data
- Use assessment data in the curriculum review process

- Use assessment data in planning professional learning opportunities for faculty
- Ensure that accreditation standards are being articulated, met, and maintained

It is the responsibility of the Principals and Assistant Principals to:

- Apply and embed the principles of the school's assessment practices within their own division
- Support their staff in the use of assessment data to inform teaching and learning
- Supervise the grading and reporting process at their division
- Liaise with teachers regarding individual pupil performance as required
- Ensure that accreditation standards are being articulated, met, and maintained

It is the responsibility of the Heads of Department/Team Leaders to:

- Work with their department to embed the principles of the school's assessment practices
- Work with their department to establish common assessment practices
- Gather and analyze data from common assessments for the purpose of program improvement
- Ensure that accreditation standards are being articulated, met, and maintained

It is the responsibility of the Counselors to:

- Coordinate the external examinations for their division
- Liaise with teachers regarding individual pupil performance as required

It is the responsibility of the Teachers to:

- Implement and evaluate departmental/whole school practices on assessment, evaluation, and reporting
- Compile and maintain individual student records
- Report to students, parents, and supervisors on individual student progress
- Liaise with teaching teams regarding individual student support as required
- Ensure that accreditation standards are being articulated, met, and maintained

It is the responsibility of the Parents to:

- Communicate regularly with teachers
- Attend parent-teacher conferences
- Support their child's learning

It is the responsibility of the Students to:

- Be fully prepared for assessments
- Perform at their highest level on assessments
- Keep parents informed of their level of performance

*Based on *The School Curriculum: Design and Review (New Zealand Ministry of Education).*

## Appendix A

### AIS-R Assessment Tools

| Type | Description | Examples |
|---|---|---|
| Selected Response | Students must recognize and select the correct answer from a preset list of responses. Answer can be scored as correct or incorrect. | True/false, multiple choice, matching, fill in the blank |
| Constructed Response | Students create their own response within a limited framework (visual, written, or oral) by retrieving information, organizing it in a logical manner, and explaining their logic (visual, written, or oral). | Short answer, vocabulary quiz, computation problems, compare, classify, create metaphors or analogies, analyze errors |
| Essay (Academic Prompt) | Written work on a topic, question, or issue that requires students to share and/or react to information with no particular audience | Narrative, academic writing, report, journal, logs |
| School Product or Performance | Tasks that require students to create or do something in the school context | Create a model, draw a diagram, create a portfolio, labs |
| Oral Responses and Oral Reports | Tasks that involves attention to the needs of the audience, careful planning, and attention to delivery | Present a report; share a model, diagram, or portfolio; have an impromptu discussion with others students and/or the teacher |

| Type | Description | Examples |
|------|-------------|----------|
| Contextualized Task (Including Oral Responses or Reports) | Tasks that require students to make or do something involving attention to the needs of the audience or purpose, careful planning, and attention to delivery (simulated or real); this is also sometimes referred to as Authentic Assessment | Write an editorial for a newspaper; make a speech at a town meeting; construct a model for an exhibition; present a report; share a model, diagram, or portfolio; have an impromptu discussion with others students and/or the teacher |
| Observation Tools | Tools designed to collect evidence of work processes and understanding "of the moment" | Checklist of behavior, anecdotal records |

*Based on the research of Bambi Betts (2008) and Robert Marzano (2008).*

## Appendix B

**Achievement Charts**

**Elementary School**

Elementary report cards include a narrative description of the student's growth and content area assessment.

Early childhood education (KG2–grade 2) content area assessments use the following grading scheme:

| Grading Scheme | Definition |
|----------------|------------|
| CD | I can: Student consistently demonstrates understanding of concepts, content, and skills at grade level at the time of the report card. |
| DS | I am learning: Student is developing steadily and demonstrates some understanding—with support—of concepts, content, and skills at grade level at the time of the report card. |
| ES | I need more time: Student is in the early stage and requires significant support to understand concepts, content, and skills at the time of the report card. |
| ESL | English as a second language |
| NA | Not assessed at this time |

Upper elementary school (grades 3–5) content area assessments use the following grading scheme:

| Grading Scheme | Definition |
|---|---|
| CD | Consistently displayed: Student consistently meets all grade-level expectations independently. |
| DE | Developing as expected: Student meets most grade-level expectations independently. |
| DS | Developing steadily: Student meets most grade-level expectations and requires added support. |
| ES | Early stages: Student is not yet meeting grade-level expectations and requires significant support. |
| ESL | English as a second language |
| NA | Not assessed at this time |

**K–5 ES Reading**

Reading on the ES report card is standards based.

The Grading Scheme includes "Approaches Learning Goal" or "Meets Learning Goal." The Learning Goals are outlined as follows.

1. Reading: Informational Text

   - Reads grade-level text with purpose and understanding

   - Applies reading skills at independent reading level

2. Reading: Literature

   - Reads grade-level text with purpose and understanding

   - Applies reading skills at independent reading level

**Middle School**

Middle school report cards include course-specific letter grades and comments.

Course-specific letter grades are based on the following scheme:

| Grade/ Percent | Grade/ Percent | Grade/ Percent | Grade/ Percent | Grade/ Percent | Grade/ Percent | Grade/ Percent | Grade/ Percent |
|---|---|---|---|---|---|---|---|
| A+ | 97 or above | B+ | 87–89 | C+ | 77–79 | D+ | 67–69 |
| A | 93–96 | B | 83–86 | C | 73–76 | D | 63–66 |
| A– | 90–92 | B– | 80–82 | C– | 70–72 | D– | 60–62 |
| | | | | | | F | 50–59 |

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I – The student submits incomplete work.

P – The student does his or her work satisfactorily. He or she is demonstrating achievement.

N – The student does not receive a grade because he or she did not meet the minimum number of days required "in attendance."

## High School

High school report cards include course-specific letter grades and comments.

Course-specific letter grades are based on the following scheme:

| Grade | Percent | GPA | Grade | Percent | GPA |
|-------|---------|-----|-------|---------|-----|
| A+ | 97 or above | 4.3 | C+ | 77–79 | 2.3 |
|  | 93–96 |  | C | 73–76 | 2.0 |
| A | 90–92 | 4.0 | C– | 70–72 | 1.7 |
| A– | 87–89 | 3.7 | D+ | 67–69 | 1.3 |
| B+ | 83–86 | 3.3 | D | 63–66 | 1.0 |
| B | 80–82 | 3.0 | D– | 60–62 | 0.7 |
| B– |  | 2.7 | F | 59 or below | 0 |

*Grade point average calculated for college applications is derived from semester grades of ALL classes taken at AIS-R's high school. IB Higher Level II courses are weighted by an additional .3 on grades of B+ or higher.

## IB Conversion Chart

IB course grades are converted into percentages on the AIS-R report cards according to the following chart.

| IB Grades | IB Scale | AIS-R Letter Grade | AIS-R Percentage Equivalent |
|-----------|----------|--------------------|-----------------------------|
| 7 | Excellent | A+<br>A | 97–100<br>93–96 |
| 6 | Very Good | A–<br>B+ | 90–92<br>87–89 |
| 5 | Good | B<br>B– | 83–86<br>80–82 |
| 4 | Satisfactory | C+<br>C | 77–79<br>73–76 |

| 3 | Mediocre | C–<br>D+ | 70–72<br>67–69 |
| 2 | Poor | D<br>D– | 63–66<br>60–62 |
| 1 | | F | 0–59 |

## Appendix C

### Middle School Commitment to Learning

Organization (Time, Material, and Information Management)

| Criteria | Rarely | Sometimes | Usually | Consistently |
| --- | --- | --- | --- | --- |
| Notes are in order and complete. | Notes are often out of order and/or incomplete. | Notes are more often than not in order or complete. | Notes are usually in order and complete. | Notes are consistently in order and complete. |
| Uses planners or agendas to track deadlines or tasks | Use of organizational tools is ineffective | Use of organizational tools is moderately effective | Use of organizational tools is effective | Use of organizational tools is highly effective |
| Makes a work plan of action (time management) | Makes a work plan only with assistance or not at all | Makes a work plan sometimes or with frequent assistance | Makes a work plan most of the time or with occasional assistance | Always makes a work plan independently |
| Changes work plan when necessary | Shows little awareness of need to revise work plan, or makes changes only with assistance | Shows some awareness of need to revise work plan, or makes changes with some assistance | Shows good awareness of need to revise work plan, or makes changes with little assistance | Revises work plan when needed and independently |

Work Habits (Responsibility, Classwork, Homework)

| Criteria | Rarely | Sometimes | Usually | Consistently |
| --- | --- | --- | --- | --- |
| Brings own supplies and book to class | Rarely brings necessary materials | Sometimes brings necessary materials | Almost always brings necessary materials | Always brings necessary materials |

| Criteria | Rarely | Sometimes | Usually | Consistently |
|----------|--------|-----------|---------|--------------|
| Completes/submits work on time | Rarely completes or submits work on time | Sometimes completes or submits work on time | Frequently completes or submits work on time | Consistently completes or submits work on time |
| Makes an effort to complete classwork | Effort put into work is ineffective | Effort put into work is moderately effective | Effort put into work is effective | Effort put into work is highly effective |
| Revises work before submitting | Proofreads work for content or errors ineffectively | Proofreads work for content or errors with moderate effectiveness | Proofreads work for content or errors effectively | Verifies and reviews work for content or errors in a highly effective manner |
| Follows safety rules | Consistently needs reminding of safety issues | Sometimes needs reminding of safety issues | Follows safety practices in the classroom | Follows and encourages safe classroom practices |

Behavior (Respectful, Follows Rules, Takes Responsibility)

| Criteria | Rarely | Sometimes | Usually | Consistently |
|----------|--------|-----------|---------|--------------|
| Treats teachers, classmates, and self with respect | Rarely treats teachers, classmates, and/or self with respect | Sometimes treats teachers, classmates, and/or self with respect | Usually treats teachers, classmates, and/or self with respect | Consistently treats teachers, classmates, and/or self with respect |
| Respects and follows classroom and school rules | Rarely respects and follows classroom and school rules | Sometimes respects and follows classroom and school rules | Usually respects and follows classroom and school rules | Consistently respects and follows classroom and school rules |
| Is honest and trustworthy | Is rarely honest and trustworthy | Is sometimes honest and trustworthy | Is usually honest and trustworthy | Is consistently honest and trustworthy |
| Takes responsibility for own actions and work | Rarely takes responsibility for own actions and work | Sometimes takes responsibility for own actions and work | Usually takes responsibility for own actions and work | Consistently takes responsibility for own actions and work |

| Criteria | Rarely | Sometimes | Usually | Consistently |
| --- | --- | --- | --- | --- |
| Refrains from physical and verbal abuse | Rarely refrains from physical and verbal abuse | Sometimes refrains from physical and verbal abuse | Usually refrains from physical and verbal abuse | Consistently refrains from physical and verbal abuse |

Works Independently (Self-Direction, Persistence)

| Criteria | Rarely | Sometimes | Usually | Consistently |
| --- | --- | --- | --- | --- |
| Is a self-directed learner | Directs own learning only with assistance | Directs own learning with prompting | Directs own learning with minimal prompting | Directs own learning and generates own ideas |
| Follows instructions | Rarely follows instructions properly | Sometimes follows instructions properly | Usually follows instructions properly | Always follows instructions properly |
| Is willing to work | Requires constant encouragement to work | Needs encouragement to work | May need some encouragement to work | Requires little to no encouragement to work |
| Uses time wisely (in class or elsewhere) | Use of class time is ineffective | Use of class time is moderately effective | Use of class time is effective | Use of class time is highly effective |
| Perseveres when presented with a challenge | Rarely perseveres when presented with a challenge | Sometimes perseveres when presented with a challenge | Usually perseveres when presented with a challenge | Consistently perseveres when presented with a challenge |

Initiative (Approach to Learning, Resourcefulness)

| Criteria | Rarely | Sometimes | Usually | Consistently |
| --- | --- | --- | --- | --- |
| Arrives to class on time | Rarely arrives to class on time | Sometimes arrives to class on time | Usually arrives to class on time | Consistently arrives to class on time |
| Gets to work | Rarely begins work without prompting | Sometimes begins work without prompting | Usually begins work without prompting | Consistently begins work without prompting |

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| Criteria | Rarely | Sometimes | Usually | Consistently |
|---|---|---|---|---|
| Asks for help or direction when needed | Request(s) for help or direction is ineffective | Request(s) for help or direction is moderately effective | Request(s) for help or direction is effective | Request(s) for help or direction is highly effective |
| Offers to help others appropriately | Rarely offers help | Sometimes offers help | Often offers help | Consistently offers help |
| Uses outside resources to support learning | Uses outside resources for learning ineffectively | Uses outside resources for learning with moderate effectiveness | Finds and uses some outside resources effectively | Incorporates a variety of resources in a highly effective manner |

Teamwork (Cooperation, Responsibility, Roles)

| Criteria | Rarely | Sometimes | Usually | Consistently |
|---|---|---|---|---|
| Listens to other people's opinions | Rarely listens passively or actively | Sometimes listens passively and actively by paraphrasing for accuracy | Often listens passively and actively by paraphrasing for accuracy | Regularly listens passively and actively by paraphrasing for accuracy |
| Shares ideas and resources | Rarely shares ideas or resources | Sometimes shares ideas or resources | Frequently shares ideas or resources | Routinely shares ideas and resources |
| Willingly does his/her share of the work | Constant encouragement needed to work | Occasionally needs encouragement to work | Requires no encouragement to work | Works in a self-directed manner and encourages others |
| Uses group time wisely | Rarely stays on task or often distracts the group | Sometimes stays on task or distracts the group | Often stays on task and sometimes focuses group back on task | Always stays on task and directs group back on task |

| Criteria | Rarely | Sometimes | Usually | Consistently |
|---|---|---|---|---|
| Adapts his/her role to the group's needs | Waits to be assigned a role in a group | Assumes certain roles independently | Often assumes different roles, including leadership | Routinely accepts different roles, including leadership, and helps with group organization |

*Adapted from englishbulldogs.ca/grade10/pdf/Learning%20Skills%20Rubric.pdf*

## Appendix D

### Gathering Evidence and Information

Minimum expectations for assessment:

### External Assessments (sometimes referred to as Standardized Tests)

- Grade 2–9 students take the NWEA Map test twice a year in October and April.

- Grade 10–11 students take the PSAT test.

- Grade 12 students take the SAT test as many times as they wish during their senior year.

- IB candidates write the IB examinations in May.

### Common Assessments

Teams and departments of all grades and subjects work together to develop common assessments.

- KG2–G7 teachers use common rubrics for On-Demand Units of Study Writing Workshop pieces.

- Grade 1–5 students are administered the Developmental Reading Assessment (DRA) twice per year (KG2 students take part in the second test as well).

### Summative Assessments

- Each teacher must give students repeated opportunities to demonstrate their mastery of skills and content before each grading period.

### Formative Assessments

- Formative assessments provide feedback for students to improve their learning and, as a result, perform better on summative assessments.

### Self-Assessments

- Self-assessments are used in all grades/subjects in varying ways and frequency.

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