

TCMSD STANDARDS- BASED 4-POINT GRADING SYSTEM UPDATES



RATIONALE:

- Standards-based reporting more accurately assesses student learning/achievement.
- Standards-based reporting practices clearly communicate learning objectives to all stakeholders.
- Standards-based reporting develops self-directed and intrinsically motivated learners.
- A 4-point grading scale enhances the validity and reliability of academic grades.
- Practice is essential for concept development but not necessary for grade calculation.
- Behavior is vital to student success and should be reported separately—not in the gradebook. Academic grades should reflect academic achievement only.



4-POINT SCALE:

HIGHLY PROFICIENT 4 POINTS	PROFICIENT 3 POINTS	PARTIALLY PROFICIENT 2 POINTS	INSUFFICIENT EVIDENCE 1 POINT (NO CREDIT/NO PASS)	NO EVIDENCE 0 POINTS (NO CREDIT/NO PASS)
Student demonstrates mastery of the standard independently.	Student demonstrates understanding of the standard with minimal support from their teacher.	Student demonstrates partial understanding of the standard and needs moderate support from their teacher.	Student demonstrates limited understanding of the standard and needs substantial support from their teacher.	Student has not submitted any evidence of learning the standard.



FINAL QUARTER/SEMESTER GRADE CONVERSION CHART:

4-Point Scale	PowerSchool Grade Range	Level of Standard Mastery	Credit
4	3.50-4.00	Highly Proficient	Credit
3	3.00-3.49	Proficient	Credit
2	2.00-2.99	Partially Proficient	Credit
1	Below 2.00	Insufficient Evidence	No Credit/No Pass
0		No Evidence	No Credit/No Pass



REVIEW OF UPDATES:

- Each teacher will determine at the beginning of the year their method for entering grades (Either in Schoology, which will sync with PowerSchool, or directly in PowerSchool). **Teachers cannot do both. Students and families will access grades by logging into PowerSchool.**
- Letter grades will no longer be used in the gradebook, for report cards, or on transcripts. The 4-point grade scale will be used for all formative and summative assessments and final grades **(All assignments are worth a maximum of 4 points).**
- Students must receive a final grade of a 2 (Partially Proficient) or higher to pass their class/content-area.
- Grades will be weighted in the gradebook as follows:
 - Formative Assessment: (30%) (Daily quizzes, classwork, assignments)
 - Summative Assessment (70%) (Major tests, essays, lab reports, and individual or group projects)

REVIEW OF UPDATES CONT...:

- All teachers will identify and list their “Priority Standards” in each content area/course and students’ grades will be based on their ability to master those “Priority Standards.” **(These “Priority Standards” need to be clearly communicated to students and parents via the course syllabus).**
- Priority Standards must be set up as “Categories” in the gradebook. Formative and summative assessment of each Priority Standard must be set up as “Assignments.”
- Assessment of a Priority Standard is a process, not a one-and-done. Students will have multiple opportunities to demonstrate mastery of a Priority Standard throughout each nine-week grading period. Course grades are finalized at the end of each nine-week period and will be based on an overall average of students’ mastery of their Priority Standards. Teachers may adjust the final grade if he/she feels it does not accurately reflect a student’s final mastery of the Priority Standards for each nine-week grading period.

REVIEW OF UPDATES CONT...:

- If a student scores below proficient (0-2) on a summative assessment, reassessment is highly suggested. Students who score a 3 (Proficient) may also request a redo if they want to try to earn a 4 (Highly Proficient). Students have until the end of each nine-week period to demonstrate mastery of the Priority Standards taught during that nine-week period in their subject-area/course.
- Homework is now referred to as “home-based practice.”
 - **Elementary students** should not be assigned home-based practice unless it is completion of incomplete “in-class” assignments, or optional acceleration and enrichment opportunities.
 - **Secondary students’** home-based practice should be minimal and limited to what is not completed in class. (This does not apply to Advanced Placement or Dual Credit courses).

REVIEW OF UPDATES CONT...:

- Formative assessment (daily quizzes, classwork, assignments) and summative assessments (major tests, essays, lab reports, presentations, projects) are to be submitted to the instructor in a timely manner. Students must submit their assignments/assessments to their teachers within three days of their absence or they will automatically receive a zero in the gradebook.
- Accommodations and modifications will be provided to all students that demonstrate the need to support their mastery of the Priority Standards in each of their subject areas/courses.
- All students, K-12 will complete a “Profile of a Tiger” Essay during the last nine-week grading period, and it will be graded utilizing the AVID Informative Writing Rubric during their English Language Arts class. Teachers will recommend students to receive the “Profile of a Tiger” Award at the end of each year for all students who maintained excellent behavior in class and/or for writing an engaging and creative essay.