

MJH Grading Guidelines

MISD is all about Standards Based Learning

MISD continues to implement common curriculum and assessments based on clearly defined academic standards of knowledge, understanding, and skills. We continue to move toward instruction that incorporates clear communication of learning targets, quality feedbacks, and relevant practice with multiple re-attempts to increase understanding. The district continues in this process to provide a grading system that conveys only what students know and are able to do in regards to the academic standards.

Formative Assessments (6-10)- Frequent and ongoing assessment, completed enroute to mastery; ongoing assessment could be considered as “**checkpoint**” on students’ progress and the foundation for feedback given-considered the most useful assessment teachers can provide for students and for their own decisions. (Wormeli) or an appraisal or evaluation that is used to drive instruction. Formative assessments help teachers to plan lessons by identifying areas of student strengths and needs.

- Formative grades will make up 10% of the students average
- Students will complete formatives as practice before a summative exam
- Formatives include, but are not limited to daily practice and checks for understanding
- Formatives will be graded on a 100pt scale
- A “1” and missing work will be checked in the gradebook for a missing assignment until completed
- WE REQUIRE ALL WORK TO BE DONE. We DO NOT settle for ZEROS!! Through teamwork and shared supports, we provide opportunities for students to complete work and redo for proficiency/mastery levels
- All formative (practice) work pertinent to a particular summative must be completed prior to redo/retake opportunity

Summative Assessments (4-8)- The process of evaluating and grading the learning of students at the end of a unit or instructional period. These particular checkpoints don’t always have to be in STAAR format, for example they may include tests, research papers, essays, projects or portfolios. Nine weeks summatives and benchmark tests should be in STAAR format. The summative assessment should reflect the formative assessments that precede it.

- Summative grades will make up 90% of the students average
- All formative (practice) work pertinent to a particular summative must be completed prior to redo/retake opportunity
- Students will be allowed **ONE** redo/retake opportunity for summative assessments no matter the grade, but must still see the teacher for a re-teach at the teacher’s discretion
- Students must redo/retake summative assessment(s) within one week from when the original assessment is given or before the next summative assessment
- Students scoring below a 70 on a summative assessment **MUST** attend a minimum of one tutorial session, and redo/retake the summative assessment (Please make sure you are making every attempt to get the kids in to retest, calling home etc.)
- Nine week exams, benchmarks, final exams, and projects, no re-takes are allowed (projects may be allowed to redo, but it is at teacher discretion)
- Original grade is put into the gradebook, if redo/retake, than the higher of the two grades is placed in gradebook with the other grade in the notes column