



Sanborn Regional Middle School Grading and Reporting Manual

Introduction:

This grading manual was created in order to provide a clearly communicated outline of the Sanborn Regional Middle School's grading and reporting procedures. We recognize that the new grading and reporting system is a big shift from previous years. School administration can help answer questions you may have to bring us to some common understandings of our grading and reporting procedures.

Grading Scale:

A+	97-100	B+	87-89	C+	77-79	F	0-69
A	93-96	B	83-86	C	73-76		
A-	90-92	B-	80-82	C-	70-72		

Course Grade Calculation:

T1	T2	T3	Y1
33%	33%	33%	100%

Evidence of Learning:

Formatives

30% of the grade in a trimester

Formative assessments/assignments (formatives) are any tasks that help students learn, practice or start to apply their knowledge. Formatives are evidence and opportunities for student and teacher

feedback. Some formatives will be evaluated, scored, and included in the gradebook. Other formatives will not be scored, but used to assess a student's level of understanding in order to adjust teaching and instruction. Formative expectations will be outlined in the 6-8 Grade Level Overviews.

Summative Assessments

60% of the grade in a trimester

Summative assessments are any assessment that demonstrates student learning and depth of knowledge of the course content, performance indicators, and/or graduation competencies. All summative assessments will be evaluated, scored, and included in the gradebook. Summative assessment expectations will be outlined in the 6-8 Grade Level Overviews.

Homework

10% of the grade in a trimester

The goal of homework is to expand student knowledge, build skills and/or deepen understanding. Homework expectations will be outlined in the 6-8 Grade Level Overviews.

Reassessment/Relearn Procedures:

Eligible students will have one reassessment opportunity on any summative assessment given the following criteria are met:

- All related formatives have been completed.
- The original summative assessment was completed and submitted on time.
- The original summative assessment score is below 90%.

Students eligible for a reassessment must contact the teacher to set up relearning expectations within 5 academic calendar days from the date the summative assessment was returned to the student. The maximum score a student can receive on a reassessment is 90%.

Deadlines:

Assignments will have due dates. Due dates will be clearly communicated to students with appropriate time allotted to complete the work.

Missing Work/Make-up Procedures

If a student has an excused absence and misses a new formative, summative assessment, or homework assignment, the student and the teacher will develop a plan prior to (if applicable) or after the absence(s) to complete the make-up work with no less time than the amount of days missed.

Late Work

Formatives - If a student does not submit a formative on its due date, students will lose 5 points each day the formative is late. Formatives will not be accepted past the summative assessment and/or unit.

Summative Assessments - If a student does not submit a summative assessment on its due date, the student will not be eligible for reassessment. If a student does not submit a summative assessment on its due date, students will lose 5 points each day the assessment is late.

Homework - If a student does not submit homework on its due date, then it will not be accepted.

Incompletes

A student may be given an incomplete at the end of a trimester in order to complete any missing summative assessments, or complete a reassessment. Incomplete grades will be closed ten academic calendar days after the end of the grading period. An incomplete will typically be used in cases of documented severe illness, concussion protocol, or family emergencies.

Modifications/Accommodations:

The expectation is that all students and teachers successfully follow the grading and reporting manual. Students with an IEP/504 plan will continue to receive the services, and modifications/accommodations outlined in the individual IEP and 504 plans. This includes but is not limited to accommodations around extended time and reassessment.

Academic Honesty and Integrity:

Plagiarism

Any student who is caught plagiarizing will meet with the classroom teacher to discuss why it is an instance of plagiarism. When appropriate, teachers in all subject areas may teach lessons on how to properly cite sources and avoid plagiarizing. These lessons will be taught in collaboration with the MS media specialist. A student who repeatedly plagiarizes may face consequences as outlined in the SRMS Student Handbook.

The definition of plagiarism includes, but is not limited to:

- Copy, paraphrase, or summarize words or ideas without giving credit to the original source/creator (this includes individual sentences, pictures, quotes, data)
- Submit an assignment completed in one course for credit in another course without both teachers' permission

- Use another's ideas or expressions (whether they be from published source, parent, sibling, friend, etc.), passing them off as your own (this includes completing collaborative work on independent assignments)
- Use SparkNotes, Cliff Notes, reading guides, or video/DVD as a substitute for actual reading of an assigned text unless assigned by the classroom teacher
- Falsify research or results and/or copy games, music or software.

Cheating

Any student who is caught cheating may face consequences outlined in the SRMS Student Handbook.

Instances of cheating may include, but are not limited to:

- Taking photographs of assessments/assignments/homework
- Completing assessments/assignments/homework for someone else
- Sharing questions or answers to assessments/assignments/homework
- Gaining unauthorized access to exams/answers, altering computer records, or forging signatures for the purpose of academic advantage
- Using anything other than tools/resources/notes approved by the instructor on any assessments/assignments/homework