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## **SCHOOL WIDE GRADING POLICY**

St. Peter Claver Catholic School, in conjunction with the Diocese of St. Petersburg, has adopted Standards Based Grading (SBG). SBG is a research based best practice that measures evidence of specific academic criteria directly related to learning standards.

### **PHILOSOPHY**

We believe ...

- Our system of grading should be timely, specific, fair and accurate
- Grades should be based on a well-defined set of standards
- Grades should be an accurate measure of a student's ability to demonstrate understanding
- Students should have a clear understanding of learning objectives
- Criteria that are not a direct measure of student learning, such as work habits and behavior, should be reported separately from the academic grade
- Assessments are critical to the teaching and learning process

### **PURPOSE OF ASSESSMENT**

An assessment is defined as any instrument that is able to indicate or provide feedback on student achievement or performance. The purpose of assessment may be summarized as follows:

1. To provide information to students in regard to their proficiency towards mastery of the standards. In addition, it provides information for self-evaluation and the incentives to learn.
2. To provide information to teachers on the students' level of mastery of the content/skill.
3. To allow teachers to use assessment data to plan instruction that will meet the needs of students.
4. To communicate information to parents about student achievement and performance in school.

### **TYPES OF ASSESSMENT**

While assessments will take many forms and types, they will be grouped under two broad categories.

#### **Formative**

Whenever a student learns new material, he or she needs time to practice and gain familiarity with the material. It is expected that the student will make mistakes during this learning process. Any work done during this learning period is considered *formative*. The purpose of a *formative* assessment is not to judge a student's final competency on a topic or unit, but to evaluate where

he or she is in the learning process, diagnose any problems, and motivate and help the student learn the material. Formative assessments also inform the teacher of learning areas that may need reinforcement or re-teaching.

### **Summative**

After a student has had sufficient instruction and practice on a topic, including assessments of a formative nature, it is then reasonable to judge mastery of understanding, content or skills. The purpose of a summative assessment is to evaluate how well a student knows and understands the material after sufficient engagement and practice with it.

Assessments are *Formative* or *Summative* based on their intended use and purpose and not by form. A quiz for example, may be formative if the teacher is having the students use new concepts to ascertain their level of understanding. A quiz would be a summative assessment if used at the end of a learning section or curriculum chunk after the students have had adequate instruction and practice. In the same way a trial test is formative, while an end of chapter test is summative. Projects contain both formative and summative elements. They include the ongoing nature of practice, reflective thinking and reworking, before the final summative rendition. Homework is mainly formative in nature as students get familiar with or reinforce what was learned in the classroom.

### **PURPOSE OF GRADES**

A grade is a recorded score derived from an assessment or assessments. The purpose of grades may be summarized as follows:

1. To provide information to students in regard to their proficiency towards mastery of the standards.
2. To provide information to teachers on the students' level of mastery of the content/skill.
3. To communicate information to parents about student achievement and performance in school.
4. To document student performance for transcripts and to evaluate the effectiveness of school programs

### **REPORTING GRADES**

Individual assignments will be assessed using a 4-point achievement scale adapted from the work of Robert Marzano, a leading educational researcher. The rubric and scale below measures levels of achievement rather than the traditional accumulation and averaging of points.

<b>SCALE</b>	<b>DESCRIPTION</b>
Score 4.0	<b>ADVANCED:</b> The student not only met the target learning goal, standard, or expectation but also provided evidence of a more complex understanding of the content.
Score 3.5	Student achievement is partially demonstrated at advanced level, but student has not quite reached advanced.
Score 3.0	<b>PROFICIENT:</b> The student met the target learning goal, standard, or expectation.

Score 2.5	Partial success at meeting the target learning goal, standard, or expectation.
Score 2.0	<b>EMERGENT:</b> No major errors or omissions regarding the simpler details or processes of the target standards or expectations, but errors or omissions regarding the complex processes.
Score 1.5	Partial success at a Emergent Level, but major errors or omissions regarding Proficient Level.
Score 1.0	<b>BELOW BASIC:</b> The student is beginning to address the simpler target standards and expectations.
Score 0.5	With intensive help, partial success at a Below Basic Level.
Score 0.0	<b>NO EVIDENCE:</b> The student is unable to provide any evidence of addressing the target standards or expectations.

### **TRANSCRIPT GRADES**

In addition to a Standards Based Report Card, student transcripts will record a single letter grade to indicate the child's overall progress in the course throughout the year. A letter grade will be given at the end of each quarter as a summative grade. In order to calculate a summative grade for the course, the students grade for each standard will be averaged together and the following scale will be used:

- 3.00 – 4.00 = A
- 2.50 – 2.99 = B
- 2.00 – 2.49 = C
- 1.00 – 1.99 = D
- 0.00 – 0.99 = F

### **APPROACHES TO LEARNING (ATL)**

St. Peter Claver Catholic School recognizes that the cultivation of learning habits and behaviors support learning in the long run. No behavior and conduct attributes will be included in the academic grade. These attributes will be reported separately in the student's Approach to Learning (ATL) grade. The ATL grade will carry equal weight as an academic grade in determining Sports/Extra Curricular participation and Honor Rolls.

The principles of Organization, Communication/Collaboration and Reflective Thinking are the focus for all ATL behaviors. The following are the indicators of Organization, Communication/Collaboration and Reflective Thinking.

#### **Organization**

- Prepared for class
- Homework completed
- Class work completed
- Punctual with assignments

#### **Collaboration & Communication**

- Participates in class
- Attentive and engaged during instruction
- Demonstrates helpfulness and teamwork
- Seeks help when needed (from teacher or peers)

**Reflection & Personal Initiative**

- Open to teacher help and correction
- Makes effort to improve behavior/performance
- Produces quality work
- Makes time for personal study and improvement

The following is an example of a rubric for the reporting of ATL.

	<b>Organization</b>	<b>Collaboration &amp; Communication</b>	<b>Reflective Thinking</b>
<b>4 Exceeds</b>	Consistently displays readiness to learn through preparedness, punctuality and task completion.	Consistently attentive and engaged; participates well in class; works well in groups; seeks help when needed.	Consistently open to teacher feedback; reflects on how to keep improving; produces quality work; makes time for personal study and improvement.
<b>3 Meets</b>	Frequently displays readiness to learn through preparedness, punctuality and task completion.	Frequently attentive and engaged; participates well in class; works well in groups; seeks help when needed.	Frequently open to teacher feedback; reflects on how to keep improving; produces quality work; makes time for personal study and improvement.
<b>2 Developing</b>	Occasionally displays readiness to learn through preparedness, punctuality and task completion.	Occasionally attentive and engaged; participates well in class; works well in groups; seeks help when needed.	Occasionally open to teacher feedback; reflects on how to keep improving; produces quality work; makes time for personal study and improvement.
<b>1 Unsatisfactory</b>	Rarely displays readiness to learn through preparedness, punctuality and task completion.	Rarely attentive and engaged; participates well in class; works well in groups; seeks help when needed.	Rarely open to teacher feedback; reflects on how to keep improving; produces quality work; makes time for personal study and improvement.