STANDARDS AND PROCEDURES FOR

ASSESSMENT AND REPORTING OF STUDENT PROGRESS

MIDDLE SCHOOL

STUDENT ASSESSMENT

Achievement grades should be fairly determined from a wide variety of information. Teachers will utilize various assessment methods appropriate to the student’s grade level and subject area when determining grades. Class participation, daily grades, homework, teacher-made and commercially prepared tests/quizzes, textbook exams, reports, research or special projects, quizzes, journals, logs, performance tests such as vocation related tasks, checklists and criteria which measure delivery of a speech, a musical presentation, or written work are examples of student assessments which are used to measure attainment of specific course objectives.

Instruction and resulting assessments are most effective when students and parents are aware of course objectives and assessment methods. Teachers will provide a course syllabus to each student at the beginning of the course, prior to beginning instruction.

Classroom instruction and assessments are based on the prescribed curriculum provided by the Alabama State Course of Study for each subject. Teachers will follow county-developed curriculum guides and pacing guides in order to ensure that Course of Study standards and objectives are taught and assessed. Teachers are also expected to use the results of classroom assessments and common assessments to determine the effectiveness of instructional strategies with regard to student learning and achievement.

Access to curriculum guides and pacing guides is available by doing the following:
1. Go to www.bcbe.org
2. Click on Instructional Support
3. Click on Secondary Education
4. Click on Documents

GRADING AND REPORTING STUDENT PROGRESS

Grades are a means of evaluating and reporting student progress to parents and students and should also be used to assist educators in monitoring the effectiveness of the instructional program. Grades should serve as a positive influence in motivating students to achieve their personal best. Because of these important factors, the grading process should be valid, constructive, fair, and objective. The grading process should be clear and easily communicated to students and their parents through course syllabi. Grades should honestly and realistically indicate the strengths and weaknesses of student performance based on Course of Study standards and objectives.
Incomplete Work and Extra Credit

- Students who fail to complete work, reports, tests, examinations, assignments, etc., may be awarded an Incomplete "I" = Pending Credit.

- Students will not be given a grade for a course until all incomplete work is made up. Partial credit will be awarded when incomplete assignments are made up within a pre-established period of time.

- For each excused absence, students are allowed three days to make-up work for full credit.

- Students who are absent for extended periods of time and whose absences are excused will be given the opportunity to make up work for full credit and have an "I" changed to a grade.

- Students receiving an "I" for a grading period have two weeks from the end of that grading period to convert the “incomplete” mark to an earned grade, unless the principal decides extenuating circumstances exist.

NOTE:
Modified grades may only be derived for students who have an Individualized Education Program (IEP) or Individual English Language Plan (I-ELP).

BASIS FOR MEASUREMENT

Grades measure academic performance relative to curriculum standards and objectives and reflect what the student has learned. Grades do not measure potential, classroom behavior, or social performance. The Alabama State Courses of Study provide the basis for curriculum standards and objectives in all subjects taught in Baldwin County Public Schools (objectives based on individual student need are provided in programs such as Special Education).

PROFESSIONAL RESPONSIBILITIES

Grades reflect a teacher’s professional judgment of student achievement. The various assessment methods employed in evaluations are factors that influence such judgment and should be reflected in the teacher’s evaluation design for the course as outlined in the course syllabus. Teachers are responsible for clearly communicating assessment and grading procedures at the beginning of the course.
REQUIRED MIDDLE SCHOOL GRADING FORMAT

The following grading format allows teachers of core courses and electives to define how much each type of activity (category) will count in terms of percentage in the overall grade average.

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>50 - 70% of total grade</td>
</tr>
<tr>
<td>Inside of Class Work</td>
<td>10 - 50% of total grade</td>
</tr>
<tr>
<td>Outside of Class Work</td>
<td>0 - 20% of total grade</td>
</tr>
</tbody>
</table>

The following should be considered when determining final course grades:

- Grades reflect student mastery of course standards and objectives.
- Grades do not reflect compliant behavior.
- Homework enhances classroom learning through practice of what is taught.
- Homework does not determine pass/fail.
- Because of the use of the grade of an “I” or “incomplete” no extra credit shall be awarded.
- Formative assessments are given frequently to monitor student understanding of what is taught.

EXAMPLES OF STUDENT WORK BY CATEGORY

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Inside of Class Work</th>
<th>Outside of Class Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>Project</td>
<td>Homework</td>
</tr>
<tr>
<td>Project</td>
<td>Portfolio</td>
<td>Project</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Oral Presentation</td>
<td>Journal</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Log</td>
<td>Notebook</td>
</tr>
<tr>
<td>Chapter Test</td>
<td>Journal</td>
<td>Log</td>
</tr>
<tr>
<td>Unit Test</td>
<td>Notebook</td>
<td>Report</td>
</tr>
<tr>
<td>Report</td>
<td>Lab Activity</td>
<td>Essay</td>
</tr>
<tr>
<td>Essay</td>
<td>Essay</td>
<td>Group Project</td>
</tr>
<tr>
<td>Performance Test</td>
<td>Report</td>
<td>Artwork</td>
</tr>
<tr>
<td>Musical Presentation</td>
<td>Bell Ringer</td>
<td>Musical Presentation</td>
</tr>
<tr>
<td>Group Project</td>
<td>Seatwork</td>
<td></td>
</tr>
<tr>
<td>Artwork</td>
<td>Cooperative Assignment</td>
<td></td>
</tr>
<tr>
<td>Physical Activity</td>
<td>Group Project</td>
<td></td>
</tr>
<tr>
<td>Display</td>
<td>Artwork</td>
<td></td>
</tr>
<tr>
<td>Common Assessments</td>
<td>Dress-Out in P.E.</td>
<td></td>
</tr>
</tbody>
</table>
SETTING-UP CATEGORIES IN STI GRADEBOOK

The required grading "method" (category by points) has been set in STI Gradebook. Gradebooks will be electronically monitored several times throughout the school year to ensure compliance with the required grading method. Though the grading “method” is set, teachers will have to insert the category names listed above.

To create and define the categories used for the classes in a teacher’s schedule, he/she will do the following for each scheduled course:

1. Open the STIClassroom Program. Highlight a course in your schedule, and then click on the Teacher Gradebook Icon.

![Teacher Gradebook Icon]

2. Select a term using the drop-down menu in the top left.

![Drop-down menu]

3. Click on the GradeBook pull-down menu, and select Define Categories.

![GradeBook pull-down menu]

4. Insert each category to be added. Click the Insert button, type in the Category Name, and the percentage of a student's grade that the category will count. Be sure to use the following Category abbreviations below and select an appropriate percentage for each category. Also, remember that the total of percentage of all categories should equal 100%.
Middle Schools:

<table>
<thead>
<tr>
<th>Category</th>
<th>Abbreviation in STI</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessments</td>
<td>Assessment</td>
<td>50-70% of total grade.</td>
</tr>
<tr>
<td>Inside of Class Work</td>
<td>Inside Wk</td>
<td>10-50% of total grade.</td>
</tr>
<tr>
<td>Outside of Class Work</td>
<td>Outside Wk</td>
<td>0-20% of total grade.</td>
</tr>
</tbody>
</table>

**MIDTERM AND FINAL EXAMINATION POLICY, GRADES 7-12**

1. Each course offered during the fall term and spring term will have a mid-term exam and a final exam.
2. The mid-term exam will test the material covered during the first half of the course.
3. The final exam will test the material covered during the second half of the course.
4. All students are required to take mid-term and final exams.
5. In middle school, the mid-term exam will count for no more than one-ninth of the grade for the first half of the course.
6. In middle school, the final exam will count for no more than one-ninth of the grade for the second half of the course.

* Students at off-site facilities are exempt from this policy.
* Students in Career Discoveries Explorations are exempt from this policy.
SEMESTER EXAMINATION GRADING GUIDELINES FOR GRADES 7-8

1. The semester examination (activity) can count a maximum of one-ninth of the course grade in grades 7-8. The following formula is mandatory if the maximum of one-ninth is utilized:

   Example
   First 9 weeks = 83
   Second 9 weeks =+74
   157 x 4 = 628
   Semester Test =+76
   704 ÷ 9 = 78 Semester Grade

2. Examinations should not last longer than 2 hours.
3. Students should not be scheduled for more than two examinations per day.
4. Students are to be afforded an opportunity to discuss examination results and final grades with their teachers.
5. A make-up final examination (activity) is permitted only when an excused absence is approved by the principal.
6. All final examination papers will be kept on file for one semester.
7. No student will be exempt from semester examinations.
8. Sixth grade students in a middle school do not take semester examinations.

Communication

1. Open communication with students and parents should be maintained concerning grading. Teachers are encouraged to keep students and parents informed of student progress.
2. If a student fails two major grades during the nine-week grading period some form of communication between teacher and parent is recommended (ex: checklist, phone call, parent conference, or note). Request from parents for a progress report or current average during a nine-week grading period should be answered within a reasonable amount of time but should not interfere with the instruction of other students.
3. Parent requests for regular weekly progress reports require a parent, student, and teacher meeting with the principal or designee to discuss the need and possible approval.
4. No student is to be penalized academically or denied a grade report because of fees owed or textbooks lost or damaged. However, high school students must clear all outstanding obligations prior to receiving the official diploma from the school.
Mid-Quarter Deficiency Reports

According to School Board action (June 13, 1994: item #10, pp 27, exhibit H), a mid-quarter deficiency report will be sent to the parents of students making below a “C” (the policy does not stipulate that a numerical grade has to be reported.)

This progress report is to be sent out during the fifth week of each nine-week grading period.

**INCORPORATING TRANSFER GRADES**

Please use one of the following formulas when calculating final grades for transfer students into a class:

1. (a) Average the grades the student has made for the weeks he has been in the class.
   (b) Multiply that average by the number of weeks he/she has been in the class.
   (c) Multiply the transfer average by the number of weeks he/she was not in the class that 9-week period.
   (d) Add those two results and divide by 9. That is the student’s average.

**Ex:** Bob transfers in from the Alternative School and is in your class for the last 6 weeks of the 9-week period. His grades average out to a 42. His transfer average is a 96.

96 X 3 = 288  
42 X 6 = 252  
288 + 252 = 540  
540/9 = 60

Bob’s average for the 9-weeks is a 60.

2. (a) Average the grades the student has made for the DAYS he has been in the class.
   (b) Multiply that average by the number of days he/she has been in the class.
   (c) Multiply the transfer average by the number of days he/she was NOT in the class that 9-week period.
   (d) Add those two results and divide by the number of days in the 9 weeks (usually 42 days).

**Ex:** Marcy transfers in from Florida and is in a class for the last 13 days of the 9-week period. Her grades average out to 86. Her transfer average is a 79.

79 X 29 = 2291  
86 X 13 = 1118  
2291 + 1118 = 3409  
3409/42 = 81

Marcy’s average for the 9-weeks is an 81.