**East Oldham Middle School - Evidence Based Grade Reporting**

**Purpose (Content Mastery):**  The purpose of this report card is to communicate with families and students about achievement toward specific standards and learning goals at a certain point in time. It identifies a student’s current levels of progress toward those goals, names his or her areas of strength, and provides guidance for improvement when needed. A student’s performance in these standards determines an academic grade, while separate feedback will be given on his or her learning habits.

**Non-negotiables:**

* No extra credit will be given/allowed
* All assessments will offer retakes/redos for full credit (as long as students follow the required steps outlined by teachers)

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| Component | Progress Reports  (Current level by strand and written feedback) | Final Transcripts  Cumulative level by strand |
| Audience | Students, families, and staff | Families, students, and next grade level |
| Purpose | Feedback and growth | Pass/Fail and student records |
| Frequency | End of trimester | End of course (converted into a GPA for HS courses) |

**Content Mastery**

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| --- | --- | --- | --- | --- | --- |
| Level | 100 - 90 | 89-80 | 79-70 | 69-60 | 50 |
| Letter Grade Equivalent | A | B | C | F | NO EVIDENCE |
| Descriptor | Consistent Mastery | Inconsistent Mastery | Approaching | Emerging | No Evidence |
| [Cognitive Workload](https://docs.google.com/document/d/1nYUAE3M5q_Hu2VdSF_N5l1GV5PADaUosbmT_xed_Ct8/edit?usp=sharing) | Students are **consistently** processing information, making connections, and applying the information into new situations that are at **or above** grade-level standards.  They are able to:  -Separate a whole into component parts  -**Combine** ideas to form a new whole  -Develop opinions, **judgements, or decisions** | Students are processing information, making connections, and **inconsistently** applying the information into new situations that are at grade-level standards.  They are able to:  -Separate a whole into **most** component parts  -**Compare** ideas to begin forming a new whole  -Develop opinions that are evidence based | Students are taking in and processing information but have not yet mastered the standards fully.  They are able to:  -Organize facts and ideas  -Use facts, rules, and principles to explain ideas in a new way  -Generalize ideas | Students are taking in information  They are able to:  -Identify and recall information  -Select facts and ideas | Student has not provided evidence of learning. |
| A-M-T Level | Making Meaning  Transfer | Making Meaning | Acquisition  Making Meaning | Acquisition | No Evidence |
| [Hess’ Cognitive Rigor](https://www.karin-hess.com/cognitive-rigor-and-dok)  (Bloom/Webb) | Extended Thinking  Strategic Thinking and Reasoning  Extended Thinking | Strategic Thinking and Reasoning  Extended Thinking | Basic Application of Skills/Concepts | Recall and Reproduction | No Evidence |

**PROCESS GRADE - Work skills and learner behaviors.**

Purpose: To communicate the level to which the student conscientiously engages in the coursework that leads to achievement (e.g., completing quality in-class and out-of-class work completely, punctually, and to the best of the student’s ability) and exhibits the learner behaviors that foster deeper understanding, increased independence as a thinker/learner, and a stronger classroom community (e.g., staying on-task, participating in class and small group discussions, engaging fully in activities and tasks, and demonstrating both appropriate behavior and attitude).

Reported using the following rubric:

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| --- | --- | --- | --- | --- |
| **Performance**  **Level** | **4** | **3** | **2** | **1** |
| **Performance**  **Level**  **Descriptor** | Consistently engages in  the coursework that  leads to achievement and exhibits learner behaviors that lead to stronger understanding, independence, and community. | Generally engages in the coursework that leads to achievement and exhibits learner behaviors that lead to stronger understanding,  independence, and  community. | Inconsistently engages  in the coursework that  leads to achievement and exhibits learner behaviors that lead to stronger understanding,  independence, and  community. | Rarely engages in the  coursework that leads to achievement and exhibits learner behaviors that lead to stronger understanding,  independence, and  community. |
| **Explanation** | Student conscientiously  completes quality in-  class work and homework thoroughly, punctually, and to the best of his/her ability. Student participates  thoughtfully in all  classroom activities  and discussions,  remains on-task, and  demonstrates  appropriate behavior  and attitude. | Most in-class work and  homework is thoroughly, punctually, and conscientiously  completed, but a few  assignments have been  late, incomplete, or  missing. Student participates  thoughtfully and remains  on-task when engaged in  most classroom activities  and discussions, but might occasionally need  prompting related to  attentiveness, behavior,  and/or attitude. | Work habits need  improvement, as a large  number of assignments  (in-class work and/or  homework) have been  late, incomplete,  missing, and/or  carelessly completed. Learner behaviors need improvement, as prompting related to participation in  classroom activities or discussions, attentiveness,  behavior, and/or attitude is often necessary. | Student struggles to  complete in-class work  and/or homework completely, thoughtfully, and punctually. Student struggles to engage in classroom  activities and discussions, remain on-task, demonstrate appropriate behavior, and/or demonstrate  appropriate attitude. |