

Grading and Feedback at TMHS

Grades are a tool for providing feedback to students and communicating information about what students know and are able to do. Using ParentVue and StudentVue features in Synergy, our student information system, we will report information about students' overall progress in each class.

Grades at our school reflect a student's level of proficiency towards a standard and are used to communicate students' progress and information about student achievement.

- The overall course grade is based on assessments and teachers' professional analysis of student learning.
- Assessments measure what students know and are able to do at a particular point in time. They are also used as part of the instructional process to provide information needed to adjust teaching and learning while they are happening.
- Students may be provided multiple opportunities to demonstrate proficiency on practice assignments and assessments.
- Individual assessments will be evaluated based on the Colorado Academic Standards for each course. Students' level of academic proficiency will be reported for each assessment and standard using the following proficiency scale:


Proficiency Score	Academic Achievement	Descriptor
4	Advanced	The student consistently demonstrates an in-depth understanding of the standard/benchmark, exceeding course-level expectations. The student applies and extends the key concepts, processes, and skills. Performance is characterized by high levels of quality and complexity.
3	Proficient	The student consistently demonstrates a thorough understanding of the standard/benchmark and meets course-level expectations. The student applies the key concepts, processes, and skills.
2	Approaching Proficient	The student demonstrates some understanding of the standard/benchmark. Performance is inconsistent and varies in regard to accuracy and quality.
1	In Progress	The student does not demonstrate an understanding of the standard/benchmark. The student is well below course-level expectations. Performance is inconsistent even with support.
0	Insufficient Evidence	The student has not completed a sufficient amount of work to determine a proficiency level.

**Descriptors modified from Ken O'Connor's "The School Leader's Guide to Grading"

TMHS Gradebook Categories

	Summative Assessments (70%) <i>(Master of Skills or Standard)</i>	Formative Assessments (29%) <i>(Practice Work and Skill Development)</i>
Purpose	Evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark.	Monitor student learning and to provide ongoing feedback that can be used to improve teaching and learning. Includes any assignments or quizzes that are graded for accuracy or skill towards a standard.
Types	<ul style="list-style-type: none"> ● Tests and Exams ● Major Projects ● Research Papers ● Major Essays ● Presentations ● Performances ● Other Major Mastery Tasks 	<ul style="list-style-type: none"> ● Homework ● Classwork ● Partner Work ● Quizzes ● Exit Tickets ● Journals ● Study Guides ● Observational & Conversational Qualitative Data ● Other Practice Tasks
Student work habits will be tracked at 1% in the gradebook.		

Grade Conversion Charts

High School Grade Conversion		Middle School Grade Conversion	
3.75-4.00	A+	3.5-4.0	4
3.50-3.74	A	2.5-3.49	3
3.25-3.49	A-	1.5-2.49	2
2.84-3.24	B+	0.5-1.49	1
2.67-2.83	B	0.0-0.49	0 (Insufficient Evidence)
2.50-2.66	B-		
2.34-2.49	C+		
2.17-2.33	C		
2.00-2.16	C-		
1.84-1.99	D+		
1.67-1.83	D		
1.50-1.66	D-		
Below 1.50	F		

Middle School Courses Earning High School Credit

Some courses allow middle school students the opportunity to earn high school credit for classes taken at the middle school level. These courses include Algebra 1, Geometry, Algebra 2, Spanish 1B, French 1B, and German 1B.

Additional Academic Guidelines

Homework or Independent Practice

Success requires practice. Practice allows students time to reinforce and extend concepts learned during class as well as encourages responsibility and promotes good study habits. If students miss turning in practice assignments or have a pattern of turning in poorly completed work, appropriate educational interventions will be applied by Timnath staff. The best way for students and parents to check student progress is to regularly review StudentVue or ParentVue, including the comments that may be noted on assignments. If there are questions about grades or assignments, we encourage the student to follow up directly with the teacher.

Late Work

It is the expectation of students that all work is completed and turned in on time. Interventions may be put in place to support students who need additional time or support. Turning work in on time is an expectation reflected in the Work Habits Rubric (see below). It is up to the individual teacher if late work is accepted after the end of a unit of study.

Work Habits Rubric

Indicators	4 Consistently exceeds expectations	3 Frequently meets expectations	2 Sometimes meets expectations	1 Never/Rarely meets expectations
I am Prepared	I am consistently prepared. I am early or on time to class. I consistently bring needed materials to class and am ready to work.	I am frequently prepared. I am early or on time to class. I frequently bring needed materials to class and am ready to work.	I am sometimes prepared. I am sometimes tardy to class. I sometimes bring needed materials to class and am sometimes ready to work.	I am never or rarely prepared. I am late to class often. I never or rarely bring needed materials to class and am never or rarely ready to work.
I Demonstrate Positive Classroom Behavior	I consistently stay focused on the task and what needs to be done. I am self-directed. I consistently have a positive attitude.	I frequently stay focused on the task and what needs to be done. I am self-directed. I frequently have a positive attitude.	I sometimes stay focused on the task and what needs to be done. I am sometimes self-directed and sometimes have a positive attitude.	I never or rarely focus on the task and what needs to be done. I rarely have a positive attitude.
I Participate	I consistently participate. I share information or ideas when participating in discussions or groups. I am a definite leader.	I frequently participate. I share information or ideas when participating in discussions or groups. I am often a leader.	I sometimes participate. I share information or ideas inconsistently when participating in discussions or groups.	I never or rarely participate. I never or rarely share ideas. In groups, I rely on the work of others.
I am Productive	I am consistently productive. I am punctual or early turning in assignments. I exceed stated assignment requirements.	I am frequently productive. I am punctual in turning in assignments. I meet the stated assignment requirements.	I am sometimes productive. I am sometimes punctual in turning in assignments. I sometimes meet stated assignment requirements.	I am never or rarely productive. I am not punctual in turning in assignments. I never or rarely meet the stated assignment requirements.

High Levels of Learning for All



At TMHS, we know that all students want to learn and be successful. This has informed our policy of redos and retakes.

The three-step process outlined below provides hope and opportunities for growth for all students.

REQUEST

If an assessment does not earn the desired score, students may respectfully ask if there is an opportunity to try again.
*Reassessments are at teacher discretion

RELEARN

The core value of this process is found in reflecting on why the first score was earned and what must be done to achieve a better outcome. Then, students do the work to find success.

REASSESS

From corrections and re-takes to alternative assignments, once relearning has taken place, teachers will communicate the path for students to show their growth.

