



Bethlehem Area School District Purpose of Grading Statement

The purpose of grades is to communicate with students and parents/guardians about students' achievement towards specific goals. With a focus on student growth, grades are intended to be used as feedback to guide timely improvements and offer enrichment opportunities. Academic support factors are reported separately from the achievement grade.

Dear Parents of 6th and 9th grade students,

Enclosed please find an alternative BASD report card being piloted in 6th and 9th grade Science and Social Studies classes. This alternative report card represents our primary aim: *to improve our communication about student achievement towards learning goals with you.* As you review, please notice there are now multiple grades assigned within each course. In addition to your student's achievement grade, there is a grade for responsibility and another grade for classroom engagement (we call these Academic Support Factors). By offering separate grades in this way, you are provided a more accurate and comprehensive picture of what your student is accomplishing in school– and more specific direction to make improvements if needed.

Student Name: Last Name, First Name		House/Team:				School Year: 2023					
Student ID: 9999999		Homeroom:				Reporting Periods: M4					
		Counselor: Counselor's Name				Grade: 09					
Course	Sec Description	M1	M2	SEM M3	M4 EXM FINAL	Att Cr	Cred	ABS	YTD	EGM	RES
SP2002	4 Spanish 2			A+ A+ A	A+	1.00	1.00	2	2		
Teacher's Name		Comments:		Achievement Grade		Academic Support Factors					
TE9009	1 Computer Programming 1	A+			A+						
Teacher's Name		Personalized Comment									
SC1000	5 Honors Biology			A+ A A+ A+		1.00	1.00	2	2	3	3
Teacher's Name		Comments:									
A personalized comment detailing your child's progress towards learning goals will be provided here.											

With this alternative report card, your student's reported Science and Social Studies grades will look different than the other courses listed. There are 3 key reporting distinctions within the pilot courses:

1. The **Achievement grade** represents the summary of assignments and assessments that will form the final letter grade for the course. The purpose of this approach is to clearly represent the students' level of mastery of skills and content in the course. Summative assessments make up the achievement grade because they evaluate students' academic performance.
2. The **Academic Support Factors** assess whether or not students are demonstrating the habits of classroom **engagement** and **responsibility**, which are primary behaviors that lead to students' success in school. A noncumulative rubric score for each Academic Support Factor will appear on the marking period report card, and they will not contribute to class rank or grade point average. Enclosed are the rubrics used for the Academic Support Factors.
3. The **Personalized comment** provides more detail about the academic concepts addressed in the marking period and your student's performance in the course.

With the goal of improving our communication to parents about student's progress toward learning goals, we hope you find this additional detail helpful. Throughout the school year, we will gather stakeholder feedback and evaluate the progress of this alternative reporting structure.

If you are interested in learning more about this alternative report card and BASD's overall effort to improve assessment and grading, please join us for our BASD Parent Academy on **November 17th at 7PM or November 18th at 12PM (both via Zoom)**. More detailed information about our BASD Parent Academy can be found on the school website.

Sincerely,

Maureen P. Leeson
K-12 Curriculum Supervisor for STEM



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Academic Support Factor Rubrics

Academic support factors describe student behaviors that facilitate, broaden, or extend learning. These may be elements that enable learning, such as performance on formative assessments, homework, and class participation. They also may reflect extended learning goals related to social-emotional learning skills such as collaboration, goal setting, perseverance, habits of mind, and citizenship. In some cases, Academic Support Factors relate to students' compliance with class procedures, like turning in assignments on time.

These rubrics were developed to reflect the BASD Purpose of Grading Statement and incorporate feedback provided by BASD students, teachers, administrators, and parents in a grading survey.

Academic Support Factor #1: Responsibility

	Class Preparation	Work Completion	Respectful Interactions
3 Meeting	The student <i>consistently</i> : - arrives on time - shows up with all necessary materials (charged Chromebook, notebook, etc.) - removes distractions and is ready to learn when the teacher begins	The student <i>consistently</i> : - submits their own homework/class work by the due date - completes all assignments in their entirety to the best of their ability	The student <i>consistently</i> : - listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives - contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms - asks for help when needed
2 Developing	The student <i>frequently</i> : - arrives on time - shows up with all necessary materials (charged Chromebook, notebook, etc.) - removes distractions and is ready to learn when the teacher begins	The student <i>frequently</i> : - submits their own homework/class work by the due date - completes all assignments in their entirety to the best of their ability	The student <i>frequently</i> : - listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives - contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms
1 Beginning	The student <i>rarely</i> : - arrives on time - shows up with all necessary materials (charged Chromebook, notebook, etc.) - removes distractions and is ready to learn when the teacher begins	The student <i>rarely</i> : - submits their own homework/class work by the due date - completes all assignments in their entirety to the best of their ability	The student <i>rarely</i> : - listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives - contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms

*The bullet points are indicators for the level, but the list is not exhaustive. Also, not all indicators must be met in order to score a student at a particular level in each category.

Academic Support Factor #2: Classroom Engagement		
	On-task Behavior	Cooperative Learning
3 Meeting	The student <i>consistently</i> : - remains active and committed during class activities - responds to content-related questions that the teacher poses to the class - chooses to socialize appropriately and helps others to do the same without redirection - focuses during independent work	The student <i>consistently</i> : - fulfills their assigned role and completes their designated part of the project/activity - Integrates their piece of the work into the team's final product - extends and/or enhances another group member's contribution - provides perspective by utilizing accountable talk and referencing their notes or experiences
2 Developing	The student <i>frequently</i> : - remains active and committed during class activities - responds to content-related questions that the teacher poses to the class - chooses to socialize appropriately and helps others to do the same without redirection - focuses during independent work	The student <i>frequently</i> : - fulfills their assigned role and completes their designated part of the project/activity - Integrates their piece of the work into the team's final product. - extends and/or enhances another group member's contribution - provides perspective by utilizing accountable talk and referencing their notes or experiences
1 Beginning	The student <i>rarely</i> : - remains active and committed during class activities - responds to content-related questions that the teacher poses to the class - chooses to socialize appropriately and helps others to do the same without redirection - focuses during independent work	The student <i>rarely</i> : - fulfills their assigned role and completes their designated part of the project/activity - Integrates their piece of the work into the team's final product - extends and/or enhances another group member's contribution - provides perspective by utilizing accountable talk and referencing their notes or experiences

Factors that do not contribute to the Academic Support Factors	
A. <u>Achievement grade</u>- this is reported separately on the report card. B. <u>Discipline</u>- this is reported through the Framework for Citizenship. For example, if a student skips class without an excuse, it should not factor into the achievement grade or the ASF grade. C. <u>Attendance</u> - this is reported separately on the report card. D. <u>Critical thinking</u> - this is about the quality of a student's work and would be reflected in the achievement grade. E. <u>Citizenship/Ethics</u>- Citizenship is reported separately on the report card. Although we may not agree with a student's ethics, we do not report on it.	



Distrito Escolar del Área de Bethlehem Propósito de la declaración de calificación

El propósito de las calificaciones es comunicarse con los estudiantes y los padres/tutores sobre el logro de los estudiantes hacia metas específicas. Con un enfoque en el crecimiento de los estudiantes, las calificaciones están destinadas a usarse como retroalimentación para guiar mejoras oportunas y ofrecer oportunidades de enriquecimiento. Los factores de apoyo académico se informan por separado de la calificación de rendimiento.

Rúbricas del factor de apoyo académico

Los factores de apoyo académico describen los comportamientos de los estudiantes que facilitan, amplían o extienden el aprendizaje. Estos pueden ser elementos que permitan el aprendizaje, como el desempeño en evaluaciones formativas, tareas y participación en clase. También pueden reflejar metas de aprendizaje extendidas relacionadas con las habilidades de aprendizaje socioemocional, como la colaboración, el establecimiento de metas, la perseverancia, los hábitos mentales y la ciudadanía. En algunos casos, los factores de apoyo académico se relacionan con el cumplimiento de los estudiantes con los procedimientos de la clase, como entregar las tareas a tiempo.

Estas rúbricas se desarrollaron para reflejar la Declaración de propósito de calificación de BASD e incorporar los comentarios proporcionados por los estudiantes, maestros, administradores y padres de BASD en una encuesta de calificación.

Factor de Apoyo Académico #1: Responsabilidad

	Preparación de la clase	Finalización del trabajo	Interacciones respetuosas
3 Reunión	<i>Consistentemente el estudiante:</i> - llega a tiempo - se presenta con todos los materiales necesarios (Chromebook cargado, libreta, etc.) - elimina las distracciones y está listo para aprender cuando el maestro comienza	<i>Consistentemente el estudiante:</i> - envía su propia tarea/trabajo de clase antes de la fecha límite - completa todas las tareas en su totalidad lo mejor que puede	<i>Consistentemente el estudiante:</i> - escucha atentamente y responde atentamente a estudiantes y adultos, con respeto por las diferentes opiniones y perspectivas - contribuye a las interacciones positivas dentro del salón de clases usando un lenguaje apropiado y adhiriéndose a las normas del salón de clases - pide ayuda cuando la necesita
2 Desarrollando	<i>Frecuentemente el estudiante:</i> - llega a tiempo - se presenta con todos los materiales necesarios (Chromebook cargado, libreta, etc.) - elimina las distracciones y está listo para aprender cuando el maestro comienza	<i>Frecuentemente el estudiante:</i> - envía su propia tarea/trabajo de clase antes de la fecha límite - completa todas las tareas en su totalidad lo mejor que puede	<i>Frecuentemente el estudiante:</i> - escucha atentamente y responde atentamente a estudiantes y adultos, con respeto por las diferentes opiniones y perspectivas - contribuye a las interacciones positivas dentro del salón de clases usando un lenguaje apropiado y adhiriéndose a las normas del salón de clases
1 Comenzando	<i>Rara vez el estudiante:</i> - llega a tiempo - se presenta con todos los materiales necesarios (Chromebook cargado, libreta, etc.) - elimina las distracciones y está listo para aprender cuando el maestro comienza	<i>Rara vez el estudiante:</i> - envía su propia tarea/trabajo de clase antes de la fecha límite - completa todas las tareas en su totalidad lo mejor que puede	<i>Rara vez el estudiante:</i> - escucha atentamente y responde atentamente a estudiantes y adultos, con respeto por las diferentes opiniones y perspectivas - contribuye a las interacciones positivas dentro del salón de clases usando un lenguaje apropiado y adhiriéndose a las normas del salón de clases

Factor de Apoyo Académico # 2: Participación en el salón de clase		
	On-task Behavior	Aprendizaje cooperativo
3 Meeting	<i>Consistentemente</i> el estudiante: - permanece activo y comprometido durante las actividades de clase - responde a las preguntas relacionadas con el contenido que el profesor plantea a la clase - elige socializar apropiadamente y ayuda a otros a hacer lo mismo sin redirección - se enfoca durante el trabajo independiente	<i>Consistentemente</i> el estudiante: - cumple con su rol asignado y completa su parte designada del proyecto/actividad - Integra su parte del trabajo en el producto final del equipo. - extiende y/o mejora la contribución de otro miembro del grupo - proporciona perspectiva al utilizar una conversación responsable y hacer referencia a sus notas o experiencias
2 Developing	<i>Frecuentemente</i> el estudiante: - permanece activo y comprometido durante las actividades de clase - responde a las preguntas relacionadas con el contenido que el profesor plantea a la clase - elige socializar apropiadamente y ayuda a otros a hacer lo mismo sin redirección - se enfoca durante el trabajo independiente	<i>Frecuentemente</i> el estudiante: - cumple con su rol asignado y completa su parte designada del proyecto/actividad - Integra su parte del trabajo en el producto final del equipo. - extiende y/o mejora la contribución de otro miembro del grupo - proporciona perspectiva al utilizar una conversación responsable y hacer referencia a sus notas o experiencias
1 Beginning	<i>Rara vez</i> el estudiante: - permanece activo y comprometido durante las actividades de clase - responde a las preguntas relacionadas con el contenido que el profesor plantea a la clase - elige socializar apropiadamente y ayuda a otros a hacer lo mismo sin redirección - se enfoca durante el trabajo independiente	<i>Rara vez</i> el estudiante: - cumple con su rol asignado y completa su parte designada del proyecto/actividad - Integra su parte del trabajo en el producto final del equipo. - extiende y/o mejora la contribución de otro miembro del grupo - proporciona perspectiva al utilizar una conversación responsable y hacer referencia a sus notas o experiencias

Factores que no contribuyen a los Factores de Apoyo Académico	
A. <u>Grado de logro</u>: esto se informa por separado en la boleta de calificaciones. B. <u>Disciplina</u>: esto se informa a través del Marco para la ciudadanía. Por ejemplo, si un estudiante se salta una clase sin una excusa, no debe tenerse en cuenta en la calificación de rendimiento ni en la calificación ASF. C. <u>Asistencia</u>: esto se informa por separado en la boleta de calificaciones.	D. <u>Pensamiento crítico</u>: se trata de la calidad del trabajo de un estudiante y se reflejaría en la calificación de rendimiento. E. <u>Ciudadanía/Ética</u>: La ciudadanía se informa por separado en la boleta de calificaciones. Aunque es posible que no estemos de acuerdo con la ética de un estudiante, no informamos al respecto.