

BARNEGAT TOWNSHIP SCHOOL DISTRICT



INSTRUCTIONAL MANUAL

**Best Practices for High Quality
Instruction and Assessment of Student Learning**



Barnegat Township School District Instructional Manual

District Administration

Kevin Carroll	Interim Superintendent of Schools
Katherine Van Tassel	Business Administrator / Board Secretary
Helen Payne	Interim Director of Curriculum & Instruction
John Fiorentino	Director of Special Education
Daniel Gundersen	Director of Special Projects
John Germano	Athletic Director / Supervisor of Health & P.E. K-12
Stacey Jakalow	District Supervisor of Special Education
Brittany Schork	District Supervisor of Special Education
Mary Cammarata	District Supervisor of Guidance / BHS Vice Principal
Suzanne Mayo	District Supervisor of Curriculum
Margaret Reilley	District Supervisor of Curriculum
Krystina Ozello	District Supervisor of Curriculum
Megan Mannarino	Interim District Supervisor of Curriculum

Building Administration

Patrick Magee	Principal, Barnegat High School
Josh Toddings	Principal, Brackman Middle School
John Russo	Interim Principal, Robert L. Horbelt School
Regina Santolla	Principal, Joseph T. Donahue School
Susan Spiers	Interim Principal, Cecil S. Collins School
Jennifer Froehlich	Principal, Lillian M. Dunfee School
Jared Burke	Vice Principal, Barnegat High School / PAWS
Tracee DuBeck	Vice Principal, Barnegat High School
Frank Pannullo	Vice Principal, Brackman Middle School
Jennifer Lane	Vice Principal, Horbelt Intermediate School
Samantha Burke	Vice Principal, Joseph T. Donahue School
Al Brasil	Vice Principal, Cecil S. Collins School



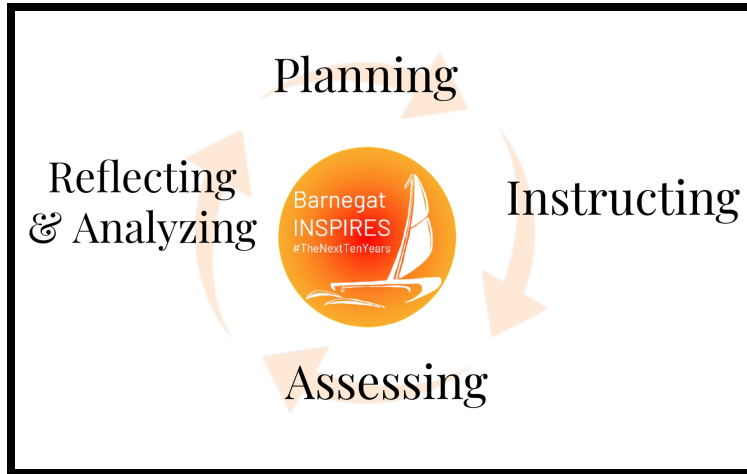
TABLE OF CONTENTS

*Click on any of the titles below to jump to that section

<u>Overview</u>	3
<u>Planning According to Danielson and NJAC</u>	5
<u>Lesson Planning for Co-Teachers</u>	7
<u>Co Teaching Models</u>	9
<u>Lesson Plan Components (K-4)</u>	10
<u>Sample Lesson Plan (K-4)</u>	11
<u>Lesson Plan Components (5-12)</u>	13
<u>Sample Lesson Plan (5-12)</u>	16
<u>Building a Literacy Rich Environment</u>	20
<u>Grade Ranges & GPA</u>	25
<u>Elementary Report Cards</u>	26
<u>Retakes / Earned Second Chances / Mastery-based learning</u>	27
<u>Homework Policy</u>	31
<u>Course Participation</u>	33
<u>Benchmark Assessments</u>	35
<u>Grading Categories, Number of Assignments, and Weights</u>	38
<u>Professional Expectations</u>	52
<u>Appendix A: Practical Tips for Managing Retakes in the Classroom</u>	54
<u>Appendix B: Request to Retest Form, Grades 3-4</u>	56
<u>Appendix C: Request to Retest Form, 5-12</u>	57
<u>Appendix D: Elementary Grading Scale & Rubrics</u>	58
<u>Appendix E: Course Participation Rubric</u>	59
<u>Appendix F: References</u>	63



Overview



As any educator knows, planning is an essential part of the instructional cycle; it forms the foundation on which teaching and assessing follow. The purpose of this document is to provide the staff with an overview of the district expectations and guidelines for crafting high-quality lesson plans.

The district maintains the expectation that all **teachers will please submit their weekly lesson plans via Genesis prior to sign-in time at the start of school each Monday morning** (or the first day of the school week). There are enormous benefits to completing detailed, meaningful lesson plans in order to effectively design instruction that meets the needs of all learners. And while these plans may certainly change midweek due to any number of myriad factors, it is crucial for teachers to establish a baseline for their instruction and assessment at the outset.

This document also describes the current policies and district practices related to assessment and grading. The overarching goal is to provide students and their families with feedback about the child's learning that is timely, accurate, and meaningful for informing future decisions by both student and teacher. The district believes that these changes will strengthen our academic programs and provide a platform for boosting student achievement at all levels.



Planning According to Danielson and N.J.A.C.

As a cornerstone of the instructional model, it is no surprise that planning and preparation are a major component of the New Jersey Professional Standards for Teachers as well as the Danielson framework for education. These documents provide detailed expectations for what high-quality planning and preparation looks like.

Below please find excerpts from the New Jersey Professional Standards for Teachers (6A:9-3.3), which describe the requirements for effective plans in detail. “The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Performances:

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;
- (2) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;
- (4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;
- (5) The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and
- (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.”

Additionally, Domain 1 of the Danielson Framework describes expectations for superb planning and preparation. Kindly see the table on the next page for excerpts that describe instructional planning at the highly effective level.



Examples of Highly Effective Instructional Planning

Element	Indicators of Highly Effective Practice
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions
Knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	The teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.



Barnegat Township School District Instructional Manual

Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups
Resources to extend content knowledge and pedagogy	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Learning Activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials
Instructional groups	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.
Congruence with instructional outcomes	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information
Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.



Lesson Planning for Co-Teachers

Timelines

- Starting your lesson planning- Lesson plans should be started by the end of day on Wednesday for the following week. Items to be completed at that time would be the topics to be covered and the type of co-teaching models to be used. This gives time for your colleague to participate in planning for the following week.
- Completion of Lesson Plans- Completed plans should be submitted on the same timeline as single-teacher classroom plans.

Expectations for General Ed & SpEd teacher

Planning is a shared responsibility.

With the lesson topic and co-teaching model selected, the two teachers will be able to build out their parts to the lessons as appropriate.

Strategies for Effective Collaboration

Co-teachers should always be collaborators “Lesson Plan Pals” in the Genesis Lesson Planner module. Communication in the beginning of the year will be important so you can predetermine which parts of the lessons and activities will be planned by each teacher. Think about teacher strengths.

The use of technology for ongoing communication will also help to facilitate effective planning. Emails, Google Hangouts (that is the messenger.chat that you can find when in your gmail) texting and Google Docs can all be effective tools to utilize when you are working on plans and your co-teacher is not sitting with you.

Activities and Direct Instruction:

*Multiple [co-teaching models](#) may be used as part of one day’s lesson plan. For example, Parallel Teaching may be used for direct instruction for the start of the lesson and then the class may transition to Stations for student centered activities.

- **Parallel Teaching**- each teacher would plan out one of the two lessons.



Barnegat Township School District Instructional Manual

- **Alternative teaching-** one teacher will plan the on grade level lesson and the other teacher will plan the lesson that is designed to reteach, reinforce or enrich.
- **Station Teaching-** co-teachers should divide up the responsibility for designing activities for the different stations. For example, one teacher may design activities for a station where students are on computers/chromebooks because they are better with technology while the other teacher may design the activities that are hands-on because they have a better knowledge of available materials in the classroom.

Grouping students for co-teaching models

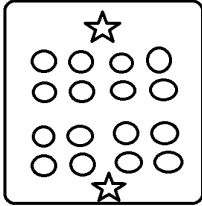
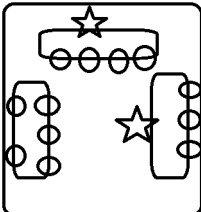
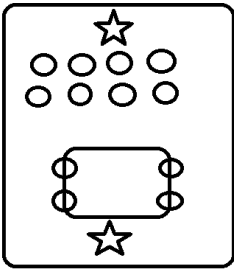
- What are the students' strengths and learning styles?
- Be purposeful when deciding to group homogeneously vs heterogeneously
- Change up groups - be flexible to the task and students' needs
- Use data to make decisions about grouping and activities

Assessments

- General education teachers should provide the assessments that will be utilized for the whole class.
- Special education teachers **must** make modifications as per the IEPs of the individual students.
- Special education teachers must also create assessments that measure progress on the individual IEP goals. It should be noted in the plans when these assessments are given. Additionally, these completed assessments must be maintained by the special education teacher.



Co-teaching Models

Parallel Teaching	
	In parallel teaching, both co-teachers are teaching the same concept/skills, but with the class in two large groups. Teachers conduct the lesson simultaneously and students receive higher levels of supervision and increased opportunity for feedback. The lessons should be designed around different learning styles or student strengths.
Station Teaching	
	In station teaching, teachers divide content and students. Students rotate from one teacher to another and also to an independent station so that each teacher repeats instruction three times and each student accesses both teachers and the independent station. If appropriate, the third station could be set up to require that students work in pairs instead of independently. Teachers should be able to differentiate their direct instruction more effectively with the smaller groups.
Alternative Teaching: A class within a class	
	Oftentimes, situations arise in which a small group needs to work with one teacher while the larger group works with the other teacher. In alternative teaching, the large group completes the 'on grade level' lesson while the small group either completes an alternative lesson or the same lesson taught at a different level or for a different purpose. This may include reteaching, reinforcement, enrichment or lessons that were missed by a group of students



Lesson Plan Components

1. Lesson Title
2. Standards
3. Goals/Objective
4. Learning Activities/Materials/Instructional strategies
5. Formative /Summative Assessments
6. Independent Practice/Homework
7. Modifications/Accommodations

Special Education:

1. Lesson Title
2. Standards
3. Goals/Objective (As per IEP and goals)
4. Learning Activities/Instructional strategies (As per IEP and goals)
5. Formative /Summative Assessments (Differentiated for special education)
6. Independent Practice/Homework (HW Differentiated):
7. Resource Technology
8. Modifications/Accommodations (As per each students IEPs)



Sample Lesson Plan

Lesson Title: Unit 1 Describing Characters
New Jersey Student Learning Standards: RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
Goals/Objectives: Describe a character in <i>The Dream Catcher</i> (e.g., their traits, motivations, or feelings) throughout pages 38-43 using a graphic organizer. By the end of the story explain how their actions contribute to the sequence of events in a written response making connections to one self.
Learning Activities/Instructional Strategies: <u>Do Now:</u> Journal writing <u>Mini lesson</u> *Explain that sequence is the order in which a story's events happen - The sequence tells what happens at the beginning, middle, and end of a story. - A character's actions, words, and feelings affect the events that come next in a story. - Check for understanding using a high order question: How do we know how the character feels? Prove your answer within the text. Does this remind me of my life? - Ask partners to reread pages 42 and 43 of "The Dream Catcher" to identify key events at the end of the story and what the character was feeling in the B, M E. Have them record the character's feelings & how their actions contribute to the sequence of events using the provided sequencing graphic organizer. - Call a volunteer to the whiteboard to demonstrate how to use the skill and fill out the graphic organizer. How is this similar to my life? How is this different from my life <u>Closure</u> - Students will work on individualized work {Daily 5, centers, stations etc..} according to this lesson, previously taught lessons and My Path
Formative / Summative Assessment: Check for understanding using a high order question. How do we know how the character feels? Prove your answer within the text. Identify an action and how it contributes to the sequence of events. How does the sequence of events impact the character's feelings? Does this remind me of my life? How is this similar to my life? How is this different from my life?
Independent Practice / Homework: Read to self for 20 minutes



Resources/Technology:

- iReady “My Path”

Modifications/Accommodations):

- Fill in the blank and model using word bank
- Use of anchor chart and hand out one to each student



Lesson Plan Components

All lesson plans should use the following components, which will be positioned in the Genesis Lesson Planner module. In the section below, each portion of the lesson plan is followed by notes and guidelines to clarify expectations and demonstrate best practice.

Lesson Title

- Include the unit of the curriculum, as well as a more specific name for the individual lesson, for example, “Unit 1 Solving Multi-Step Equations” for a sample Algebra lesson.
- Please note, this title should **not** contain a reference to the textbook, (i.e. Chapter 7) as we teach to the standards and our curriculum, not resources.

Standards:

- Consult the Major Standards (Focus Standards) as well as the Supporting / Additional Standards portion of your curriculum. Select the standard(s) that best apply to your lesson.
 - Note: Be mindful to limit the number of standards for an individual lesson; a single lesson should not contain every standard from the unit of the curriculum. Attach the standard(s) that aligns to the lesson and **ONLY** the main standards that pertain to the lesson. Ignoring the tangential standards, concentrate instead on the most relevant items and focus on not more than 3-5 standards.

Goals & Objectives:

- Be sure to differentiate between objectives (i.e. outcomes) and activities. Outcomes need to be written in the form of student learning and permit viable means of assessment. Teachers need to be careful, since some “objectives” may look like outcomes, but they are actually just the tasks that students complete to acquire the new learning.
 - **EX of a Task/ Activity (not an objective)** - Students will be able to read Edgar Allen Poe’s “The Tell-Tale Heart.”
 - **EX of an objective** - Students will be able to **analyze the motifs** present in Edgar Allen Poe’s “The Tell-Tale Heart.”
- Please be sure to communicate the lesson’s objective(s) to the students. This can be posted on the front board, digitally in Google Classroom, etc., but students need to



Barnegat Township School District Instructional Manual

know the “why” of what they are learning. The need for metacognition is an important part of building self-regulated learners.

- Look for ways to incorporate cross-curricular learning. Each unit of the curriculum has a section that lists primary interdisciplinary connections; use this for ideas on how to link your lesson’s content to broader learning.
- While not required, the ABCD lesson objective is best practice and was included in Year 1 of the PD Academy. The chart below summarizes this concept.

Part	Description	Example
A - AUDIENCE	Who is performing the action?	Students will be able to identify the main topic of a narrative text by using one supportive detail in a graphic organizer.
B - BEHAVIOR	What will the students be able to do?	Students will be able to identify the main topic of a narrative text by using one supportive detail in a graphic organizer.
C - CONDITION	How will the students accomplish the task?	Students will be able to identify the main topic of a narrative text by using one supportive detail in a graphic organizer.
D - DEGREE	What is the minimum criteria for acceptable student performance?	Students will be able to identify the main topic of a narrative text by using one supportive detail in a graphic organizer.

Learning Activities or Instructional Strategies:

- Do Now
 - How does this relate? Is it a recap of yesterday’s material?
 - Is this a prerequisite question? Build upon previous concepts?
 - Does this use critical thinking skills? Real-world application?
- Core Lesson/Learning activities, tasks, etc.
 - What is the key vocabulary students should understand?
 - What types of examples will you cover? Are the first few examples easy and then lead up to a tough problem?
 - Are you using a gradual release of responsibility? i.e. Starting with the teacher modeling and supporting the learning towards independence
- Differentiation
 - There are 4 elements of differentiation; [click here](#) for an overview of how to differentiate: content, process, product, and learning environment.



Barnegat Township School District Instructional Manual

- Be specific. Please do not copy & paste generic strategies into each lesson.
- Consider: How do you determine how to differentiate with different types of students?
- If you choose to group students, how will you group them? Consider utilizing LinkIt! To form groups.

Assessment : (Must identify differentiation)

- Formative- monitor progress of goal or objective
 - Should have one in each lesson
 - If you assess and they understand- then what?
 - If they assess and they do not understand - then what?
 - If you reassess and they still do not understand - then what?
- Summative - end of unit assessment

Resources:

- Resources used in lesson
- Technology integration

Modifications/Accommodations: (to be completed by ICR teacher)

- Student-specific accommodations
- Power of 2 strategies employed
 - Station teaching, alternate teaching, one teach/one assist, one teach/one observe, team teaching
- IEP Goals



Sample Lesson Plan- Algebra I

Lesson Title: Unit 1

Solve multi-step equations & equations with variables on both sides

New Jersey Student Learning Standards:

A.CED.A.1: Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

A-REI.A.1: Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.B.3: Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Goals & Objectives:

SWBAT solve multi-step equations and equations with variables on both sides.

SWBAT make connections through create equations and use them to solve real life applications.

Learning Activities & or Instructional Strategies:Essential Questions to ask during the lesson:

How do you know when you would distribute or combine like terms?

How can you use inverse operations to solve these equations?

Sequencing of the Lesson:

- Do Now: Based on yesterday's "exit ticket" (solving one step and two step equations), students will be partnered. Students will be given a note card with a word problem. Students will sit back to back and work on the problem. Once completed they will discuss their answers to compare/contrast. Teacher will circulate and provide answer keys to check their work.
- Students will explain inverse operations, distribute, combining like terms (key vocabulary).
- Examples (Powerpoint/Google Slide/Prezi attached):
 - Example 1-2: Teacher will demonstrate how to solve multi-step equations.
 - Example 3-4: Teacher will demonstrate how to solve an equation with variables on both sides:
 - Example 5: Teacher will demonstrate how to create an equation based on a word problem. Students will solve.
 - Examples 6-7: Students will solve a multi-step equation.
 - Examples 8-9: Students will solve an equation with variables on both sides:



- Examples 10-11: Students will create an equation based on a word problem and solve.
- Examples 12-13: Students will complete an algebraic proof.
- Classwork: Students will complete a 5 question Kahoot. Based on the data students will be placed in groups:
 - Group 1 (based on Kahoot 4-5 questions correct): students will work on [Applications](https://www.ck12.org/c/algebra/applications-of-linear-equations/) (<https://www.ck12.org/c/algebra/applications-of-linear-equations/>)
 - Group 2 (based on Kahoot 3 questions correct): students will work on [Multi-Step Equations](#) : PLIX Activity
 - Group 3 (based on Kahoot 1-2 questions correct): students will watch a 2 minute clip on [Solving Equations](#). Once completed students will try a few additional problems.
 - If they understand - they will move onto Group 2.
 - If they do not understand - teacher will use Virtual Manipulatives: [Algebra Balance Scales](#) & [Algebra Balance Scales - Negatives](#) and reassess afterwards.
- Exit Ticket: The exit slip consists of a Real World Application where students will need to create an equation and solve.

Online Resources to extend/reinforce knowledge:

- [Multi-Step Equations](https://www.ck12.org/c/algebra/multi-step-equations/) (<https://www.ck12.org/c/algebra/multi-step-equations/>)
- [Applications](https://www.ck12.org/c/algebra/applications-of-linear-equations/) (<https://www.ck12.org/c/algebra/applications-of-linear-equations/>)
- IXL Links: Algebra 1- [Solve Equations](#) J.5-J.11
- Educational Resource: [Planes & Wheat](#) & [Paying the Rent](#) (A.CED.A.1)
- Virtual Manipulatives: [Algebra Balance Scales](#) & [Algebra Balance Scales - Negatives](#)

Activities for extension:

Create a BINGO Board- Students will pick a partner and create AND solve one step, two step, multi-step equations and equations with variables on both sides. Answers will need to be between the numbers 1-75 to fit on the BINGO board. Students will create 20 BINGO cards to play in class. Rubric is provided to each student.

Algebra 1 Game “Exploring Multi-Step Equations” - Students will get in groups of four. The first person will solve the first step and keep passing to students in the group to check and complete the next step. Once it is solved, the student will put the solved answer on the board.

Assessment:

- Classwork: Students will complete a 5 question Kahoot. Based on the data students will be placed in groups:



- Group 1 (based on Kahoot 4-5 questions correct): students will work on [Applications](#) (<https://www.ck12.org/c/algebra/applications-of-linear-equations/>)
- Group 2 (based on Kahoot 3 questions correct): students will work on [Multi-Step Equations](#) : PLIX Activity
- Group 3 (based on Kahoot 1-2 questions correct): students will watch a 2 minute clip on [Solving Equations](#). Once completed students will try a few additional problems.
 - If they understand - they will move onto Group 2.
 - If they do not understand - teacher will use Virtual Manipulatives: [Algebra Balance Scales](#) & [Algebra Balance Scales - Negatives](#) and reassess afterwards.

Students will be given an Exit Slip- The exit slip consists of a Real World Application where students will need to create an equation and solve.

*Teacher will use the data from the exit slip to determine 3 groups (High, Medium, Low) of students for the next lesson.

Homework:

Group 1: [Planes & Wheat](#) & [Paying the Rent](#)

Group 2: Google Classroom - Multi-Step Equations Practice A #s 2-20 even

Group 3: Google Classroom - Multi-Step Equations Practice B #s 2-20 even

Ongoing throughout the lesson:

Student Participation within the lesson (Circulate & Assist students)

Teacher Observation

Small Group Work

Resources/Technology:

Projector/Whiteboard/Smartboard

Graphing Calculator

Student Chromebook

Kahoot

CK12.org

Modifications/Accommodations:

- Worksheet: This worksheet can be used for resource level or ICR students who need more support in solving equations. This could be used as a classwork or homework assignment for the students. There are 9 total problems including 6 multi-step equations, 2 word problems and one algebraic proof with steps put in.
- Guided Notes: This worksheet can be used as guided notes for students who need more support in solving multi-step equations.

Special Education Accommodations:



Extended Time
Classwork Expectation Modification
Repetition of Directions
Paraphrase/Summarize
Labeling
Supervision for On-Task Behavior
Breakdown of Multi-Step Directions
Verbal Responses or Modified Written Assignment
Alternative Assessment



Building a Literacy Rich Environment (K-12)

THE “WHY”:

- Foster classroom experiences that increase student ownership and engagement
- Gradually release responsibility to build student independence
- Increased rigor, academic challenge, and preparation for real-world success through skills and strategy instruction that applies to all texts the students are reading in school and on their own
- Consistent literacy strategies taught across the curriculum to support students in all subject areas to increase students’ literacy abilities
- Using research-based, explicit, systematic instruction focused on the 5 pillars of the Science of Reading, is proven to promote student literacy by progressing in order from:
 - phonological awareness
 - phonics
 - fluency
 - vocabulary
 - comprehension

“THE HOW”

- Foster a student-centered learning environment where students:
 - take ownership of their learning,
 - actively engage with grade-level texts independently,
 - apply research-based reading strategies to improve their comprehension and analytical skills in all subject areas.
- To achieve these goals, teachers will provide:
 - explicit, systematic literacy instruction, (teaching strategies, not just assigning reading)
 - targeted support and guidance to ensure that students are consistently challenged,
 - rigorous (e.g. grade level appropriate) texts and standards-based tasks,
 - a gradual reduction in scaffolding to encourage students’ independent problem-solving and critical thinking skills.



“THE WHAT”

- Creating a classroom environment where reading, writing, and critical thinking skills are at the forefront of instruction in ELA classes and reinforced in all courses
- Students engage in a variety of genres of text and are provided with opportunities for collaboration and explicit strategy instruction to help students achieve the NJSLs in each grade level
- Students reading authentic texts (short stories, articles, primary source documents, novels, etc.) to connect learning to the real world
- Access to literature in all classes, whether it be physical books or digital texts

Global Literacy “Look Fors” Across Subject Areas

<u>Instead of:</u>	<u>Let’s:</u>
● Teachers or audiobooks reading large portions of texts or the whole text read aloud (unless an IEP or 504 indicates a student needs a specific accommodation) ● Round robin reading ● Using below grade level text ● Encouraging students to guess words, or tell students the word when reading without encouraging students to use their sound/symbol knowledge ● Reading without a clear purpose or goal ● Providing students with answers, instead of supporting students in determining the answers on their own through scaffolding ● Provide students with too many purposes that they do not have a centered goal for the text at one time	● Have students read the text independently ● Use grade level text (decodable texts for students who are learning specific phonics skills) - If students struggle with vocabulary, decoding, or fluency support them in these areas to work towards the student’s understanding of the text ● Small group data-driven instruction to support students in their areas of need utilizing data from multiple sources (LinkIt, majors, minors, diagnostic assessment tools, classwork/participation, etc.) ● Targeted, explicit strategy instruction ● Encourage students to read the text with purpose the number of times that fits their needs with scaffolded support to guide them as needed ● Verbally and visually sharing the NJSLs and lesson objective to provide students with ownership and purpose ● Explaining the NJSLs with student friendly language to help provide students with a deeper understanding of the skills being taught and why they are learning it and how it connects to what they are doing in class



Specific Literacy Strategies and Resources

- [Paragraph Shrinking Strategy](#) - Comprehension focus
 - Description: A routine that supports students in summarizing a text or portion of a text by finding the main idea. Students using this strategy follow explicit steps utilizing any text to practice determining important information, retelling, and supporting students who have difficulties with their working memory.
 - Steps:
 - i. Students read a paragraph, section, or page of a text. Then, students name the who or what of the paragraph (subject of the sentence).
 - ii. Tell the most important thing about the who or what, such as an action or a feeling (predicate of the sentence).
 - iii. Say the main idea in 10 words or less.
 - iv. Compile each of the sentences together to summarize a section or multiple paragraphs
 - v. Optional: Students can work with a partner to provide feedback through each step of the process and critique each other's summary sentences.
 - Resources: Newsela, CommonLit, poems, portions of novels, or any grade appropriate text
- [Reading Voice vs. Thinking Voice \(Metacognition\) Strategy](#) - Accuracy and Comprehension focuses
 - Reading Voice: Students focus on accurately reading the text applying sound/symbol knowledge and fluency
 - Thinking Voice: Students pause while reading to think aloud by making connections, visualizing, asking questions, making predictions, retelling, inferencing, drawing conclusions, and synthesizing what was read in a given paragraph, section, or page of a text. Encourage students to jot notes in the margins, on a post-it, in Google Docs, or in a notebook to record these thoughts as they are reading to share with the teacher, a partner, group, or the class.
 - i. Students can note their thinking with "think marks" to record their thoughts as they read
 - ii. At the secondary level, call it "metacognition" to describe their thinking voice and encourage them to voice their thoughts aloud



-  **Annotation Guide** for when students are reading fiction and nonfiction texts. Students can receive a copy of keep on their desk, in a folder, or digitally to reference as they are reading.
 - i. Student and teacher annotation guides are available for students to dive deeper into fiction and nonfiction texts to support them in better comprehending the various texts they are reading
 - ii. Follow up questions are provided to allow students to practice higher order thinking skills as it relates to their text annotations
- [Tiers of Vocabulary Instruction](#) for targeted supporting with Tier 2 vocabulary words to maximize student application
 - Description: Targeting Tier 2 vocabulary words when reading allows students to increase their vocabulary to interpret and express ideas, while also building background knowledge to support them as readers and critical thinkers.
 - Utilizing a [Word Wall](#) with Tier 2 vocabulary words can be a meaningful way to emphasize higher order thinking skills, provide visual cues, and reinforce specific terminology to improve comprehension
 - Pre-assess students on vocabulary to see their familiarity prior to teaching new vocabulary words (can use a rating scale)
- [Reading Response Writing Guidelines](#)
 - RACES Guidelines
 - i. The  **RACES** graphic organizer can be used in all subject areas as a guide for students when answering open-ended questions about a given fiction or nonfiction text
 - ii. Explain to students the importance of each element of the written responses and encourage students to give variety of sentences and similarity to CRE (Claim, Evidence, Response) format
 - iii. Utilize the [ICE Method](#) to help students who need support in introducing and citing quotes they are using to explain their answers
 - iv. Support for Math Open-Ended Responses
 - Students must justify their reasoning verbally and in a written format to demonstrate their understanding and concepts of the given word problems.
- [MLA Format](#) Progression and the [BHS Reference Guide to The Research Paper](#)
 - Introducing elements in 5th and 6th grade (heading, page numbers, font, font size, etc.)
 - Taught and implemented in 7th grade and 8th grade
 - Full implementation in 9th grade and beyond



Scaffolding Student Supports in Reading

<u>Does Not Include:</u>	<u>Includes:</u> *Providing these supports only to students who need them, not all students.
● One size fits all with the same accommodations for all students ● Lowering student expectations or over simplifying tasks ● Permanent assistance for all lessons ● Giving students the answers or doing the thinking for the students ● Constant intervention or interruption for the student	● Teacher modeling and additional guided practice ● Targeted small group instruction based on student data ● Chunking texts, activities, or assessments ● Anchor charts (digital or paper-based) that can be created by the teacher or students ● Guided notes (can vary in level of support) ● Use of sentence starters ● Targeted, specific feedback to students ● Providing only students who need organizational support with graphic organizers ● Audio for student reading below grade level to access grade level texts ● Video clips enhance student understanding of reading and visualizing the reading as well ● Additional scaffolding ideas and activities



Grade Ranges & Grade Point Average (GPA)

Barnegat School District has adopted grade ranges that align with College Board expectations. As such, we use a common 10-point scale (i.e. A = 100-90). Under this model, the failing grade is 64 or below.

The district uses a 4.0 Grade Point Average (GPA) scale, which adheres to College Board guidelines, and benefits students during their college application process. All Honors courses receive a 0.5 increase to earned GPA and Advanced Placement courses receive a 1.0 additional weighting for students' GPA.



Elementary Report Cards

A core value of the district is that the purpose of grades is to deliver timely, accurate, and meaningful feedback about student learning.

Grades	Major Assessments	Minor Assessments	Course Participation Grades 3-4 only	Major and minors
K-Grade 2	*does not use numerical 1-5 scale 5 Demonstrates advanced understanding 4 Works independently 3 Sometimes needs support 2 Frequently needs support 1 Always needs support			5-7 assessments per subject
Grades 3-4	50%	30%	20%	Math: • 2-3 majors • 5-7 Minors ELA • 2-3 majors • 5-7 Minors Science/Social Studies • 3 majors • 7 minors
Grade 5	50%	30%	15% Course 5% BM	Math: • 3 majors • 7 Minors ELA • 3 majors • 7 Minors Science/Social Studies • 3 majors • 7 minors



Retakes / Second Chances / Mastery Based Learning

Overview

The concept of mastery-based learning is almost 50 years old, and decades of research have verified its efficacy to promote student achievement. At the most basic level, the idea is that all children can learn: students just learn at different rates and under different optimal conditions. Therefore, students may, at times, need more than one opportunity to demonstrate their learning, including the mastery of concepts that were taught earlier in the curriculum or school year. Students do not always learn things the first time they are taught; however, the district wants to encourage a growth mindset where children continually strive to achieve, particularly in the face of adversity or initial failure. The goal is to build students' mastery of skills while simultaneously providing a safety net along the way to help students succeed.

Based on these premises, the district is implementing a policy of retakes, or earned "second chances" for certain assessments, where students will be given another opportunity to demonstrate their learning after remediating any gaps or deficiencies in their original assessment. This practice leaves a window open for student achievement and encourages students to continue attacking the curriculum until they reach a point of mastery. Teachers are encouraged to embrace the spirit of earned second chances, and leverage this tool to help students learn. We have likely all been in situations where we have been overwhelmed, tired, or neglectful, and—as a result—planned poorly. As long as students do not make delays habitual, the idea of retakes is not usually a problem. Just the same, if a student asks to retake Major Assessments more than twice in a marking period, there probably needs to be a conversation regarding abuse of the system and how to address any underlying problems with the student's studying and preparation.



District Policies Grades 3-12:

- Retakes are only available on Major Assessments.
- Benchmark Assessments are not included in retakes. Benchmarks provide a true indicator for student mastery of cumulative skills/knowledge at a single point in time. Additionally, Midterm/Final Exams at BHS are not open to retakes.
- For retakes, the student must complete a **new** assessment aligned to the same New Jersey Student Learning Standards, and not simply retake the same assessment.
- The retake grade replaces the original grade, not an average of the two. However, if the retake grade is actually lower, then the original grade stands.
- **Retakes are given at the discretion of the teacher.** Further, unless an assessment is complex and interwoven, students are permitted—again, at the teacher’s discretion—to retake just the portion(s) of an assessment on which they performed poorly, not the entire assessment. If the teacher agrees, he/she would simply retest the particular Standards aligned to the content/skills where the student struggled.
- Retakes will **not** be offered during the final **5 school days** of each marking period. This allows teachers time to work on grading and finalizing marking period grades for the close of the cycle.
- Retaking an assessment from a previous marking period is generally not permitted unless there is a special circumstance (e.g. serious illness, a major life event that has caused a hardship, etc.). These cases require administrative approval and the teacher would need to submit a Change of Grade form if the retake is approved.
- While the process looks different K-4 vs. 5-12, (details below) at all levels the student **must** complete some form of remediation prior to being eligible for the retake.
- To apply for the privilege of an earned second chance, students will complete a Request to Retest form; nevertheless, the teacher reserves the right to deny retests. Here are some examples of legitimate reasons to deny a request:
 - It is clear that the student has ‘blown off’ a 4-week project until the last minute.
 - A student boasts that they will just take this test as a preview and really study for it as a retake.



- Should the student still wish to retake an assessment after the teacher has denied the request, the student may appeal. The child or his/her parents should contact the appropriate Supervisor, who will adjudicate the matter.

Retake Guidelines (Grades 3–5):

- Retakes are limited to **one (1) major assessment per marking period**.
- This policy applies to **tests only**. Extended projects (e.g., process writing, at-home projects, etc.) are **not eligible** for retakes under this policy.
- All retakes are **at teacher discretion**.
- Students will be given **one (1) week to prepare** for the retake once it is approved.

Request to Retake Process:

- A Request to Retest form must be completed, signed by both the student and parent, and submitted to the teacher within **two (2) school days** of receiving the grade on the major assessment.
- The teacher will approve or deny the request within **two (2) school days** of receiving the completed form.
- If approved, students must complete all required preparation work prior to the retake, as determined by the teacher.
- The retake must occur within the **one-week preparation window**.

Honor Roll (Grades 5 and Up)

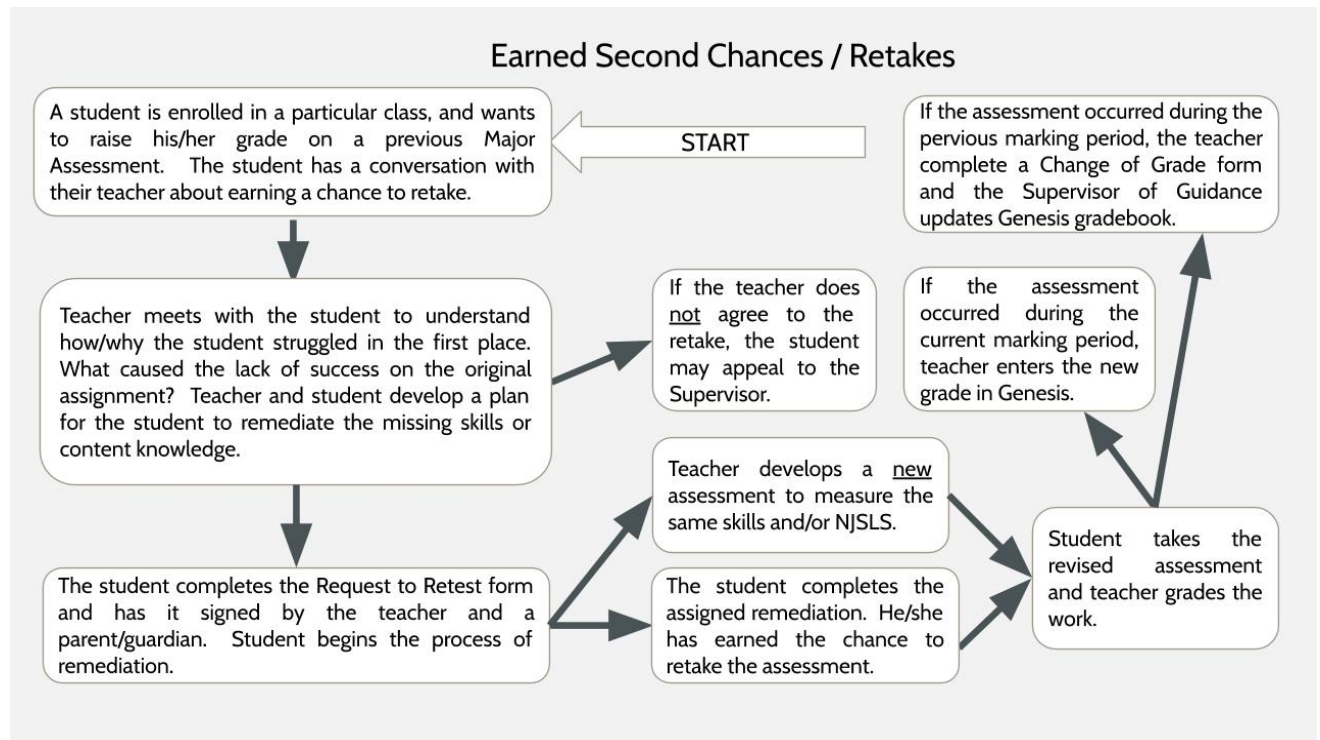
Honor Roll recognition will begin in **Grade 5** as students enter upper elementary. Criteria for Honor Roll will be based on academic performance as determined by district grading policies and will be communicated to students and families at the start of the school year. This shift reflects increased expectations for student independence, responsibility, and academic achievement in upper grades.



[The Request to Retest form \(Appendix B\)](#) includes a plan the student agrees to follow. Here are some guidelines for the teacher:

- Work out something practical; consider that younger students need adult guidance
- Any help must be developmentally appropriate
- The retest needs to be completed within 5 school days from Approval.
- The teacher will provide the student with a new grade within 2 school days.

Retakes at the Secondary (-12) Level



Please see [Appendix A for Practical Tips for Managing Retests in the Classroom.](#)

See [Appendix C for the Request to Retest Form \(5-12\).](#)



Homework Policy

According to Marzano (2019), effective teachers design homework to help students deepen their knowledge of informational content or practice a skill, strategy, or process. Homework should have a clear purpose and be structured to ensure a high rate of completion.

Homework has one of several fundamental purposes:

- Introduce students to new information, which the teacher plans to build upon in class; (ex. An 8th grade Social Studies teacher assigns students to read a textbook chapter on ancient Rome, so that tomorrow students can have a debate in class as to which Roman emperor was the best leader.)
- Allow students to independently practice previously-learned skills. (ex. A 3rd Grade teacher has just shown students how to multiply to solve word problems involving equal groups and arrays. Now students will practice this for homework to reinforce this new skill.)

With that in mind, **homework must be meaningful and should be differentiated based on the individual needs of the student.** Different groups of students should be assigned separate homework tasks, depending on whether they are remediating, achieving, or excelling their grade-level standards. Using the example above, after a formative assessment students who demonstrated mastery of their ability to multiply when solving mathematical word problems do not therefore require additional practice of that same skill. Those students should be assigned alternate homework to extend or enrich their understanding of the curriculum. Similarly, the Social Studies teacher above who was prepping the class for debate might assign different readings about Roman emperors to groups of students in the class, based on the readiness level of the children and the complexity of the various texts.



Through this process, teachers should communicate with parents and explain why their children are getting specific homework assignments and how families can appropriately assist at home. Parents should act as supporters—not teachers—when assisting with homework, and should have a clear idea of their role and what is expected of them. Again, teachers should reinforce that homework is not meant to be for monitoring and compliance, and does not need to be assigned a specific number of times each marking period.

Because the research on the efficacy of homework is mixed, teachers should think carefully about what tasks they assign for homework, and what the purpose of that homework truly is. With that in mind, here are some guiding principles to consider regarding homework:

1. Always ask, “What learning will result from this homework assignment?” The goal of your instruction should be to design homework that results in meaningful learning.
2. Assign homework to help students deepen their understanding of content, practice skills in order to become faster or more proficient, or learn new content on an initial, surface level.
3. Check that students are able to perform required skills and tasks independently before asking them to complete homework assignments.
4. Consider parents and guardians to be your allies when it comes to homework. Understand their constraints, and, when home circumstances present challenges, consider alternative approaches to support students as they complete homework assignments (e.g., before-or after-school programs, additional parent outreach).



Teachers are kindly requested to be alert as to how homework is graded:

- If the task is graded for accuracy or comprehension it should be entered as a **Minor Assessment**.
- If the task is checked for completion only, then it factored in as part of the [Course Participation](#) grade.
- Homework and any classwork that is not a minor assessment grade will be graded through the Course Participation Grade. If a homework assignment or classwork assignment is going to be added to the course participation grade, the teacher can add the assignment to the gradebook under “Course Participation-Feedback.” This category in the gradebook is unweighted but is in place to provide families with how students are doing prior to them receiving their full Course Participation grade.

Regardless of whether it is a Minor Assessment or part of the student’s Course Participation grade, homework must be aligned to relevant NJSLs. Additionally, **it is imperative that students know to which category each assignment belongs**; it is expected that teachers will communicate this information when each task is assigned.

Homework assignments vs. Minor Assessments

If the assignment is: ● graded for accuracy; ● collected and used to provide feedback about the child’s learning, either for the teacher, the student, and/or their family; ● used to measure the child’s success during independent practice of previously-learned skills; Then the assignment is actually a Minor Assessment, and should be entered into that category.	If the assignment is: ● checked for completion, not comprehension; ● assigned to provide background knowledge / information prior to a classroom lesson or activity; ● important for the student to complete, but not necessarily required to collect and grade; Then the assessment is truly a Homework assignment and should be factored into the student’s Course Participation grade.
--	---



Course Participation

Traditional views of the human intellect hold that intelligence is solely innate and predetermined at birth. However, the recent research of Dr. Carol Dweck and others has demonstrated that this view of intelligence is flawed and incomplete. Rather than being a fixed quantity at birth, research has shown that with hard work, intelligence and abilities can be increased (Claro, Paunesku, & Dweck, 2016). This modern view of intelligence is known as the “growth mindset,” and encourages students to expend effort in learning.

Related to growth mindset is the concept of “grit,” or a person’s ability to persevere when encountering problems and challenges. Grit is invaluable not only during students’ journey in school, but also indicates lifelong success and positive adjustment to change (Duckworth 2016). Beginning with the 2019-2020 school year, Barnegat Township School District’s gradebooks have been modified to reflect the concepts of grit and growth mindset.

With this in mind, the district has transitioned away from the traditional idea of Class Participation, which has the potential to disproportionately favor the extroverted child. Instead, the district is adopting an approach that both reflects growth mindset and incorporates the New Jersey Student Learning Standards for 21st Century College and Career Readiness.

The rubric is detailed in Appendix E, and will be used by teachers twice per marking period—once at the midpoint and once at the end—to give children feedback about their performance in these areas.

Important Note on Scoring: the minimum grade that a student can receive for Course Participation is a 50. The goal of Course Participation is to give feedback on academic behaviors, but a low Course Participation grade is NOT to be used in lieu of discipline for students who are disruptive or frequently off-topic in class.



Benchmark Assessments

Benchmark Assessments, delivered regularly and aligned to State curriculum standards, are an essential part of the package for effective feedback about student learning, according to Darling-Hammond (2010) and many others. These assessments provide an invaluable tool for capturing an accurate snapshot of student learning at a given moment in time. Furthermore, by positioning Benchmark assessments regularly throughout the school year, it gives teachers the opportunity to identify gaps in learning and respond to demonstrated student needs.

Benchmark assessments count as a component in the gradebook for secondary (5-12) students. It is our sincere hope that this helps motivate students to do their very best work, thereby enriching and supporting the comprehensive learning experience. Further, the district has partnered with LinkIt! company to deliver a series of Benchmark assessments that have been effectively aligned to the New Jersey Student Learning Standards, and whose results have been proven to be predictive of performance on the New Jersey Student Learning Assessment (NJSLA).

Students in Grades 3-8 will take Benchmark assessments for Mathematics and English Language Arts, three (3) times per year (Fall, Winter, Spring) as well as any BHS student enrolled in English I, English II, English III, Algebra I, Geometry, or Algebra II. Additionally, students in Grade 2 will take Benchmarks twice that year (Winter, Spring) to help prepare them for the experience the following year, which includes their first participation in the NJSLA.

The data gleaned from these Benchmark assessments is incredibly valuable; teachers can identify students who are struggling in specific areas and subsequently provide targeted, skill-based remediation to ameliorate those gaps. Armed with a wealth of information about their students' readiness levels, teachers will be able to tailor their instruction to



provide differentiated experiences based on their students' needs. Similarly, teachers can use information from the Benchmarks to identify students who have already mastered the grade-level curriculum and are ready for opportunities to extend and enrich their learning.

As mentioned earlier, the Benchmarks provided through LinkIt! are aligned to each grade level's expectations and the comprehensive Standards for that grade level/course. Therefore, while the Spring Benchmark is cumulative for the year, there is also material on the Fall/Winter Benchmark that might be new to students at that time. While it may seem odd to test students on material they may not have been directly taught yet, there are several important reasons for this. For one, some students are able to apply their prior learning and schema to solve new problems, which helps determine which students are ready to accelerate. Also, since all Benchmark items are part of the curriculum and students will encounter them at some point during the year, having that information ahead of time helps teachers to prepare for their upcoming instruction.

However, the district recognizes that it would be inappropriate to "grade" students for material on which they have not yet been taught. Thankfully, the LinkIt! Benchmarks have a sliding scale of expectations that represent where the learner is supposed to be in the curriculum at a given point in the year. In other words, the requirements for "Meeting Expectations" in the Fall is different from the cut score for "Meeting Expectations" in the Spring.

The chart below indicates how each student's performance band will be converted to a numerical grade.

Benchmark Performance Band	Grade
Exceeding Expectations	100
Meeting Expectations	95
Almost Meeting*	85



Barnegat Township School District Instructional Manual

Approaching Expectations	75
Partially Meeting Expectations	65
Not Meeting Expectations	55

*This performance band represents students who are on the borderline of meeting expectations or not. LinkIt! identifies these students as being on the “Bubble”. These students will receive specialized support to help them get over the cusp and pass the NJSLA.

Chiefly, the district is confident that using these Benchmark assessments and counting them in the gradebook for students will provide accurate and meaningful information about student progress to the learners, their families, and the school district. With that in mind, **Benchmark results will also play an important role in identifying students who are in need of additional support through specialized programs and/or the Response To Intervention process, as well as a factor in determining placement for accelerated coursework (e.g. Level 1, Honors) and the Gifted & Talented Program.**



Grading Categories, Number of Assignments & Weights

As always, the district maintains the expectation that teachers will design and implement assessments that effectively measure and report students' mastery of the New Jersey Student Learning Standards. The various categories in Genesis Gradebook provide the avenues by which teachers can communicate that progress.

According to the New Jersey Professional Standards for Teachers (NJAC 6A:9-3.3), "the teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making." Further, the following excerpt from the Professional Standards for Teachers exemplifies the district's vision for the proper role of assessment in teaching and learning:

- The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;
- The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;
- The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;
- The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
- The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;
- The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;
- The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;
- The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and



- The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

The following expectations are in place for grading and assessment:

- All Genesis gradebooks will use the following four categories: **Major Assessments**, **Minor Assessments**, **Course Participation**, and **Benchmark**. The value for each category is reflected in the tables below.
 - Examples of **Major Assessments** include items that are **summative** in nature, and occur at the conclusion of a unit of study. These include: Tests, projects, research papers, prose-constructed response timed writings, formal presentations, lab reports, Socratic seminars, or any other type of assessment used to capture evidence of learning at the culmination of a unit of study.
 - Examples of **Minor Assessments** include items that are **formative** in nature, and occur throughout the learning process to inform the teacher, student, and their family about the child's progress in learning. Examples of such include: Quizzes, independent practice of math problems, reading comprehension checks, response journals, exit tickets, small-scale research activities, reading logs, in-class worksheets, or any other type of assessment that is diagnostic in nature and used to guide instruction and provide ongoing feedback to students.
- Each marking period, teachers in Grades 5-12 are expected to deliver, collect, and grade a minimum of **three (3) Major Assessments** and **seven (7) Minor Assessments** that are aligned to the appropriate NJSL standards.
- Elementary
 - Grades K-2: 5-7 assessments per subject .
 - Grades 3-4: Math: 2-3 majors/ 5-7 minors, ELA -2-3 majors, 5-7 minors, Science and social studies, 3 majors, 5-7 minors
- Each Major Assessment **must** be preceded by one or more related Minor Assessments to provide feedback about student learning.
- It is imperative that teachers space their formative and summative assessments strategically throughout the curriculum. This enables teachers to utilize assessment data to effectively guide future instructional decisions.
 - Specifically, two (2) Major Assessments need to occur before the interim of each marking period, with the other one (1) Major Assessment afterward (or vice versa).



Barnegat Township School District Instructional Manual

- **When appropriate due to extenuating circumstances, late work will be accepted without penalty at the discretion of the teacher.** Otherwise, the late work penalty described in the teacher's syllabus will apply. The district recommends a general rule of -10% per day late, up to a maximum of 3 days (-30%). After that, the assignment becomes a zero (0) or "Missing."
- Grades for individual assignments are entered into Genesis for the marking period in which the assignment is collected, and not a subsequent marking period.
- At the end of each Marking Period, grades for that Marking Period will be closed and students will not be permitted to make up work from a previous marking period unless there is a compelling or significant reason.
- The past practice of flooring a minimum grade of 50 for Marking Periods 1 and 2 in Grades 5-12 is no longer in effect, beginning with the 2021-2022 school year and beyond.
- Numeric grades for students in Grades 3-4 are floored at 50 for all four marking periods.
- In an effort to better partner with students' families, assignments and due dates should be posted online, either in Google Classroom or the teacher's website.
- Grades will be entered into Genesis and Grades k-2 Data Locker in an expeditious manner, with timelines based on the size and complexity of the individual assignment. In general, grades for **Minor Assessments should be entered within one week** of being collected, and **Major Assessments within two weeks** of being collected.

District Writing Rubrics

- Classes use the District Writing Rubrics for the given grade level for opinion, informational, and narrative writing. These rubrics are aligned to the NJSLA-Adapting rubrics and the New Jersey Student Learning Standards. [The rubrics can be accessed here.](#)



Category Weights for Gradebooks

	Major Assessments	Minor Assessments	Course Participation	Course Participation Feedback	Benchmark
Preschool-Grade 2	*does not use numerical grades in Genesis				
Grades 3 - 4	50%	30%	20%	0%	n/a
Grades 5-8 On-grade Math, ELA, Science, Social Studies,	50%	30%	15%	0%	05%
Grades 5-8 Spanish (including Accelerated Spanish), STEM, Related Arts	50%	30%	20%	0%	n/a
Grades 6-8 Accelerated Math & ELA	55%	30%	10%	0%	05%
BHS College Prep (courses with Benchmark -- see below)	50%	30%	15%	0%	05%
BHS College Prep (courses with no Benchmark -- see below)	50%	30%	20%	0%	n/a
BHS Honors	55%	30%	10%	0%	05%
BHS Honors w/out Benchmark	55%	30%	15%	0%	n/a
BHS Advanced Placement	60%	30%	10%	0%	n/a



Barnegat Township School District Instructional Manual

Barnegat High School Category Weights Clarification

Courses with a benchmark (Barnegat High School)

Course	Major	Minor	Benchmark	Course Participation	Course Participation Feedback
Algebra I CP	50%	30%	5%	15%	0%
Geometry CP	50%	30%	5%	15%	0%
Geometry H	55%	30%	5%	10%	0%
Algebra II CP	50%	30%	5%	15%	0%
Algebra II Honors	55%	30%	5%	10%	0%
Bridge to Advanced Algebra CP	50%	30%	5%	15%	0%
Environmental Science CP	50%	30%	5%	15%	0%
Environmental Science H	55%	30%	5%	10%	0%
Biology CP	50%	30%	5%	15%	0%
Biology H	55%	30%	5%	10%	0%
Chemistry CP	50%	30%	5%	15%	0%
Chemistry H	55%	30%	5%	10%	0%
Physics H	55%	30%	5%	10%	0%
Physics CP	50%	30%	5%	15%	0%
Anatomy & Physiology	50%	30%	5%	15%	0 %

Course	Major	Minor	Course Participation	Benchmark	Course Participation Feedback
English I CP	50%	30%	15%	5%	0%
English I H	55%	30%	10%	5%	0%
English I POR	50%	30%	15%	5%	0%



Barnegat Township School District Instructional Manual

English II CP	50%	30%	15%	5%	0%
English II H	55%	30%	10%	5%	0%
English II POR	50%	30%	15%	5%	0%
English III CP	50%	30%	15%	5%	0%
English III H	55%	30%	10%	5%	0%
English III POR	50%	30%	15%	5%	0%
World History CP	50%	30%	15%	5%	0%
World History H	55%	30%	10%	5%	0%
US History I CP	50%	30%	15%	5%	0%
US History I H	55%	30%	10%	5%	0%
US History II CP	50%	30%	15%	5%	0%
US History II H	55%	30%	10%	5%	0%

Courses With No Benchmarks (Barnegat High School)

Course	Major	Minor	Course Participation	Course Participation Feedback
Business Law	50%	30%	20%	0%
Business for Today	50%	30%	20%	0%
Career and Leadership Development	50%	30%	20%	0%
Personal Finance	50%	30%	20%	0%
Entrepreneurship	50%	30%	20%	0%
Introduction to Marketing	50%	30%	20%	0%
Accounting	50%	30%	20%	0%
Trigonometry and	50%	30%	20%	0%



Barnegat Township School District Instructional Manual

PreCalculus CP				
Trigonometry and PreCalculus H	55%	30%	15%	0%
AP Statistics	60%	30%	10%	0%
AP Calculus AB	60%	30%	10%	0%
AP PreCalculus	60%	30%	10%	0%
Calculus H	55%	30%	15%	0%
Calculus CP	50%	30%	20%	0%
AP Calculus BC	60%	30%	10%	0%
Introduction to Computer Science CP	50%	30%	20%	0%
AP Computer Science A	60%	30%	10%	0%
Introduction to AI	50%	30%	20%	0%
AP Comp. Sci. Principles	60%	30%	10%	0%
Cryptology	50%	30%	20%	0%
The Mathematics of Sports	50%	30%	20%	0%
Advanced Algebra w/ Financial Applications	50%	30%	20%	0%
Discrete Mathematics	50%	30%	20%	0%
Probability and Statistics	50%	30%	20%	0%
Algebra I Lab	50%	30%	20%	0%
Astronomy	50%	30%	20%	0%
Forensic Science	50%	30%	20%	0%
Marine Science I	50%	30%	20%	0%
Marine Science II	50%	30%	20%	0%
Environmental Science	60%	30%	10%	0%



Barnegat Township School District Instructional Manual

AP				
AP Biology	60%	30%	10%	0%
AP Chemistry	60%	30%	10%	0%
AP Physics 1 & 2	60%	30%	10%	0%
Digital Publications I	50%	30%	20%	0%
Digital Publications II	50%	30%	20%	0%
Introduction to Digital Photography	50%	30%	20%	0%
Digital Photography II	50%	30%	20%	0%
Introduction to Design Technology	50%	30%	20%	0%
Robotics	50%	30%	20%	0%
Robotics II	50%	30%	20%	0%
Advanced Computer Aided-Design	50%	30%	20%	0%
Multimedia Applications	50%	30%	20%	0%
Cybersecurity	50%	30%	20%	0%
French I CP	50%	30%	20%	0%
French II CP	50%	30%	20%	0%
French III H	55%	30%	15%	0%
French IV H	55%	30%	15%	0%
Spanish for Heritage Speakers I	50%	30%	20%	0%
Conversational Spanish	50%	30%	20%	0%
Spanish I CP	50%	30%	20%	0%
Spanish II CP	50%	30%	20%	0%
Spanish II H	55%	30%	15%	0%



Barnegat Township School District Instructional Manual

Spanish III CP	50%	30%	20%	0%
Spanish III H	55%	30%	15%	0%
Spanish IV H	55%	30%	15%	0%
AP Spanish Language & Culture	60%	30%	10%	0%
English as a Second Language	50%	30%	20%	0%
Physical Education 9-12	50%	30%	20%	0%
Health 9-12	50%	30%	20%	0%

Course	Major	Minor	Course Participation	Course Participation Feedback
English IV CP/POR	50%	30%	20%	0%
English IV Honors	55%	30%	15%	0%
AP Literature	60%	30%	10%	0%
AP Language	60%	30%	10%	0%
Concert Band, Jazz Band	50%	30%	20%	0%
Intro to Art	50%	30%	20%	0%
Intro to Film (Acting & Directing Focus)	50%	30%	20%	0%
Intro to Film (Music Focus)	50%	30%	20%	0%
Intro to Music	50%	30%	20%	0%
Intro to Theatre	50%	30%	20%	0%
Percussion Methods	50%	30%	20%	0%
Film Studies I	50%	30%	20%	0%
Ceramics I & II	50%	30%	20%	0%



Barnegat Township School District Instructional Manual

Painting and Drawing I & II (H)	55%	30%	15%	0%
AP Studio Art	60%	30%	10%	0%
Chorus	50%	30%	20%	0%
Select Choir (H)	55%	30%	15%	0%
Audio/Video Production I	50%	30%	20%	0%
Guitar Workshop	50%	30%	20%	0%
Music Theory	50%	30%	20%	0%
Music Compositions	50%	30%	20%	0%
Symphonic Band (H)	55%	30%	15%	0%
Recording Arts I	50%	30%	20%	0%
Recording Arts II	50%	30%	20%	0%
Recording Arts III	50%	30%	20%	0%
Drama I, II, & III	50%	30%	20%	0%
Construction and Scenic Painting I & II	50%	30%	20%	0%
History of Rock n' Roll	50%	30%	20%	0%
Economics	50%	30%	20%	0%
African American Studies	50%	30%	20%	0%
Genocide and Holocaust	50%	30%	20%	0%
NJ: Past and Present	50%	30%	20%	0%
History of Sports	50%	30%	20%	0%
20th Century History through Film	50%	30%	20%	0%
Geography	50%	30%	20%	0%



Barnegat Township School District Instructional Manual

US III	50%	30%	20%	0%
Civics	50%	30%	20%	0%
Introduction to Law	50%	30%	20%	0%
Literacy Lab	50%	30%	20%	0%
Books to Film	50%	30%	20%	0%
Heroes, Myths, Monsters	50%	30%	20%	0%
Creative Writing I & II	50%	30%	20%	0%
Broadcast Journalism	50%	30%	20%	0%
Digital Communication	50%	30%	20%	0%
Modern Poetry	50%	30%	20%	0%
Modern Shakespeare	50%	30%	20%	0%
Discovering the Galaxy	50%	30%	20%	0%
Public Speaking/Art of Communication	50%	30%	20%	0%
Publishing, Marketing, Yearbook	50%	30%	20%	0%
Gender and Identity in Literature	50%	30%	20%	0%
Into to SHIELD	50%	30%	20%	0%
Shield II & III	50%	30%	20%	0%
Homeland Security and Federal Law Enforcement	50%	30%	20%	0%
Police Organization & Administration	50%	30%	20%	0%
AP Human Geography	60%	30%	10%	0%
AP European History	60%	30%	10%	0%
AP Government and Politics	60%	30%	10%	0%



Barnegat Township School District Instructional Manual

AP US History	60%	30%	10%	0%
NJGPA: Preparing for Math Success I & II	50%	30%	20%	0%
NJGPA: Preparing for the Future (Math)	50%	30%	20%	0%
NJGPA: Preparing for ELA Success I & II	50%	30%	20%	0%
NJGPA: Preparing for the Future (ELA)	50%	30%	20%	0%
Aviation I	50%	30%	20%	0%
Aviation II	50%	30%	20%	0%

Russell O. Brackman Middle School Category Weights Clarification

Courses with a benchmark (Russell O Brackman Middle School)

Course	Major	Minor	Benchmark	Course Participation	Course Participation Feedback
Grade 6 Mathematics	50%	30%	5%	15%	0%
Accelerated Grade 6 Mathematics	55%	30%	5%	10%	0%
Grade 7 Mathematics	50%	30%	5%	15%	0%
Accelerated Grade 7 Pre-Algebra	55%	30%	5%	10%	0%
Accelerated Grade 7 Algebra I	55%	30%	5%	10%	0%
Grade 8 Mathematics	50%	30%	5%	15%	0%
Accelerated Grade 8 Algebra I	55%	30%	5%	10%	0%
Accelerated Grade 8 Geometry	55%	30%	5%	10%	0%
Grade 6 Science	50%	30%	5%	15%	0%



Barnegat Township School District Instructional Manual

Grade 7 Science	50%	30%	5%	15%	0%
Grade 8 Science	50%	30%	5%	15%	0%

Course	Major	Minor	Course Participation	Benchmark	Course Participation Feedback
English On Grade Level	50%	30%	15%	5%	0%
English Accelerated	55%	30%	10%	5%	0%
Social Studies	50%	30%	15%	5%	0%

Courses with No Benchmarks (Russell O. Brackman MS)

Course	Major	Minor	Course Participation	Course Participation Feedback
Grade 6 Spanish	50%	30%	20%	0%
Grade 7 Spanish	50%	30%	20%	0%
Accelerated Grade 7 Spanish	55%	30%	15%	0%
Grade 8 Spanish	50%	30%	20%	0%
Accelerated Grade 8 Spanish I	55%	30%	15%	0%
STEM Grade 6	50%	30%	20%	0%
STEM Grade 7	50%	30%	20%	0%
STEM Grade 8	50%	30%	20%	0%
English as a Second Language	50%	30%	20%	0%
Physical Education	50%	30%	20%	0%



Barnegat Township School District Instructional Manual

6-8				
Health 6-8	50%	30%	20%	0%
Grade7 Math Lab	50%	30%	20%	0%
Grade 8 Math Lab	50%	30%	20%	0%
Grade 7 ELA Lab	50%	30%	20%	0%
Grade 8 ELA Lab	50%	30%	20%	0%

Course	Major	Minor	Course Participation	Course Participation Feedback
Chorus	50%	30%	20%	0%
Band	50%	30%	20%	0%
Art	50%	30%	20%	0%



Professional Expectations

Through this document, the district strives to establish a vision for high-quality assessment and grading. While the district recognizes that some of the grading practices represent a significant departure from previous procedures and guidelines, we also firmly believe that these changes represent a move towards best practice. These grading practices are also supported by the Board of Education, through policy **2624 - Grading System**, listed below. In closing, the district sincerely hopes that teachers warmly embrace these new expectations, as they represent the best opportunity to provide accurate feedback about student learning. Therefore, teachers are encouraged to avidly partner with students' families, and think of well-crafted assessments as the ideal way to share and report information about student progress in learning.

2624 - GRADING SYSTEM

Section: Program

Date Created: October, 2002

Date Edited: June, 2019

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual students is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Student Learning Standards and the educational goals of the district.

Students shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward students for positive efforts and minimize failure, and students should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and students, a grading program appropriate to the course of study and maturity of students. It is the expectation of the Board of Education that teaching staff members will align their assessment practices with the guidelines and directives provided by the administration. The final decision on any contested grade will be the responsibility of the administration. A student classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.



**Appendix A: Practical Tips for Managing Retests in the Classroom, Based on
(Wormeli 2015)**

1. Create a physical Retest Folder per marking period to house Retests.
2. Build a toolbox of alternative versions of assessments.
3. Ensure that parents and students are aware of the Request to Retest protocol and reiterate that retakes are permitted at teacher discretion. This means that students and parents may not take the retake option for granted.
4. Students must submit a plan of relearning and provide evidence of that relearning before assessments can be redone. This includes creating a calendar in which students list day-by-day what they will do to prepare. Teachers are expected to guide students through this process. It needs to be manageable and developmentally appropriate.
5. If a student doesn't follow through on the relearning steps he or she promises to do, consider asking the student to write a letter of apology to you and to his or her family for breaking the trust.
6. Require parents to sign the original Request to Retest original so they're aware that their child has required multiple attempts to achieve the standard. (If there is neglect or abuse in the home, of course, remove this requirement.)
7. If the same student repeatedly asks for redos, something's wrong. The content is not developmentally appropriate, perhaps there are unseen issues at home, or maybe there's an undiagnosed learning disability. Investigate.
8. Choose your battles. Push hard for students to retake any Major Assessment (except Benchmarks) associated with the most important curriculum standards.



9. Allow students who get Cs and Bs to retest just as much as students who earn Ds and Fs. Why stand in the way of a student who wants to achieve excellence?
10. Plan by backwards design and space out your Major Assessments. The last Major Assessment grade should be returned by the end of week 9 to allow for retakes during week 10 of the marking period. If a retake needs to be completed later, the teacher must give the earned grade and can put in for a grade change within the first two weeks of the following marking period.
11. The higher of the two grades stands. Teachers may NOT average the two grades. One grade simply replaces the other.
12. Unless an assessment is complex and interwoven, allow students to retake just the portions on which they performed poorly, not the entire assessment. To assist with this, retest the skills aligned to the standard on your retake assessment; record the standard (s) at the top of the assessment. Separating standards in this way saves time for both the teacher and the students.



Appendix B: Request to Retest Form -(3-5)

**Barnegat Township School District
Request for Retest Form (3-5)**

Completed by Student:

Name: _____ Date: _____ Teacher: _____

Name of assessment/skill/standard to be re-tested: _____

After reflecting, I think I struggled with this test because:

Then, meet with your teacher to discuss the things you can do to improve. These are the things I need to do before I am ready to retest:

1. _____
2. _____
3. _____

Teacher Initial _____

*Student Signature: _____ Date: _____

*Parent Signature: _____ Date: _____

Completed by Teacher:

Circle one: Approved/ Denied

Teacher Signature: _____ Date: _____

Score of 1st Test: _____

Date of Retake will take place on: _____



Appendix C: Request to Retest Form (6-12)

Name: _____

Date: _____

Teacher: _____

Course: _____

Name of Assessment: _____

Initial Score: _____

Please reflect on why you did not meet the standards on this assessment. Why did you struggle with this test? What could you have done differently to have achieved a different outcome?

Review the original assessment. What were the specific areas that need improvement?

Plan to Improve: List the steps you will take to remediation and the proof of completion:

Completed: YES / NO Signed: _____

Prior to retesting, you must complete the following steps (all must be turned in):

- ☐ Complete this Request to Retest and share it with me
- ☐ Teacher Approval to retest
- ☐ Review and correct the original test
- ☐ Provide additional evidence of studying (signed off above)
- ☐ Complete all required assignments prior to retake

Request: I am requesting the opportunity to retake_____. I have worked hard to improve my understanding of this skill/concept. I understand that my request to retest is at the discretion of the teacher and that I will not be given the same test as before. I also know that ALL work related to the concept/skill, including the remediation, must be completed and turned in BEFORE I have the opportunity to retest.

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

This section to be completed by the teacher

Circle one: Approved / Denied

If approved, all items included in the remediation plan must be completed by _____.

You will be completing your reassessment on_____.

Teacher Signature: _____

Date: _____



Appendix D: Rubrics & Grading Scale

Rubrics & Grading Scales

Grade K-2 Writing Rubrics & Scale Explanations

Grades K-2 Rubrics	
K	1st & 2nd
Rubric Grade K Scale Explanation	Opinion Rubric Narrative Rubric Informational Rubric 2nd Grade Six plus one Traits Rubric Grade 1 Scale Explanation Grade 2 Scale Explanation

Grades 3- 12 Writing Rubrics

Grade 3	Grade 4 & 5	Grade 6
Grades 3 - 5 opinion Grade 3 Narrative Grade 3 Informational & Explanatory Grade 3-5 Conventions	Grades 3 - 5 opinion Grades 4&5 Narrative Grades 4&5 Informational & Explanatory Grade 3-5 Conventions	Grade 6 Argumentative Rubric Grade 6 Informational Rubric Grade 6 Narrative Rubric

Grade 7	Grade 8	Grade 9 -12
Grade 7 Argumentative Rubric Grade 7 Informational Rubric Grade 7 Narrative Rubric	Grade 8 Argumentative Rubric Grade 8 Informational Rubric Grade 8 Narrative Rubric	Grade 9-12 Argumentative Rubric Grade 9-12 Informational Rubric Grade 9-12 Narrative Rubric

Grades 3 & 4 Grading Assessments	Grading Scales
Minor assessments Major assessments	K-4 District Grading Scale Grades 3-4 District Grading Scale Grade 5 District Grading Scale



Appendix E: Course Participation Rubric

	Academic Social Skills	Readiness to Learn / Study Skills	Homework	Classwork	Career Readiness, Life Literacies, and Key Skills
Meeting Expectations	20 points Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below: • Self-advocacy • Persistence /"grit" • Identifying one's own needs and communicates needs to others Student's classroom behavior is focused, on-task, and serves as a role model for others; the student does not require support from teacher, parents or others.	20 points Student • consistently arrives prepared for class and ready to learn; • demonstrates high levels of organization, motivation, and ownership of his/her learning. Student consistently produces notes and other materials that demonstrate: • effort to learn • identification of the curriculum's main ideas and important supporting details.	20 points Student consistently completes the assigned homework and rarely misses a task, if at all. Student consistently expends his/her best efforts to complete assigned tasks. Homework consistently reflects high levels of care and pride in work. Homework is consistently done in a manner that advances learning.	20 points Student: • consistently completes assigned classwork tasks; • voluntarily and actively participates in classroom activities on a consistent basis; • consistently remains focused and on task; • contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion; • consistently demonstrates leadership in collaborative activities.	20 points Student consistently demonstrates competency in the NJSL Career Ready Practices, Life Literacies, and Key Skills, as well as the NJSL-ELA for Speaking and Listening. **A full description of these items is listed at the bottom of the rubric.



Barnegat Township School District Instructional Manual

Approaching Expectations	15 Points Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction. Student's classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others.	15 Points Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning. Student frequently produces notes and materials that demonstrate effort to learn and identification of main ideas, but may also require prompting and direction.	15 Points Student frequently completes the assigned homework but occasionally misses tasks, or tasks are completed with inconsistent effort . Homework usually reflects high levels of care and pride in work, but not always. Homework is generally done in a manner that advances learning.	15 Points Student • usually completes assigned classwork tasks and generally produces his/her best work; • frequently participates in classroom activities but sometimes requires direction and prompting; • during class discussions, usually contributes by actively listening, responding, and/or asking questions.	15 Points Student frequently demonstrates competency in the following NJSL Career Ready Practices, but may need direction and support.
Not Meeting Expectations	10 Points Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or often requires teacher prompting or direction. Student's classroom behavior is generally	10 Points Student rarely arrives prepared for class and/or demonstrates limited levels of organization, motivation, ownership of learning. Student seldomly produces notes and materials that	10 Points Student rarely completes the assigned homework and frequently misses tasks, or tasks are completed with limited effort . Homework rarely reflects high levels of care and pride in work.	10 Points Student • seldom completes assigned classwork tasks and generally does not produce his/her best work; • usually does not participate in classroom activities and often requires	10 Points Student rarely demonstrates competency in the following NJSL Career Ready Practices, and needs direction and support.



Barnegat Township School District Instructional Manual

	unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others.	demonstrate effort to learn and identification of main ideas, and often requires prompting and direction.	Homework is generally not done in a manner that advances learning.	teacher direction and prompting; • during class discussions, usually does not contribute by actively listening, responding, and/or asking questions.	
--	--	---	--	--	--

****New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

Financial Literacy
Career Awareness & Planning
Creativity and Innovation
Critical Thinking and Problem-Solving
Digital Citizenship
Global and Cultural Awareness
Information and Media Literacy
Technology Literacy

NJSLS-ELA Speaking and Listening Domain Anchor Statements

Speaking and Listening: Flexible communication and collaboration, including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(PE) Participate Effectively

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(II) Integrate Information

By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.



(PI) Present Information

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(UM) Use Media

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech

By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



**Barnegat Township School District
Course Participation Rubric
Name of Class / Teacher**

Student's Name:

Period/Class:

Date:

Scoring Guide (Select one per column):

Academic Social Skills	Readiness to Learn / Study Skills	Homework	Classwork	Career Readiness, Life Literacies, and Key Skills	Total
20	20	20	20	20	
15	15	15	15	15	
10	10	10	10	10	
Total Points Earned:					

Notes (Optional):



Elementary Course Participation Rubric

	Academic Social Skills	Readiness to Learn / Study Skills	Discussion Questions	Classwork	21st Century College and Career Readiness
Meeting Expectations	20 points - Takes initiative in completing tasks - Communicates needs to the teacher in an appropriate manner. - A role model for others - Appropriately seeks support and/or assistance from the teacher.	20 points - Is motivated and takes ownership of his/her learning - Takes steps to better himself/herself	20 points - Contributes to class discussions in a meaningful way (asking questions or adding to class discussion) - Responses consistently reflect high levels of care and pride in work. - Replies and interacts with peers in a meaningful manner.	20 points - Consistently completes assigned tasks in a timely manner. - Actively participates in classroom activities on a daily basis.	20 points Student <u>consistently</u> shows the following: - Understands the consequences of actions. - Consistently uses technology responsibly.



Barnegat Township School District Instructional Manual

Approaching Expectations	15 Points - Completes tasks - Sometimes communicates needs to the teacher. - Frequently on-task, but may need some re-direction from the teacher.	15 Points - Is mostly motivated and takes ownership of his/her learning. - Often takes steps to better himself/herself	15 Points - Frequently completes the assigned discussion questions, but may have missed a few. - Responses sometimes reflect high levels of care and pride in work, but not always. - Replies and interacts with peers.	15 Points - Usually completes assigned classwork tasks. - Frequently participates in classroom activities but sometimes requires re-direction. - Usually contributes by responding, and/or asking questions.	15 Points Student <u>frequently</u> demonstrates the following: - Understands the consequences of actions. - Responsibly uses technology.
-----------------------------	--	---	--	---	--



Barnegat Township School District Instructional Manual

Not Meeting Expectations	10 Points - Rarely completes tasks - Does not communicate needs to the teacher. - Frequently needs redirection from the teacher.	10 Points - Produces notes and other materials that lack effort to learn. - Unmotivated and does not take ownership of his/her learning. - Does not take appropriate steps to better himself/herself.	10 Points - Rarely completes the assigned discussion questions. - Responses do not reflect care and pride in work. - Little to no replies and interactions with peers.	10 Points - Rarely completes assigned tasks and does not produce his/her best work. - Usually does not participate in classroom activities and often requires teacher re-direction - Usually does not contribute by responding and/or asking questions.	10 Points Student <u>rarely</u> demonstrates the following: - Understands the consequences of actions. - Responsibly uses technology.

	Academic Social Skills	Study Skills	Discussion Questions	Classwork	21st Century CCR
Meeting Expectations	20	20	20	20	20
Approaching Expectations	15	15	15	15	15
Not Meeting Expectations	10	10	10	10	10



Barnegat Township School District
Secondary Visual & Performing Arts
Course Participation Rubric

	Academic Social Skills	Readiness to Learn / Study Skills	Participation	Classwork	Career Readiness, Life Literacies, and Key Skills
Meeting Expectations	20 points Student consistently demonstrates high levels of age-appropriate academic social skills by showing initiative and independence in all of the components below: • Self-advocacy • Persistence /"grit" • Identifying one's own needs and communicates needs to others Student's classroom behavior is focused, on-task, and serves as a role model for others;	20 points Student • consistently arrives prepared for class and ready to learn; • demonstrates high levels of organization, motivation, and ownership of his/her learning. Student consistently produces notes and other materials that demonstrate: • effort to learn • identification of the curriculum's main ideas and important supporting details.	20 points Student consistently completes the assigned classwork and rarely misses a task, if at all. Student consistently expends his/her best efforts to complete assigned tasks. Classwork consistently reflects high levels of care and pride in work. Classwork is consistently done in a manner that advances learning.	20 points Student: • consistently completes assigned classwork tasks; • voluntarily and actively participates in classroom activities on a consistent basis; • consistently remains focused and on task; • contributes to class discussions in a meaningful way, by actively listening, asking questions, or sustaining discussion; • consistently demonstrates leadership in collaborative activities.	20 points Student consistently demonstrates competency in the NJSL Career Ready Practices, Life Literacies, and Key Skills, as well as the NJSL-ELA for Speaking and Listening. **A full description of these items is listed at the bottom of the rubric.



Barnegat Township School District Instructional Manual

	the student does not require support from teacher, parents or others.				
Approaching Expectations	15 Points Student usually demonstrates age-appropriate academic social skills such as persistence or self-advocacy, but may require teacher prompting or direction. Student's classroom behavior is generally focused and on-task, but sometimes requires redirection or support from teacher, parents, or others.	15 Points Student usually arrives prepared for class and/or demonstrates developing levels of organization, motivation, ownership of learning. Student frequently produces notes and materials that demonstrate effort to learn and identification of main ideas, but may also require prompting and direction.	15 Points Student frequently completes the assigned classwork but occasionally misses tasks, or tasks are completed with inconsistent effort . Classwork usually reflects high levels of care and pride in work, but not always. Classwork is generally done in a manner that advances learning.	15 Points Student • usually completes assigned classwork tasks and generally produces his/her best work; • frequently participates in classroom activities but sometimes requires direction and prompting; • during class discussions, usually contributes by actively listening, responding, and/or asking questions.	15 Points Student frequently demonstrates competency in the following NJSLS Career Ready Practices, but may need direction and support.
Not Meeting Expectations	10 Points Student occasionally demonstrates age-appropriate academic social skills such as persistence or self-advocacy, and/or	10 Points Student rarely arrives prepared for class and/or demonstrates limited levels of organization,	10 Points Student rarely completes the assigned classwork and frequently misses tasks, or tasks are	10 Points Student • seldom completes assigned classwork tasks and generally does not produce his/her best work;	10 Points Student rarely demonstrates competency in the following NJSLS Career Ready Practices, and needs



Barnegat Township School District Instructional Manual

	often requires teacher prompting or direction. Student's classroom behavior is generally unfocused and off-task, and frequently requires redirection or support from the teacher, parents, or others.	motivation, ownership of learning. Student seldomly produces notes and materials that demonstrate effort to learn and identification of mean ideas, and often requires prompting and direction.	completed with limited effort . Classwork rarely reflects high levels of care and pride in work. Classwork is generally not done in a manner that advances learning.	- usually does not participate in classroom activities and often requires teacher direction and prompting; - during class discussions, usually does not contribute by actively listening, responding, and/or asking questions.	direction and support.
--	--	--	--	---	------------------------

****New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills**

Financial Literacy
 Career Awareness & Planning
 Creativity and Innovation
 Critical Thinking and Problem-Solving
 Digital Citizenship
 Global and Cultural Awareness
 Information and Media Literacy
 Technology Literacy

NJSLS-ELA Speaking and Listening Domain Anchor Statements

Speaking and Listening: Flexible communication and collaboration, including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(PE) Participate Effectively

By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(II) Integrate Information

By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



(ES) Evaluate Speakers

By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(PI) Present Information

By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(UM) Use Media

By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech

By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



**Barnegat Township School District
Instructional Manual**

**Secondary Visual & Performing Arts
Course Participation Rubric
Name of Class / Teacher**

Student's Name:

Period/Class:

Date:

Scoring Guide (Select one per column):

Academic Social Skills	Readiness to Learn / Study Skills	Participation	Classwork	Career Readiness, Life Literacies, and Key Skills	Total
20	20	20	20	20	
15	15	15	15	15	
10	10	10	10	10	
Total Points Earned:					

Notes (Optional):



Appendix F: References

- Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113(31), 8664-8668.
- Darling-Hammond, L. (2010). Performance Counts: Assessment Systems That Support High-Quality Learning. *Council of Chief State School Officers*. Web.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance* (Vol. 234). New York, NY: Scribner.
- Hattie, J. (2012). *Visible Learning*. Book. Routledge.
- Lemov, D. (2014). *Teach Like a Champion 2.0*. Book. Jossey-Bass.
- Marzano, R. (2019). *The Handbook for: The New Art and Science of Teaching*. Book. Bloomington, IN. Solution Tree Press.
- Schneider, L. (2015). The Effects of Introversion and Extroversion on Whole-Class Discussion. *Studies in Teaching 2015 Research Digest*, 109.
- William, D. and Leahy, S. (2015). *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*. Book. Learning Sciences Intl Llc