

Key to what you'll see in the gradebook:

(read more about why I approach the gradebook this way [here](#))

First: The number you see in IC as we move through the semester is NOT a student's grade in the way you might be thinking of it.

It is a number that reflects how much of the assigned class work the student has completed. It is a number that reflects how well the student is keeping up with what the class asks of them. It's a number that reflects how completely the student is engaging in the process—are they truly doing what the tasks ask of them? Or are they simply getting things finished as quickly as possible?

The IC percentage is completely within a student's control. It reflects how much of the work a student is doing, on time, fully and completely,

If you or your student is uncertain about what you see in the “score” column for any individual assignment in IC, look with your student at the assignment in Google Classroom to see if I've left any notes. Those notes offer a fuller detail of your students' progress. Ask them to tour you around so you can see their journey as a reader, writer, and thinker!

These are the words you'll see in the gradebook under the “score” column for individual tasks instead of points/numbers:

- **T** = turned in. I see that the student has submitted something to me but I've not yet had a chance to look at it.
- **complete** = I got it, read it, responded to it (if relevant), and the student has no more work to do on the task. If there's a rubric for completion on the assignment in Google Classroom, I was able to check off all rubric items as “Yes!”
- **LATE compl** = The student completed the work fully but turned it in late.
- **partial** = I got it, read it/took a look at it, left the student some comments, and the student can keep working on the task. If there's a rubric for completion on the assignment in Google Classroom, the student should focus on the rubric items not yet checked off as “Yes!”
- **L partial** = same as partial but the student turned it in late.
- **missing** = I haven't seen the task yet and the due date for it has passed. The student can still complete it. Let me know how I can help!
- **cannot** = The student cannot complete the task—either because of a missed late work deadline for it, or it was something necessary for what we were doing in class on a particular day, and it makes no sense for the student to do it after the fact.

Students will save both their and my time by reading all assignment instructions carefully and using any included completion rubrics as a checklist to make sure I can record the work as complete in IC the first time they turn it in!

And there may also be some different things in the “score” column:

- **A number:**
 - The weekly assignments in the category called “the doing of the work” reflect how many tasks the student completed for a time period of a week or two weeks. For example, if there were 5 tasks in a given time period, and there is a 4 in the score column, that means the student completed 4 of the 5 tasks *within the week, as assigned*.
 - For the “quantitative data” category, the numbers will reflect scores on evaluative writing rubrics, reading comprehension checks, and pre/post reading and writing assessments. These scores do not calculate into the overall completion percentage in IC. But they are an important ongoing record of students’ progress that students examine to see their own growth toward the goals they set for themselves.
- **A date:** There’s a note there in the comment box that I entered on that particular date.

Semester final grades:

The student and I will decide together if the IC percentage at semester’s end is the right grade or not. Part of this decision will include the student’s own examination of their growth toward the learning goals that they set for themselves at the start of the semester.