

# Middle School Grading Guardrails for CTE, VPA, and PE & Health - SY2024 (DRAFT)

<b>MS Grading Expectations and Guidelines</b>	<p><a href="#">Equity in Grading Focus Areas DRAFT</a>  <a href="#">Equity Teacher Email</a>  <a href="#">Equity in Grading Guidance</a></p> <p><i>Grades are based on a body of evidence of student learning that is aligned to standards, is multiple and varied over time, and takes into account the varied needs of students.</i></p> <p><i>Grades do not reflect habits of work such as participation or effort.</i></p> <p><i>Departments, ALP teams, or course-alike teams within a school should collaborate to establish consistent grading practices and gradebook setups.</i></p> <p>Note: This document is meant to provide additional guardrails and <u>recommendations</u> that are specific for CTE, VPA, and PE &amp; Health courses for teams to use.</p>				
<b>General Guardrails</b>	<p><b>Gradebook Setup Recommendations:</b></p> <table border="1"> <thead> <tr> <th>No Homework (<i>Preferred*</i>)</th><th>With Homework</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Formative: 50-70%</li> <li>Summative: 30-50%</li> </ul> <p>For most courses in CTE, VPA, and PE&amp;H, it may not be appropriate to assign and grade homework. Though student practice, continuation of classroom work, and progress towards a project or skills is encouraged, they can just as easily be assessed/graded through a formative checkpoint.</p> </td><td> <ul style="list-style-type: none"> <li>Formative: 40-60%</li> <li>Summative: 20-40%</li> <li>Homework: 0-10%</li> </ul> <p>If the teacher assigns and grades homework, it must be no more than 10% of the overall grade, as per FCPS Regulation 500-15.</p> <p>Teachers are advised to be mindful of how many assignments would be in this category and the percent/weight of that category. 1 homework assigned in a term for a category of 10% of a students grade can have extremely detrimental impacts to the students overall class grade.</p> </td></tr> </tbody> </table> <p><b>Number of Grades per category:</b>  The minimum number of grades a teacher is required to enter into their gradebook is 1 per week as per FCPS Regulation 500-05. There are 9 weeks in a term, so minimally 9 grades in a term. Teachers should be mindful of how many assignments are in each category. If 8 grades are Formative and 1 is summative, that 1 summative assignment can impact the student's term grade by 50% if the Summative Category is set to 50% weight. A conservative approach would be a 2-1 ratio for Formative-Summatives( 2 Formatives for every 1 Summative).</p> <ul style="list-style-type: none"> <li>Per Term = 6 Formative and 3 Summative Grades</li> <li>Per Semester = 12 Formative and 6 Summative Grades</li> <li>Per Year = 48 Formatives and 24 Summative Grades</li> </ul>	No Homework ( <i>Preferred*</i> )	With Homework	<ul style="list-style-type: none"> <li>Formative: 50-70%</li> <li>Summative: 30-50%</li> </ul> <p>For most courses in CTE, VPA, and PE&amp;H, it may not be appropriate to assign and grade homework. Though student practice, continuation of classroom work, and progress towards a project or skills is encouraged, they can just as easily be assessed/graded through a formative checkpoint.</p>	<ul style="list-style-type: none"> <li>Formative: 40-60%</li> <li>Summative: 20-40%</li> <li>Homework: 0-10%</li> </ul> <p>If the teacher assigns and grades homework, it must be no more than 10% of the overall grade, as per FCPS Regulation 500-15.</p> <p>Teachers are advised to be mindful of how many assignments would be in this category and the percent/weight of that category. 1 homework assigned in a term for a category of 10% of a students grade can have extremely detrimental impacts to the students overall class grade.</p>
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<b>CTE</b>  <a href="#">SY24 Rubric</a>	<ul style="list-style-type: none"> <li><b>Formative Options</b> <ul style="list-style-type: none"> <li>Project Based Learning Checkpoints</li> <li>Worksheets, Quizzes and Small Projects</li> <li>Occasional, specific <a href="#">Lesson Starters</a> and Exit Tickets (see chart below)</li> <li>Safety Quizzes and hands on demonstration of Tools/skills</li> <li>*Processes towards the Product / Project</li> </ul> </li> <li><b>Summative</b> <ul style="list-style-type: none"> <li>Final Project Design &amp; Iteration</li> <li>Unit Exams</li> <li>Final Notebooks/portfolio submission</li> <li>Final Product / Project</li> </ul> </li> </ul>				

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<b>VPA</b>	<ul style="list-style-type: none"> <li>● <b>Formative</b> <ul style="list-style-type: none"> <li>○ Unit Project Reflections/Checkpoints</li> <li>○ Artistic Process checkpoints</li> <li>○ Skills assessments</li> <li>○ Worksheets, quizzes, warm-ups, homework</li> </ul> </li> <li>● <b>Summative</b> <ul style="list-style-type: none"> <li>○ Final performance tasks/projects</li> <li>○ End of project rubric</li> <li>○ Analysis/Written reflections</li> <li>○ Benchmarks</li> <li>○ Portfolios</li> </ul> </li> </ul>				
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<b>Health</b>	<ul style="list-style-type: none"> <li>● <b>Formative</b> <ul style="list-style-type: none"> <li>○ Checkpoints</li> <li>○ Quizzes</li> <li>○ Writing Assignments</li> </ul> </li> <li>● <b>Summative</b> <ul style="list-style-type: none"> <li>○ Project Based Learning Tasks</li> </ul> </li> </ul>				
<b>Habits of Work</b>	<p><b>Habits of Work vs Content Specific Skills/Expectations</b>  <a href="#">(draft from previous work- Can be adopted)</a></p> <table> <tr> <th>Habits of Work (HOW)</th><th>Content Specific Skills/Expectations</th></tr> <tr> <td> <ul style="list-style-type: none"> <li>● Perseverance</li> <li>● Learning Mindset</li> <li>● Self Advocacy</li> <li>● Social Responsibility</li> </ul> <p>These are “<b>coached</b>” expectations of habits for students to access their education and master the curriculum. There should be similar expectations across all classes as to these habits.</p> <p>They are assessed but not “Graded”. A student receives feedback on these expectations in the form of a score but it does not impact their academic grade.</p> <p>These are general overall observations over a set time period (over the week)</p> </td><td> <p>Knowledge or skills <b>taught</b> in the context of the curriculum can be graded using traditional grading practices. If they are directly taught (and are tied to the essential curriculum and standards) then they can be accessed/graded.</p> <p>These content specific skills should be assessed within specific observations, a set instructional experience, lesson, or assessment.</p> <p>If there are general expectations that are universal across all content areas, students should be provided feedback on these expectations through HOW, not a grade.</p> </td></tr> </table>	Habits of Work (HOW)	Content Specific Skills/Expectations	<ul style="list-style-type: none"> <li>● Perseverance</li> <li>● Learning Mindset</li> <li>● Self Advocacy</li> <li>● Social Responsibility</li> </ul> <p>These are “<b>coached</b>” expectations of habits for students to access their education and master the curriculum. There should be similar expectations across all classes as to these habits.</p> <p>They are assessed but not “Graded”. A student receives feedback on these expectations in the form of a score but it does not impact their academic grade.</p> <p>These are general overall observations over a set time period (over the week)</p>	<p>Knowledge or skills <b>taught</b> in the context of the curriculum can be graded using traditional grading practices. If they are directly taught (and are tied to the essential curriculum and standards) then they can be accessed/graded.</p> <p>These content specific skills should be assessed within specific observations, a set instructional experience, lesson, or assessment.</p> <p>If there are general expectations that are universal across all content areas, students should be provided feedback on these expectations through HOW, not a grade.</p>
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<b>Warm up and Exit Tickets</b>	<p>The following are examples of Warm ups/Lesson Starters and Exit Tickets/Closures recommendations on to grade or not to grade. Graded Warm Ups and Exit Tickets should be tied to content specific skills and knowledge that has been taught within the course or a set instructional experience.</p>		
		<b>Grade</b>	<b>Explanation</b>
	Getting Dressed/undressed	N	
	Getting Supplies ready/putting supplies back	Depends	In VPA, these are often connected to standards of ensemble performance or artistic studio habits. Grades should be appropriately connected to standards.
	Pre-assessment	N	
	Retrieval Practice	N	
	Logged in and Schoology Ready	N	
	Team building/get to know you	N	
	Checkpoint Progress	Y	
	Background Knowledge assessment (pre-lesson)	N	
	Content Knowledge assessment (post-lesson)	Y	
	Skill Assessment (pre-lesson)	N	
	Skill Assessment (post-lesson)	Y	
	Hook or engagement participation	N	
	Seated and ready to learn	N	HOW
	Writing down the daily objective	N	
	Completed a reflection of their progress towards content specific knowledge/skills	Y	
	Practice towards a untaught skill	N	
	Completed a short assessment on their content knowledge after a lesson	Y	