



**Lind-Ritzville Middle School**  
**2023-24**  
**Standards-Based Learning & Grading Guide**  
**Staff, Students, and Parents**

### **LRMS Philosophy of Learning**

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Everything we do at Lind-Ritzville Middle School is focused on our core school theme: Lead by Example, Relentlessly, Motivated, which all leads to Success. With these core values, we believe students will be successful in anything that they put their minds to. Our values are focused on helping our students become successful lifelong learners, along with guiding our students to find their passions in life. We believe in training our students in valuable real world skills, that students need, to be productive citizens in our world. Our approach is to base our courses on standards, but tie in the lifelong skills required to meet those standards.

Schools who say they are standards-based mean that the learning environment in the school is built upon the idea that students show mastery of what they learn through various skills and assessments that are intentionally designed around learning standards. The goal at Lind-Ritzville Middle School is to provide a learning environment where students understand what they are learning and are aware of how they can show they are skilled or have mastered that learning standard. When students make attempts at showing proficiency, and they fail to do so, they are encouraged to try again.

This does not mean that our grading system is all that different from what is considered a traditional gradebook with assignments, grades, and comments.. Our gradebooks do provide students with feedback on their evidence of learning and at what level they showcased their mastery. The gradebook also shows areas of where students can improve, based on the course's learning standards.

At Lind-Ritzville Middle School, 20% of your students' grade will reflect the **Habits of Work** we expect of our students. This relates to the practice activities that students participate in to understand the standard being taught. Habits of Work are linked to the first three words of our school theme: Lead by Example, Relentless, and Motivated. The other 80% reflects the student's demonstrated knowledge on the **Standard-Based Assessments**. This could be quizzes, tests, projects, performances, labs, and final writing assignments that are used to measure student achievement in a course. This represents the last word in our school theme: Success.

## LRMS Universal Skills of Learning

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These are the real-world skills that all of our learning standards are tied to. Without these skills, students will struggle to be successful not only in school, but life. You will find this common vocabulary discussed in classes and linked to all grades inputted.

- **Argue:** Build a case for and defend conclusions reached, based on sound logic and valid evidence. Question and critique the arguments of others as warranted.
- **Be Precise:** Accurately represents solutions, ideas and language.
- **Collaborate:** Work effectively with others to achieve common goals.
- **Conclude:** Infer meanings, analyze information and develop valid ideas based on evidence and analysis.
- **Communicate:** Makes ideas and information understood, mindful of audience, purpose and setting. Listen and respond to what others communicate.
- **Create:** Construct or develop a product for expression.
- **Discern:** View, read and listen with focused attention to what matters. Examine closely and methodically, attending to easily overlooked details, logic and patterns.
- **Innovate:** Develop new and helpful ways of looking at opportunities, challenges, and problems.
- **Investigate:** Ask and refine researchable questions, design a valid experiment or inquiry and gather appropriate info to complete the inquiry.
- **Plan:** Frame and clarify goals and make deliberate plans for how to achieve them. Seek and obtain feedback and assess progress, make adjustments, as needed, to achieve goals. Persevere in the face of difficulty to search for multiple solutions.
- **Punctuality:** Demonstrates the capability of completing an assigned task before a previously assigned time.

## How do teachers give feedback to students on activities and assessments?

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- **Activities (Habits of Work)** - Teachers provide on-the spot feedback or written on a practice activity; rubrics are not typically used for these types of learning. These assignments and forms of feedback take place during the introduction of new learning and when students are asked to practice and deepen their knowledge and understanding.
- **Assessments (Standard-Based)** - Teachers write on the rubric and assessment, which can then include one-on-one conference with students, and entry into the gradebook. Students can then use this feedback to either move from approaching standard to meeting standard or from meeting standard to exceeding standard.

## Standards-Based Rubric Design at LRMS

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- Scoring rubrics will be readily available to parents and students for standards-based assessments. This is the Success category (80%).
- Each scoring rubric will have five categories that are titled Exceeding Standards, Meeting Standards, Approaching Standards, Attempting, and Missing.

- Rubrics will have student- friendly language that unpacks the content standards for the standards-bearing assessment. A description of what is expected for each category will be provided.
- Each rubric will be created so that it is easily converted to our standards-based grading scale.
- Feedback for standards-bearing rubrics will be based on performance of standards alone.

### Sample Rubric for a Mathematics Classroom

Standard Based Grade	Standard: Students will be able to solve equations and inequalities. Skill(s): Be Precise, Communicate
4—Exceeds Standard (A- to A)	Student applies the correct order of inverse operations when solving equations and/or inequalities. Student demonstrates understanding of what it means to be a solution, inclusive of inequalities, with no calculation errors. The answer is being communicated by showing accurate work on how they were led to the answer. The answer is clearly communicated.
3—Standard Met (B- to B+)	Student applies the correct order of inverse operations when solving equations and/or inequalities. Student demonstrates understanding of what it means to be a solution, inclusive of inequalities, with minor calculation errors. The correct answer is given, but some work leading to the answer might be missing or inaccurate. The answer might not be clearly communicated.
2—Approaching Standard (C- to C+)	Student applies the correct order of inverse operations when solving equations and/or inequalities. Student demonstrates understanding of what it means to be a solution, inclusive of inequalities, with minor calculation errors. The correct answer is not given. Parts of the work leading up to the answer is inaccurate.
1—Attempting	The student does not demonstrate understanding of similarities or written skills. Please revise and resubmit
0—Missing	The student did not submit work to demonstrate the standard being met.

### The 80% / 20% Gradebook Philosophy

We recognize there is no perfect gradebook. LRMS's philosophy is to utilize a grading system that is fair to students and accurate in providing feedback to students and families on the student's performance. We believe the grade should and will reflect what the student knows and is able to do in the context of the learning standards for the class. Any assessments, such as quizzes, tests, projects, performances, labs, and final writing assignments, linked to priority standards, will be posted in the 80% category.

Habits of Work will be posted in the 20% category. This category will focus on the daily work in which students practice essential skills before demonstrating proficiency on the Standards-Based Assessments.

20 % of Overall Grade - Habits of Work			80% of Overall Grade - Standards-Based Assessment
<u>Lead by Example</u>	<u>Relentless</u>	<u>Motivated</u>	<u>Success</u>
Academic Honesty Working Ethically Collaboration with Others Community Engagement in the Classroom Personal Responsibility Pursuing Personal Best	Entry Tasks Note-taking Vocabulary Practicing Writing a Draft Researching Reading Checks for Understanding Exit Tickets	Meeting Deadlines Timeliness Goal Setting Focused on Learning	Submitting a Final Draft Completing a Lab and Report Taking a Quiz Taking a Test Completing a Performance Task Completing a Project

### Does the grading system not value doing homework and turning things in on time? What are Habits of Work (HOW)?

Traditional gradebooks that blend it all together do not give a true reflection of how the student performs on learning tasks that measure what they know and are able to do within the course. We are simply putting more value on learning the content in the course, while accentuating work habits like “being engaged,” “being responsible,” and “being on time” separately, and at a lower degree of value than the academic expectations. A student who fails to complete homework and misses deadlines, but performs well on assessments, will not likely score more than C+ or B- in the course. Students will not be docked points on an 80% category task for not showcasing Habits of Work standards.

**Habits of Work** are standards that are related to work experience expectations and citizenship. At LRMS we do provide feedback and calculate the student’s proficiency in these areas as part of the final grade for the course. This grade is based on the first three letters of the LRMS theme: Lead by example, Relentless, and Motivated.

### Converting to Letter Grades for the Skyward Gradebook and GPA

A letter grade is earned through a lot of math, and this is the case in any gradebook. LRMS does not give Ds on report cards; thus, a student is required to score a 68% or higher to pass the course.

For each course your student takes, the instructor will provide a class profile that serves as an overview of what standards the student is expected to demonstrate to pass the course. Please review the teacher’s class profile to see what standards a teacher assesses and how their class will be run.

Below is a conversion chart that is based on passing a course at 68 or higher. In our conversion chart below, a 68% is equivalent to a 1.7 average on a scoring rubric. A 4.0 is 100%. We provide letter grades because they are traditionally the mode of providing a grade at the middle school level; however, GPA is

actually based on a 4.0 scale. Confusing, we know! A one on a rubric does not mean a one in Skyward - it means that a student made an effort and demonstrated the lowest level of proficiency.

### Conversion Chart

4	A	3	B	2	C-	1	No Credit for Course (F or Incomplete)
3.9		2.9		1.9		0.9	
3.8		2.8		1.8		0.8	
3.7		2.7		1.7		0.7	
3.6	A-	2.6	B-	1.6	No Credit for Course (F or Incomplete)	0.6	
3.5		2.5		1.5		0.5	
3.4		2.4		1.4		0.4	
3.3		2.3		1.3		0.3	
3.2	B+	2.2	C	1.2		0.2	
3.1		2.1		1.1		0.1	

### Reassessment, Plagiarism, and More

LRMS believes that with good communication many of the items below are not a concern for a majority of our students and staff. Communicating early and often about needing additional time, as long as they are not the norm, will result in a positive outcome for the student and staff member.

### What are “at-bats?”

An at-bat is a fun way for students to request additional opportunities to show they can meet standards. An at-bat means the student may take a test again, revise an essay, or add more evidence to a project. An additional at-bat will not be reflected on the final score for the 80% task and it won't be reflected on any Habits of Work score. In order to earn an additional at-bat, the student must have a minimum of a 68.5% in their Habits of Work grade. Since practice makes perfect, students with lower than a 68.5% on their Habits of Work grade, will be given additional practice attempts to bring their score up by their teacher. This is a non-punitive opportunity for a student to try again, yet have some accountability for students who are lacking effort.

### Zeros in the Gradebook

Students will receive a zero in the gradebook when no evidence of learning has been provided, to the teacher, for that task or entry into the gradebook. This essentially means the learning task is missing.

- Students who have not communicated with the teacher and have not turned in their work will get a “0” to represent the work is missing. This is meant to reinforce “personal responsibility.”
- If a student is absent on the collection day, the student will have one day per day excused absence to provide evidence of learning prior to that assignment going in as a zero in gradebook.

- Additional time can be requested for extenuating circumstances and be honored at the teacher's discretion.

### Updated Grades

Grades will be updated on a weekly basis by their teachers. If a student turns in an assignment on a Tuesday, that assignment will be graded and inputted into the gradebook by that following Tuesday.

### Final Reassessment Dates

As with anything in life, there tends to be final dates to get a task completed. At LRMS we will have final reassessment dates set on a quarterly basis.

- 1st Quarter's final reassessment date is Wednesday, October 25th, 2023
- 2nd Quarter's final reassessment date is Friday, January 12th, 2024
- 3rd Quarter's final reassessment date is Friday, March 22nd, 2024
- 4th Quarter's final reassessment date is Wednesday, June 5th, 2024

Additional time past each quarter's deadline can be requested and honored based on our strategies to support struggling students.

### Supporting Struggling Students

Students who are struggling will be identified by their teachers, based on their performance in class. Our goal is not to penalize the students, but help provide them with additional support to help them find success as a student, in a structured tiered system.

**Tier I:** These are the general population students that receive support within their classrooms. These are the students who have an overall passing grade of 68% and above. Students do have the option to take a support class to investigate passion projects and have extra help in development of skills to help them continue to be a successful student.

**Tier II:** The student's overall grade is failing in the 60-67% range. The student's Habits of Work score is typically lower, but more importantly the student has not provided enough evidence to receive a passing grade. The student will be granted an extended deadline to pass the course. This will be a plan that the student must initiate and develop with the teacher to raise their grade to a 68% in the course. This student will be placed in a student support class to help guide the student to find success in the future.

**Tier III:** The student's overall grade is failing at 59% and below. The student's HOW scores and lack of evidence of learning prevents an extended deadline to pass the course. This student will be placed in the grade specific student support class to help the student find success in the future. In addition, the staff will develop a student success plan with the student's parents/guardians.

### Academic Dishonesty

- Academic dishonesty is claiming work that is not the student's own creation. Examples of academic dishonesty include: plagiarism (copy/paste without citing the source), using an AI to "write" the assignment for you, using the internet, classmate, or another person to complete the assessment when it is not allowed, etc..
- Students who engage in academic dishonesty will have their parents contacted and receive a zero for the assignment. Teachers can decide, based on the violations, whether to allow another at-bat.
- Repeated violations of scholastic dishonesty could lead to disciplinary action including but not limited to exclusion from extracurricular activities, removal from the class, and suspension.