

2019-2020
GRADING MANUAL – PARENT VERSION

The Role of Homework and Grading in Achieving
Student Success:

An Introduction for Students, Parents, and Teachers



DOUGLASS ACADEMY
AT PEABODY

“Once you learn to read, you shall be forever free.”



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Introduction

All schools operating under The Roger Bacon Academy management company use this grading manual. Law 1 at our family of schools is Teach to Mastery, because in so doing, every child can learn. It is imperative for students to master classroom content prior to progressing in the programs, and the grading provides guidance to the student on their path to achieving Mastery.

As loving teachers, we must resist our natural inclination to ignore minor errors and imperfections in our children's work. When we give false praise or score work with a "100", we have taught the child nothing. The uncrossed "t" or the unclosed "o" that resembles a "c" must be explicitly identified for the student to learn. In fact, we are deceiving the child and not teaching the child to discriminate fine points and nuances when, for the sake of kindness or the child's "self-esteem," we ignore their small inaccuracies.

Students must learn that perfection is the normal, usual criteria for our efforts in society and that the margin of acceptance for imperfection is extremely narrow. A roof that keeps out 99% of the rain is not a grade "A" roof or even a "B" or "C"- it is a grade "F" roof. Nor do we expect the pilot to land "almost" on the runway or the doctor to "nearly" cure our infection. As teachers, we can reward effort with hugs, with praise, or with extra privileges; but to reward effort with a falsely high grade is a disservice to the student.

A low grade must never be considered as a punishment. Rather, it should be viewed as a platform from which to build and measure the progress toward perfect skills. We must always pair a low grade with reasons and instructions on how to correct errors, so the student knows specifically what behavior – cross the "t" or close the "o" – is acceptable.

We must have high expectations for our students, and a major objective is to teach every student at their current achievement level. It is expected that a student first learning a new skill will not be at mastery and thus not scoring perfectly. But as we coach the student and their skills improve, their scores should improve until mastery is achieved and then the student begins again learning new skills.

These high expectations ensure that each student is receiving the most effective education possible. As we go through the grading process there is a variety of components to analyze. These include content, set-up, and handwriting. As you review the grading manual and as you apply it to your students, please remember that a score of 100 conveys no information to the student or parent on how to improve.

-Baker A. Mitchell



Homework Goal

Homework should provide students with practice of a skill or process that has been learned in class and thus can be done independently. Homework serves to deepen students' understanding of knowledge gained in class. A second important purpose of homework is to develop a student's time-management and task organization skills. Identifying these objectives allows us to assign purposeful and effective homework.

Homework objective, by grade:

- K-2: Reinforce skills or processes learned in class. Parent involvement should function only to facilitate accomplishment of the assignment, for example, initiating homework sessions and reading or explaining the assignment to your student.
- 3-5: Reinforce skills or processes learned in class. Students are able to complete assignments independently and develop fluency. Homework is the practice by which students gain fluency. Parent involvement should function only to facilitate accomplishment of the assignment, for example, initiation of homework sessions and providing strategic assistance, if needed.
- 6-8: Reinforce skills or processes learned in class or studying for upcoming assessments. Projects and / or compositions will be assigned periodically with ample time given to complete the assignments. Projects and compositions will be worked on in class but may need additional time at home. Parent involvement should function to encourage effective time-management behaviors.

Homework Design

We ensure that the objectives, above, are practicable by assigning homework at the students' achievement level. Teachers are trained and expected to thoughtfully and correctly assign homework that students can complete independently and that is challenging enough to maintain interest and produce improvement. Teachers use the following guidelines from Mager's *Preparing Instructional Objectives* to correctly prescribe homework:

- Performance: An objective always states what the learner is expected to be able to do and/or produce to be considered competent.
- Condition: An objective describes the important conditions (if any) under which the performance is to occur.
- Criterion: An objective describes the criteria of acceptable performance; that is, it says how well someone would have to perform to be considered competent.

All papers should have a heading with the following template written along the top right side of the paper.

Name _____
Homeroom _____ Date _____
Subject _____ Lesson _____

If homework is assigned it will be graded. Homework assignments should be graded and provided to students for feedback within three school days after the assignment was turned in.



Parent Involvement

Parents should provide adequate time and a proper environment for homework assignments to be completed. We encourage parents to be available to provide strategic assistance, but discourage parents from providing work or answers to students, as this limits student improvement opportunity and is not in compliance with the School Pledge. Strategic assistance, however, aims to remove barriers to student learning, such as clarifying assignment questions when needed, or to direct students to a correct next step. It is important that students arrive at solutions by themselves.

Parents and students need to understand the expectations for homework. Clearly designed expectations and conditions ease tensions about homework. We encourage parents and students to consider the following before beginning the homework assignments:

- What is the purpose?
- How much time will it take?
- What are the consequences if missing or late?
- Does my level of parent involvement limit or improve my student's learning?

Amount of Homework Assigned

Homework is not to be assigned over vacation periods, long weekends, or Fridays. Unless it is to finish classwork left incomplete these guidelines will be followed. Teachers shall keep to the following guidelines when assigning homework regarding length.

Kindergarten:	20-30 minutes
First and Second Grade:	35-45 minutes
Third Grade:	45-50 minutes
Fourth Grade:	45-50 minutes
Fifth Grade:	45-60 minutes
Middle School:	60-90 minutes



Requirements for Grading In-Class and Homework Assignments

Assignments and homework need to be completed on time. All assignments will be graded and returned within three school days of submission.

Additional criteria:

- **Completion:** All assignments should be attempted to the best of students' achievement levels and turned in on the due date.
- **Follows directions:** Students are required to follow classroom assignment expectations. This includes, but is not limited to, showing work, using pencil, working down the page, following grade-level format. Students will receive a one-point deduction for each direction not followed.
 - Beginning in 4th grade, all classwork and homework assignments will be completed in cursive.
- **Neatness:** Completed assignments should be legible and free of scribbles. Students should receive a five-point deduction for illegible responses, in addition to the student appropriately rewriting each illegible response. If an entire assignment is illegible, the assignment will be marked as late and the student will be required to complete it again.
- **Failing Assignments:** All work that earns a score below a 70% will be sent home for parent/guardian signature. The signed work will be kept by the teacher and placed within the student's file.



K-8 Incomplete/Late Work Policy

Students will be given three school days to complete the late or incomplete assignment. There will be opportunities during the school day to make up the work. Each day a completed assignment is late, a deduction of 8 points (per day) will be taken from the assignment's grade. If the assignment is not turned on the third day, the grade will result in a zero.

In the event of extenuating circumstances, parents may send in a note requesting for their student to receive one extra day for completion.

Protocol for communication of missing/incomplete assignments for grades K-8

- 1st missing assignment / zero – Parent Contacted
 - 2nd missing assignment / zero – Parent Contacted through formal email
 - 3rd missing assignment/ zero– Request of parent conference (meeting notes provided to administration)
 - 4th missing assignment/ zero – Request of parent conference with administration
- The communication cycle will repeat until a new quarter begins.**

Suspension

While suspended, the student is expected to maintain their academics and complete all missed schoolwork in the allotted timeframe to receive credit, as referenced in The Roger Bacon Academy Grading Manual.



Proficiency Grades:

Students are placed into classes based on achievement to ensure they receive instruction at the appropriate level. This provides students the opportunity to master concepts before continuing to the next level. This method of placement ensures that students receive a strong foundation in their core subjects of reading and math.

An “A” in a class does not guarantee that your child is on grade level. Some students are working below grade level. An “A” could mean that he/she are excelling at his/her current lesson progression. Lesson progression is based upon individual student achievement.

Proficiency grades on report cards inform parents if their child is on or below grade level in math and reading*. A student is considered “below grade level” if he/she has two or more data indicators falling below the grade level goal. Indicators are considered but not limited to the following:

- DIBELS Reading (Dynamic Indicators of Basic Early Literacy Skills)
- DIBELS Math (Assessment used to determine the acquisition of math skills)
- Lesson progression/alternative curriculum
- Reading BOG score (3rd grade Beginning of Grade state assessment)
- Reading EOG score from previous school year (3-8th grade End of Grade state assessment)
- Math EOG score from previous school year (3-8th grade End of Grade state assessment)
- Math beginning of year assessment for current school year (3rd – 8th grade)
- Reading benchmark score (administered two-three times per school year)
- Math benchmark score (administered two-three times per school year)
- Reading classroom assessment data
- Math classroom assessment data
- Reading Stanford Achievement Test (SAT 10s) results
- Math Stanford Achievement Test (SAT 10s) results

*Note: If a child’s report card indicates an “N/A” for proficiency in math and/or reading, this is due to his/her classroom placement reflecting his/her Individual Education Plan (IEP).



Letter- Number Grade Correspondence

Grade	Scale Score	Mastery Level
A	93-100	Excellent
B	85-92	Above Average
C	77-84	Average
D	70-76	Below Average
F	Below 70	Fails to Meet Requirements

High School Courses Letter- Number Grade Correspondence

(8th grade- English 1, Math 1, Earth and Environmental Science)

Grade	Scale Score	Mastery Level
A	90-100	Excellent
B	80-90	Above Average
C	70-80	Average
D	60-70	Below Average
F	Below 60	Fails to Meet Requirements



"But I finished it all at school!"

How will a student's report card be calculated in Kindergarten?

ELA- Reading

Classwork – 40%

- Reading Seatwork
- Read Aloud Assessments



Reading Assessments – 60%

Mastery Tests

- Mastery Tests occur every 5 lessons. Mastery Tests measure a student's mastery of individual skills, sounds, and words.

Checkouts

- Checkouts measure a student's decoding skills.
- Every five reading lessons, students are assessed for their accuracy/fluency rate. This means that students read a portion of a story aloud to their reading teacher one-on-one.
- Students are timed and errors are recorded.
- If the student does not achieve mastery the first try, the passage will be read again the next day.

Guidelines for grading reading checkouts

- Pass on 1st try within program time and errors – 100%
- Pass on 2nd try within program time and errors – 85%
- If the student does not pass on the 2nd attempt he/she will not receive any additional retests and the score will be a 70%.
 - Student will be placed into interventions/remediation to remedy.

Math K

Classwork- 50%

- Both sides are completed in class with the teacher.

Assessments- 50%

- Saxon Math oral assessments are given every ten lessons.
 - These are to be separated by skill and counted as individual assessments.
 - Pass on 1st try– 100%
 - Pass on 2nd– 85%
 - If the student does not pass on the 2nd attempt he/she will not receive any additional retests and the score will be a 70%.
 - Student will be placed into interventions/remediation to remedy.
- Written assessments are every five lessons.

**If students are in Saxon 1 math curriculum, refer to math calculated in first grade.*



Science/History

- Classwork 40%
- Assessments 60%

Grammar/Writing

- Classwork 50%
- Assessments 50%

How will a student's report card be calculated in 1st Grade?

ELA- Reading

Classwork – 40%

- Reading Seatwork
- Read Aloud Assessments
- TRC writing Prompts



Reading Assessments – 60%

Mastery Tests

- Mastery Tests occur every 5 lessons. Mastery Tests measure a student's mastery of individual skills, sounds, and words.

Checkouts

- Checkouts measure a student's decoding skills.
- Every five reading lessons, students are assessed for their accuracy/fluency rate. This means that students read a portion of a story aloud to their reading teacher one-on-one.
- Students are timed and errors are recorded.
- If the student does not achieve mastery the first try, the passage will be read again the next day.

Guidelines for grading reading checkouts

- Pass on 1st try within program time and errors – 100%
- Pass on 2nd try within program time and errors – 85%
- If the student does not pass on the 2nd attempt he/she will not receive any additional retests and the score will be a 70%.
 - Student will be placed into interventions/remediation to remedy.

Math 1 and 2

Classwork- 35%

- Side A is completed in class with the Teacher
- Side B will be for homework
- Word Problem of the day

Fact Assessments- 15%

- Students are timed on a math fact sheet.

Assessments 50%

- Saxon Math assessments are given every five lessons.



Science/History

- Classwork 40%
- Assessments 60%

Spelling

- Classwork 40%
- Assessments 60%

Grammar/Writing

- Classwork 20%
- Chapter Check-Up 30%
- Assessments 50%

How will a student's report card be calculated in 2nd Grade?

ELA- Reading

Reading Mastery Program

Classwork – 40%

- Reading Seatwork
- TRC writing Prompts
- Read Aloud Assessments



Reading Assessments – 60%

Mastery Tests

- Mastery Tests occur every 5 lessons. Mastery Tests measure a student's mastery of individual skills, sounds, and words.

Checkouts

- Checkouts measure a student's decoding skills.
- Every five reading lessons, students are assessed for their accuracy/fluency rate. This means that students read a portion of a story aloud to their reading teacher one-on-one.
- Students are timed and errors are recorded.
- If the student does not achieve mastery the first try, the passage will be read again the next day.

Guidelines for grading reading checkouts

- Pass on 1st try within program time and errors – 100%
- Pass on 2nd try within program time and errors – 85%
- If the student does not pass on the 2nd attempt he/she will not receive any additional retests and the score will be a 70%.
 - Student will be placed into interventions/remediation to remedy.

Journeys

Classwork- 40%

- Comprehension Practice
 - TRC Writing Prompts
 - Skill based comprehension worksheets
- Vocabulary Practice
 - Read Aloud Assessments

Assessments- 60%

- Comprehension Tests
- Vocabulary Tests



**gradebook to reflect the program*

Math 2

Classwork- 35%

- Side A is completed in class with the Teacher
- Side B will be for homework
- Word Problem of the day

Fact Assessments- 15%

- Students are timed on a math fact sheet.

Assessments -50%

- Saxon Math assessments are given every five lessons.

**If students are in Saxon Intermediate 3 math curriculum, refer to math calculated in third grade.*

Science and History

- Classwork 40%
- Assessments 60%

Spelling

- Classwork 40%
- Assessments 60%

Grammar/Writing

- Classwork 20%
- Chapter Check-Up 30%
- Assessments 50%

How will a student's report card be calculated in 3rd – 5th Grades?

Parents: Beginning in 4th grade, all classwork and homework will be completed in cursive.

ELA (Grade 3)

Journeys

Classwork- 40%

- Comprehension Practice
 - TRC Writing Prompts
 - Skill based comprehension worksheets
- Vocabulary Practice

Assessments- 60%

- Comprehension Tests
- Vocabulary Tests

Strategic Reading/ Intervention Programs

Classwork – 40%

- Reading Seatwork
- Skill based comprehension worksheets
- TRC writing Prompts
- Vocabulary

Reading Assessments – 60%

Comprehension Tests

Check-outs

- Checkouts measure a student's decoding skills.
- Every five reading lessons, students are assessed for their accuracy/fluency rate. This means that students read a portion of a story aloud to their reading teacher one-on-one.
- Students are timed and errors are recorded.
- If the student does not achieve mastery the first try, the passage will be read again the next day.

Guidelines for grading reading checkouts

- Pass on 1st try within program time and errors – 100%
- Pass on 2nd try within program time and errors – 85%
- If the student does not pass on the 2nd attempt he/she will not receive any additional retests and the score will be a 70%.
 - Student will be placed into interventions/remediation to remedy.





**gradebook to reflect the program*

Grammar/Writing (Grade 3)

- Classwork/ Chapter Check-Up-- 50%
- Assessments- 50%

Spelling (Grade 3)

- **Classwork - 40%**
- **Assessments - 60%**

English (Grades 4 and 5)

Journeys/Novels/Short Stories/Poems

Classwork- 40%

- Classwork consists of follow-up questions, vocabulary, literature worksheets, and independent composition exercises.

Assessments- 60%

- Assessments consist of chapter tests, unit tests, and quizzes for reading selections and vocabulary.

Grammar and Writing (Grades 4 and 5)

Classwork- 50%

- Daily Grammar Practice
- Expressive Writing Lesson Practice
- Composition Practice

Assessments- 50%

- Expressive Writing Assessments
- Final Draft Compositions

Spelling (Grade 4)

Classwork – 40%

- Daily participation in spelling recitation

Assessment – 60%

- Bi-monthly spelling tests



Math

Classwork— 35%

- Students complete written practice in the classroom. This may include problems from their book, brief quizzes, notebook checks, BAM Fluency, and math procedures check. Students demonstrate strategies needed to solve problems they may see on tests or in daily work.

Homework—15%

- Students complete no more than 15 problems from their books or worksheet.

Assessments—50%

Science

Classwork- 40%

- Classwork consists of follow-up questions, worksheets/quizzes, lab performance, and lab write ups.

Assessments- 60%

- Assessments consist of chapter/unit tests, major labs, and projects.

History

Classwork— 40%

- Classwork consists of follow-up questions and worksheets.

Assessments— 60%

- Assessments consist of chapter/unit tests and quizzes.

Latin (Grades 4-5)

Classwork— 40%

- Classwork consists of follow-up questions and workbook activities.

Assessments— 60%

- Assessments consist of formative assessments, quizzes, and chapter/unit tests.



How will a student's report card be calculated in Middle School?

English

Classwork— 40%

- Classwork consists of follow-up questions from reading selections, vocabulary lesson practice, literature worksheets, and independent composition exercises.

Assessments— 60%

- Assessments consist chapter/unit tests for reading selections and vocabulary.

Grammar and Writing

Classwork- 40%

- Daily Grammar Practice
- Essentials for Writing Lesson Practice
- Composition Practice

Assessments- 60%

- Essentials for Writing Assessments
- Final Draft Compositions

Math

Classwork— 35%

- Students complete written practice in the classroom. This may include problems from their book, brief quizzes, notebook checks, and math procedures check. Students demonstrate strategies needed to solve problems they may see on tests or in daily work.

Homework— 15%

- Students complete no more than 15 problems from their books or worksheet.

Assessments—50%

Science

Classwork— 40%

- Two classwork grades a week consisting of quizzes, writing assignments, lab write ups, or end-of- lesson questions.

Homework— 10%

- Students will have no more than two homework assignments during the week.
- All homework will reinforce or be an extension of material taught that day or during the week.

Assessments— 50%

- Assessments will occur after every chapter/unit. An assessment grade may also come from an assigned project or major lab.





History

Classwork— 40%

- Classwork consists of follow up questions, worksheets, workbooks, and compositions.

Assessments— 60%

- Assessments consist of quizzes, chapter/unit tests, and final essays.

Latin

Classwork— 40%

- Classwork consists of follow-up questions and workbook practice.

Assessments—60%

- Assessments consist of quizzes, chapter/unit tests.



How will a student's report card be calculated for Resource?

- The majority of RBA resource students should receive a 100% for resource courses. It is important that our students are in a structured and fun learning environment.
- No participating student should receive lower than 80% in any resource unless the student has been offered extra credit opportunities and an opportunity to make corrections. Any nonparticipation or behavior issues need to be followed up with immediate parent communication. Grades do not reflect the student's behavior in resources.
- Any students with grades lower than 80% all assignments should be available for parent/guardian review. Administrators should be advised of these students and nonparticipation should be documented in the discipline log before the end of the quarter.
- Each student should have 3 or more grades per nine weeks posted in PowerSchool, with extra credit or correction opportunities on any grades lower than 80%.

PE – Most physical education students will receive 100% as their final grade. Participation is worth 100% of their grade. If a student refuses to participate for two consecutive weeks, please follow steps 1-4.

- 1) Have a conversation with the student
- 2) Notify the parent or guardian
- 3) Document the behavior in the discipline log
- 4) Send a copy of Class 1 offense form home with the student for the parent to sign.

If for a third consecutive week the student refuses to participate, subtract 2 points off their final grade per day for non-participation. Continue to document future occurrences following steps 1-4. Students do not receive points off for uniform. This would be an out of uniform violation and parents should be notified via the "Uniform Compliance Sheet."

Computer Lab – Most Computer Lab students will receive 100% as their final grade. Participation is worth 80% of their grade. If a student refuses to participate for two consecutive weeks, please follow steps 1-4.

- 1) Have a conversation with the student
- 2) Notify the parent or guardian
- 3) Document the behavior in the discipline log
- 4) Send a copy of Class 1 offense form home with the student for the parent to sign.

Send a copy of Class 1 offense form home with the student for the parent to sign. If for a third consecutive week the student refuses to participate, subtract 2 points off their final grade per day for non-participation. Continue to document future occurrences following steps 1-4. Class work and quizzes are 20% of grade. Students should be allowed to make corrections, or extra credit for any grades under 80%.



Health – Most Health students will receive 100% as their final grade. Participation is worth 80% of their grade. If a student refuses to participate for two consecutive weeks, please follow steps 1-4

- 1) Have a conversation with the student
- 2) Notify the parent or guardian
- 3) Document the behavior in the discipline log
- 4) Send a copy of Class 1 offense form home with the student for the parent to sign.

If for a third consecutive week the student refuses to participate, subtract 2 points off their final grade per day for non-participation. Continue to document future occurrences following steps 1-4. Class work and quizzes are 20% of grade. Students should be allowed to make corrections, or extra credit for any grades under 80%.

Art – Most Art students will receive 100% for as final grade. Participation is worth 80% of their grade. If a student refuses to participate for two consecutive weeks, please follow steps 1-4.

- 1) Have a conversation with the student
- 2) Notify the parent or guardian
- 3) Document the behavior in the discipline log
- 4) Send a copy of Class 1 offense form home with the student for the parent to sign.

If for a third consecutive week the student refuses to participate, subtract 2 points off their final grade per day for non-participation. Continue to document future occurrences following steps 1-4. Class work and quizzes are 20% of grade. Students should be allowed to make corrections, or extra credit for any grades under 80%.

Music – Most Music students will receive 100% as their final grade. Participation is worth 80% of their grade. If a student refuses to participate for two consecutive weeks, please follow steps 1-4.

- 1) Have a conversation with the student
- 2) Notify the parent or guardian
- 3) Document the behavior in the discipline log
- 4) Send a copy of Class 1 offense form home with the student for the parent to sign.

If for a third consecutive week the student refuses to participate, subtract 2 points off their final grade per day for non-participation. Continue to document future occurrences following steps 1-4. Class work and quizzes are 20% of grade. Students should be allowed to make corrections, or extra credit for any grades under 80%.



"But I thought it might taste good!"