

Re-Submissions and Grading 2017-2018

Grading:

This year, along with a change in the curriculum, the methods of grading for our class will be different. This year our class will be graded on what is known as Standards Based Grading. This is a method of assessment that is based on what you as the student will know, and is not based on a raw assessment score. What this means is that all things are weighted equally. A test is not worth more than a quiz or homework. As a result, these things are also not based on your ability to memorize and ace a test, but your concept understanding. With that, standards based assessment gives you as the student the freedom to choose how well you want to understand and comprehend material based on your needs and wants. The caveat to all of this is that you will be allowed to re-submit all materials based on what you want to be able to achieve. The close off dates for re-submissions is 1-2 weeks after an assignment is graded and returned to you. If you choose to re-submit an assignment more than once, you may do so but after the first re-submit will have to speak with me for when the next re-submit is due. This gives you the student the flexibility to be able to re-submit what you want to re-submit. However beware, if you wait until the end of the semester to give hand in re-submits, you will not get a chance to re-submit again before the end of the marking period. Obviously with this system, there is no kind of extra credit and your grade is what it is at the end of the marking period. You will all have plenty of questions about this system and it takes about a month or two for people to get used to. Have patience with it and work with me, this is all 100% for your benefit!

Grade Scoring Breakdown:

Grade scoring is broken down by the following core:

Baby Kitten - Missing, a zero (0) in the gradebook.

Tiny Cub - Inadequate or Basic, a one (1) in the gradebook.

Lil' Tiger - Developing, a two (2) in the gradebook.

Sumatran Tiger - Proficient or adequate, a three (3) in the gradebook.

Bengal Tiger- Advanced proficient or Expert, a four (4) in the gradebook

Example of Standard Assessment:

Standard:

Standard: Thk.C	I am able to work collaboratively with my peers and do my part to be successful.	Standard Score:
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Baby Kitten (0): Standard is not addressed at all, or wrong standard is addressed instead.

Ex. Blatant disregard or disrespect for group members, or does not contribute at all to any portion of the group. Feedback is addressed directly to the student.

Tiny Cub (1): A poor attempt is made to address the standard, however severely lacking in concept or execution.

Ex. Student does not contribute in one form or another, but attempts to contribute otherwise, however it does not directly pertain to the success of the group. Feedback is given directly on the assignment.

Lil' Tiger (2): A valid attempt is made to address the standard, but lacks clarity and/or consistency in execution.

Ex. Student talks with group members but is off topic, or student does not directly contribute to the success of the group (i.e participates in class, but not in a lab write up).

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Sumatran Tiger (3): A clear attempt is made to address the standard and is done so in a complete, consistent and clear way.

Ex. Student engages with group members to complete an assignment in a complete way that allows them to participate in multiple avenues to allow the group to be successful.

Bengal Tiger (4): A clear attempt is made to address the standard and is done in a complete, consistent and clear way, however, the student is able to engage the standard that leads to new ideas or concepts to be created upon.

Ex. Student engages with group members and is able to complete an assignment in the same way as a proficient learner, however they are able to scaffold new ways to participate amongst their group including, but not limited to, new technology based interactions that allow a particular concept to be represented or a new way to allow communication to occur that creates the ability to address different learning communities that was not possible in traditional ways.

Scoring:

Scoring works slightly differently with standards based grading. Originally this format of grading is not meant to give you a “score” however, due to the NJ Education System standards need to be converted to a “score” to be able to be placed in the gradebook. Your standard score is not equivalent to a grade. Please do not mix up standards based assessment with Rubric Based assessment. This means that a 2 is not equal to a D and a 4 is not equal to an A. In theory a 3 is proficient and does not have a letter grade, but due to our circumstances will be equivalent to an 85%. However, to give you a letter grade, the way this works is by the following formula below.

$$\% \text{ grade} = \frac{\text{number of Bengal Tigers (advanced proficient)} + (\text{number of sumatran Tigers (Proficient)} * 0.87)}{\text{Total number of times standards assessed}}$$

As you can see, the only two standards that go into calculating your grade are Bengal tigers (Advanced Proficient) and Sumatran Tigers (Proficient). The reason for this is because the only items that will count towards your grade is assignments that you have completed to proficiency. The grade calculation also shows you that all standards have the same weighting. There are no standards that are worth more than another. This is why all assignments are worth all the same. A homework or mid-term project that assesses the same standard will be counted towards your overall grade equally and the total number of times the standard is assessed will go into the total of all standards assessed. Each marking period will not assess all standards. Throughout the year we will have about 30-35 standards total and each semester may assess about 10-20 standards. The list of standards can be found on the google classroom and your gradebooks will reflect the standards assessed as well.

Gradebooks:

Gradebooks will be managed through the google classroom. We have the Class Websites for our class, but the class website will mostly be used as an announcement page for your parents and as well as a way for the community and others to see how and what we are doing within the classroom. The gradebooks available through the website for you and your parents will not reflect the google sheet that your gradebook will be contained in. The gradebook for all of your parents will be through the same google sheet that you will have access to, and the gradebook available through power school will only contain marking period grades. The gradebook will also be used to update you and your parents about missing assignments or assignments that need are completed but not proficient or advanced proficient. If you have any questions about your gradebooks or anything seems to be inaccurate, please always let me know as soon as possible so that I can correct any mistakes that may be occurring on my end.


Re-Submissions:

Re-submissions are accepted for every assignment. All re-submissions are collected through only the resubmission form which is available through the google classroom under about. These will also be posted on our class website as well. Below is an example of what the resubmissions will look like, each question regardless of assignment must have its own separate page. Re-submits are accepted as either online or paper copies as a print out of the re-submission form. Whenever you return a completed re-submission it must contain the full solution, regardless of what the problem was (ex. A multiple choice question needs to have the full solution explained rather than just explaining the correct answer. Yes, this means the re-submission may be more work than the original assignment, but again, for full points recovery, the choice is yours to complete the assignment or not.)

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Re-Submission Examples:

Good:

Text of Problem	Write/draw a representation of a person pushing a ball with a stick in the positive direction with a constant change in velocity
Full Solution	The person is moving with a constant acceleration so they should be speeding up. 
What did I do wrong the first time and why did I get it wrong?	My initial answer was incorrect because I said that the ball is not speeding up and that it is only moving at a constant speed. I also only came up with one representation initially which caused me to only look at the written description.
How did I learn to solve the problem correctly?	I had to learn that a single representation is not sufficient sometimes to be able to fully see and understand the question being asked. I also had to re-learn what a constant change in velocity means and what that looks like to be able to understand what it represents in written form.
What did I learn from this experience?	The experience was crucial for me because if I continued to learn ideas that built upon my understanding of a constant change in velocity, then I would have not been able to fully understand anything I learn after that as well. I also learned that to have multiple representations allows me to visually see that in fact the ball is constantly accelerating.

Bad:

Text of Problem	Write/draw a representation of a person pushing a ball with a stick in the positive direction with a constant change in velocity
Full Solution	The person was speeding up and not staying at the same speed
What did I do wrong the first time and why did I get it wrong?	I didn't write that the person was speeding up and I got it wrong because Mr. Lee said so.
How did I learn to solve the problem correctly?	I learned that I needed to fix my answer and write what Mr. Lee is looking for. I know this is the right answer because I asked a friend and they said that was the right answer and the internet said the same thing.
What did I learn from this experience?	I need to learn how to read better/how to do math/how to take better notes/how to be more careful/how to listen in class/how to read a graph/how to explain myself better/ect.

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Parent(s)/Guardian(s) Read and Sign Here!

By signing and dating this sheet on the line below, I confirm that I have read and acknowledged and understood the grading and re-submission system above and that my child can participate in. I also understand that this re-submission system is entirely optional and that it is the choice of my child as to if they would like to participate in the system or not as well as their own level of participation if the system is available to your child.

Also by signing and dating on the line below, I understand that because this system is entirely optional, participation of this system can also be revoked by the teacher if it is deemed to be in the best interest of your child's learning at such a point in time. I understand that any abuse or misuse of the system by my child can lead to such a removal of my child's participation in the re-submission system.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name (Print) _____

Students Read and Sign Here!

By signing and dating on the line below I confirm that I have read and understood the re-submission system that I can actively participate in as a member of this class. I also understand that this re-submission system is entirely optional to me and I can choose the level of participation if the system is available to me.

Also, by signing and dating on the line below, I understand that because this system is entirely optional, participation of myself within this system can be revoked by the teacher if it is deemed that it is best for my learning at such a point in time. I understand that any abuse or misuse of the system by myself can lead to a removal of my participation within the re-submission system.

Student Signature _____ Date _____

Student Name (Print) _____