

## Lincolnvile Central School Grading System

Lincolnvile Central School uses standards-based grading. The goal of our standards-based grading system is to clearly communicate to parents and students the progress that the student has made towards achieving academic standards and, separately, towards developing good work habits.

It is important to note that standards-based grading is inherently different from the grading scale that most parents experienced in their own schooling. As such, a standards-based grading scale cannot be translated into a letter-based grading system. For example, a score of “3” does not translate into a traditional “A” or “B”. A score of “3” communicates something entirely different than either a traditional “A” or a “B”, as shown in the table below.

It is also important to note that the numbers used in the standards-based grading system are categorical. This means that the score that a student receives for a particular standard reflects where that student falls in their learning progression. As seen in the table below, a score of 3 reflects that a student can independently and consistently achieve the expectation described in the academic standard. Please see the table below for further description of the score categories.

### Middle School Levels of Performance - General Guidelines

<b>1</b> <b>Not Yet Meeting the Standard Expectation</b>	<b>2</b> <b>Partially Meeting the Standard Expectation</b>	<b>3</b> <b>Meeting the Standard Expectation</b>	<b>4</b> <b>Meeting the Standard Expectation with Sophistication</b>
The student is demonstrating mastery of few to no elements of the standard.  They are performing at a level significantly below expectations.  There are critical gaps in learning and performance that require additional practice and study.	The student is demonstrating mastery of some elements of the standard that indicate the student is on the trajectory to meet the standard.  Students partially meeting the standard require additional practice and study.	The student is demonstrating mastery - knowledge & skills - that indicate the student is set up to be well prepared for and successful in the next level of their learning.  They have met the expectations, having shown what they know and / or can do.  The student is ready to move forward.	The student is demonstrating mastery - knowledge and skills - with a keen sense of precision, detail, complexity, and / or dexterity. They are demonstrating insightfulness, thoroughness, and depth of learning.  This is about quality of performance, not about an additional amount of work produced.

Once a student is able to independently and consistently achieve the expectation, they will earn a 3 for that standard. Standards-based grading is not intended to reflect how long or how many attempts it took a student to meet a particular standard. Rather a standards-based grade reflects a student's level at the time of the progress report. Final grades reflect student performance in relation to expectations of where the child should be performing at the time of the progress report - not in relation to an end of course or end of year expectation. Grades reflect what a child has demonstrated that they know and can do at the time of reporting.

Progress reports sometimes lump multiple sub-standards under the heading of one standard. It is therefore possible that a student will receive a more detailed number, such as 2.6, on their progress report. A number such as this reflects an average of the student's scores on the sub-standards.

In addition to academic standards, students are also assessed in their work habits. The work habits assessed in every subject are: Participates Actively and Uses Class Time Wisely; Shows Respectful Behavior; Shows Responsibility with Tools, Materials, and Equipment; Demonstrates Organizational Skills; and Completes Assignments on Time. The work habits are also assessed on a 4-point scale. However, the work habits are scored based on how often a student demonstrates those skills.

<b>Work Habit Score</b>	<b>What it means</b>
4	student ALWAYS demonstrates that work habit in the class
3	student CONSISTENTLY demonstrates that work habit in the class
2	student SOMETIMES demonstrates that work habit in the class
1	student RARELY demonstrates that work habit in the class

The work habits are crucial skills for future success in education and beyond. Considering your child's score on these skills will give you real insight into how they are performing in their classes. These work habits are assessed by all schools in the FiveTowns system and a student's work habit scores are used for placement in high school honors classes.