**Fitzgerald**

**Description of Growth Grading System**

**Grading**

All graded work will be within a specific limited set of skill areas each marking period: discussion, notes, taking information-based tests and quizzes, writing document-based answers referring to a primary sources, writing, homework, creating and using data displays, etc. Each skill area will be introduced one-at-a-time. The qualities of great work in that skill area will be brainstormed through class discussion, listed when shared, and then edited as a group to come up with the five qualities that will be on the growth grading sheet.

Every example of work will be graded on a 10 point scale based on whether the work demonstrated the qualities of success in that skill area that students decided on through discussion.

10 - mastery/above and beyond - all qualities shown

9 - excellent - 4 of 5 qualities shown

8 - good - 3 of 5 qualities shown

7 - basic - 2 of 5 qualities shown

6 - below basic expectations - 1 of 5 qualities shown

5 - not currently demonstrating this skill - no qualities shown

Graded work will be returned to a folder the student has in class with a grading sheet listing the characteristics. Student should access the folder when they recieve a grade on MyRCS to check the grading Sheet for qualities to focus on for greater success next time, if a 10 was not already achieved. Students should record grades on the record sheets provided for each skill area to keep track of the keep track of the qualities achieved and the growth made.

Grades will be posted on MyRCS which has this note as to the above scale, so students and parents can assess current progress. Though the grading program will record the average of those grades, the student should remember that at the end of the marking period they will have the opportunity to complete an growth grade form reflecting a higher grade that should be used based on growth achieved. This form will need to be returned with a parent signature in a timely manner for me to review the sheet, examine the growth described and process the grade change in time to submit grades by the district's deadline.

If a trend toward improvement in a skill area can be perceived, achieving a greater number of the sought after qualities than at first were achieved, this trend will be acknowledged. If the number of qualities demonstrated in a skill fluctuates, the average will be used.

Students will not retest or redo work for a higher grade, though they may do so for their own goals, as students can improve their grade by focusing on achieving the qualities needed in future work.