



Bethlehem Area School District Purpose of Grading Statement

The purpose of grades is to communicate with students and parents/guardians about students' achievement towards specific goals. With a focus on student growth, grades are intended to be used as feedback to guide timely improvements and offer enrichment opportunities. Academic support factors are reported separately from the achievement grade.

Academic Support Factor Rubrics

Academic support factors describe student behaviors that facilitate, broaden, or extend learning. These may be elements that enable learning, such as performance on formative assessments, homework, and class participation. They also may reflect extended learning goals related to social-emotional learning skills such as collaboration, goal setting, perseverance, habits of mind, and citizenship. In some cases, Academic Support Factors relate to students' compliance with class procedures, like turning in assignments on time.

These rubrics were developed to reflect the BASD Purpose of Grading Statement and incorporate feedback provided by BASD students, teachers, administrators, and parents in a grading survey.

Academic Support Factor #1: Responsibility

	Class Preparation	Work Completion	Respectful Interactions
<p>3 Meeting</p>	<p>The student <i>consistently</i>:</p> <ul style="list-style-type: none"> arrives on time shows up with all necessary materials (charged Chromebook, notebook, etc.) removes distractions and is ready to learn when the teacher begins 	<p>The student <i>consistently</i>:</p> <ul style="list-style-type: none"> submits their own homework/class work by the due date completes all assignments in their entirety to the best of their ability 	<p>The student <i>consistently</i>:</p> <ul style="list-style-type: none"> listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms asks for help when needed
<p>2 Developing</p>	<p>The student <i>frequently</i>:</p> <ul style="list-style-type: none"> arrives on time shows up with all necessary materials (charged Chromebook, notebook, etc.) removes distractions and is ready to learn when the teacher begins 	<p>The student <i>frequently</i>:</p> <ul style="list-style-type: none"> submits their own homework/class work by the due date completes all assignments in their entirety to the best of their ability 	<p>The student <i>frequently</i>:</p> <ul style="list-style-type: none"> listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms
<p>1 Beginning</p>	<p>The student <i>rarely</i>:</p> <ul style="list-style-type: none"> arrives on time shows up with all necessary materials (charged Chromebook, notebook, etc.) removes distractions and is ready to learn when the teacher begins 	<p>The student <i>rarely</i>:</p> <ul style="list-style-type: none"> submits their own homework/class work by the due date completes all assignments in their entirety to the best of their ability 	<p>The student <i>rarely</i>:</p> <ul style="list-style-type: none"> listens carefully and responds thoughtfully to students and adults, with respect for different opinions and perspectives contributes to the positive interactions within the classroom by using appropriate language and adhering to classroom norms

*The bullet points are indicators for the level, but the list is not exhaustive. Also, not all indicators must be met in order to score a student at a particular level in each category.



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Academic Support Factor #2: Classroom Engagement		
	On-task Behavior	Cooperative Learning
3 Meeting	<p>The student <i>consistently</i>:</p> <ul style="list-style-type: none"> remains active and committed during class activities responds to content-related questions that the teacher poses to the class chooses to socialize appropriately and helps others to do the same without redirection focuses during independent work 	<p>The student <i>consistently</i>:</p> <ul style="list-style-type: none"> fulfills their assigned role and completes their designated part of the project/activity Integrates their piece of the work into the team's final product extends and/or enhances another group member's contribution provides perspective by utilizing accountable talk and referencing their notes or experiences
2 Developing	<p>The student <i>frequently</i>:</p> <ul style="list-style-type: none"> remains active and committed during class activities responds to content-related questions that the teacher poses to the class chooses to socialize appropriately and helps others to do the same without redirection focuses during independent work 	<p>The student <i>frequently</i>:</p> <ul style="list-style-type: none"> fulfills their assigned role and completes their designated part of the project/activity Integrates their piece of the work into the team's final product. extends and/or enhances another group member's contribution provides perspective by utilizing accountable talk and referencing their notes or experiences
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Factors that do not contribute to the Academic Support Factors

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| <p>A. <u>Achievement grade</u>- this is reported separately on the report card.</p> <p>B. <u>Discipline</u>- this is reported through the Framework for Citizenship. For example, if a student skips class without an excuse, it should not factor into the achievement grade or the ASF grade.</p> <p>C. <u>Attendance</u> - this is reported separately on the report card.</p> | <p>D. <u>Critical thinking</u> - this is about the quality of a student's work and would be reflected in the achievement grade.</p> <p>E. <u>Citizenship/Ethics</u>- Citizenship is reported separately on the report card. Although we may not agree with a student's ethics, we do not report on it.</p> |
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