Hillside Middle School
Standards-Based Grading

Standards-Based Grading is designed to provide clarity to all stakeholders by illuminating individual student strengths and specific needs in academic, problem solving, and social skills required to be an outstanding citizen.

Benefits to Stakeholders: Consistent, common data which drives student learning and growth.

Student Learning Targets	**Families/Community**	**Teachers**
Increase motivation.	***Directs support for student.***	***Help students learn how to learn*.**
Receive and ***provide*** explicit feedback in areas of strengths and weaknesses.	***Receive*** explicit feedback on student needs, support, and celebration.	***Provide*** explicit feedback on student needs, support, and celebration.
Set attainable goals.	***Understand*** student goals.	***Support*** student individual goals.
Understand and follow classroom expectations to be a successful citizen.	***Understand*** classrooms expectations to be a successful citizen.	***Develop*** classroom expectations to be a successful citizen.
Communicate their level of learning	***Understand*** student level of learning	***Communicate and support*** student level of learning.

Levels of Proficiency – "Eclipse" Practice Phenomena

	Community/ Learning Environment	Learning Process	Academic Mastery
Exemplary: Student is proficient and performs above and beyond. *"I can apply it to other concepts."*	**Integrity & Respect** • Models and encourages honesty and integrity in self and others • Advocates for respect and fairness in all situations **Inclusion & Equity** • Seeks opportunities to supports peers • Advocates for the diversity of others' experiences, identities, opinions, ideas, and approaches to learning **Engagement** • Brings intellectual curiosity and zest for learning • Exhibits leadership skills by contributing, and encouraging other students to participate and learn • Understands learning happens best in the community, shows up every day, and contributes to the community	**Growth Mindset** • Embraces mistakes and failures and uses them as opportunities for learning • Asks thoughtful questions to deepen and/or broaden understanding • Invites challenges, risks, and feedback **Tenacity** • Perseveres through challenges and encourages others to do the same • Conscientiously completes all assigned work and submits on time • Seeks other opportunities to apply understanding **Resourcefulness** • Independently seeks out new and uses a variety of resources to solve problems • Independently uses and models organizational systems • Independently plans for short and long term tasks	**Knowledge & Understanding** • Independently able to explain why there is a cycle to when and where eclipses are seen in the United States • Independently able to explain why not all planets would experience an eclipse **Higher Order Thinking** • Constructs unique and/or original product that demonstrates why or why not an eclipse could be experienced on another planet • Able to provide an analysis of each planet in the solar system and prove using appropriate data as to whether or not the planet experiences total solar eclipses

Proficient: Student performs what needs to be done. *"I can do it by myself"*	**Integrity & Respect** • Consistently models honesty and integrity • Consistently treats self and others with respect and fairness • Consistently respects their environment and materials **Inclusion & Equity** • Consistently supports peers • Consistently shows respect for the diversity of others' experiences, identities, opinions, ideas, and approaches to learning **Engagement** • Consistently demonstrates an interest in learning • Consistently collaborates effectively • Consistently attends classes on time	**Growth Mindset** • Consistently views mistakes and failures as opportunities for learning • Consistently accepts challenges, takes risks and acts on feedback **Tenacity** • Consistently uses effort on a pathway to mastery • Consistently perseveres through challenges • Consistently completes assigned work conscientiously and submits on time **Resourcefulness** • Consistently demonstrates the ability to use appropriate resources to solve problems whenever needed • Consistently uses a satisfactory organizational system • Consistently self-regulates, needing little to no redirection from teacher • Consistently uses class time effectively	**Knowledge & Understanding** • Consistently demonstrates comprehension of how and why solar eclipses are seen on Earth • Consistently able to demonstrate the differences between partial and total solar eclipse • Consistently shows mastery on most tasks and/or learning goals **Higher Order Thinking** • Consistently able to evaluate the learning strategies that are appropriate to utilize to complete each piece of evidence • Consistently able to apply gained knowledge to each activity throughout the phenomena • Consistently accomplishes the learning goals for each activity during the phenomena • Consistently able to understand and apply scale to developing an answer to the Phenomena question **Practical Skills** • Consistently and correctly uses content vocabulary and processes involved in a total and partial solar eclipse • Consistently able to complete a MIND MAP and amend it • Consistently able to use research, knowledge gained in class activities and other efforts to create a FINAL TEAM ANSWER
Approaching: Student performance is	**Integrity & Respect** • Inconsistently models honesty and integrity	**Growth Mindset** • Inconsistently views mistakes and failures as opportunities for learning	**Knowledge & Understanding** • Inconsistently demonstrates comprehension of how and why solar eclipses are seen on Earth

inconsistent but is willing to try. *"I can do it with help"*	• Inconsistently treats self and others with respect and fairness • Inconsistently respects their environment and materials **Inclusion & Equity** • Inconsistently supports peers • Inconsistently shows respect for the diversity of others' experiences, identities, opinions, ideas, and approaches to learning **Engagement** • Inconsistently demonstrates an interest in learning • Inconsistently collaborates effectively • Inconsistently attends classes on time	• Inconsistently accepts challenges, takes risks and acts on feedback **Tenacity** • Inconsistently uses effort on a pathway to mastery • Inconsistently perseveres through challenges • Inconsistently completes assigned work conscientiously and submits on time **Resourcefulness** • Inconsistently demonstrates the ability to use appropriate resources to solve problems whenever needed • Inconsistently uses a satisfactory organizational system • Inconsistently self-regulates, needing little to no redirection from teacher • Inconsistently uses class time effectively	• Inconsistently able to demonstrate the differences between partial and total solar eclipse • Inconsistently shows mastery on most tasks and/or learning goals **Higher Order Thinking** • Inconsistently able to evaluate the learning strategies that are appropriate to utilize to complete each piece of evidence • Inconsistently able to apply gained knowledge to each activity throughout the phenomena • Inconsistently accomplishes the learning goals for each activity during the phenomena • Inconsistently able to understand and apply scale to developing an answer to the Phenomena question **Practical Skills** • Inconsistently and correctly uses content vocabulary and processes involved in a total and partial solar eclipse • Inconsistently able to complete a MIND MAP and amend it • Inconsistently able to use research, knowledge gained in class activities and other efforts to create a FINAL TEAM ANSWER
Beginning: Student performance is developing and willing to try.	**Integrity & Respect** • Rarely models honesty and integrity • Rarely treats self and others with respect and fairness • Rarely respects their environment and materials **Inclusion & Equity**	**Growth Mindset** • Rarely views mistakes and failures as opportunities for learning • Rarely accepts challenges, takes risks and acts on feedback **Tenacity**	**Knowledge & Understanding** • Rarely demonstrates comprehension of how and why solar eclipses are seen on Earth • Rarely able to demonstrate the differences between partial and total solar eclipse

"I need help getting started…"	• Rarely supports peers • Rarely shows respect for the diversity of others' experiences, identities, opinions, ideas, and approaches to learning **Engagement** • Rarely demonstrates an interest in learning • Rarely contributes to a positive learning environment • Rarely collaborates effectively • Rarely attends classes on time	• Rarely uses effort on a pathway to mastery • Rarely perseveres through challenges • Rarely completes assigned work conscientiously and submits on time **Resourcefulness** • Rarely demonstrates the ability to use appropriate resources to solve problems whenever needed • Rarely uses a satisfactory organizational system • Rarely self-regulates, needing little to no redirection from teacher • Rarely uses class time effectively	• Rarely shows mastery on most tasks and/or learning goals **Higher Order Thinking** • Rarely able to evaluate the learning strategies that are appropriate to utilize to complete each piece of evidence • Rarely able to apply gained knowledge to each activity throughout the phenomena • Rarely accomplishes the learning goals for each activity during the phenomena • Rarey able to understand and apply scale to developing an answer to the Phenomena question **Practical Skills** • Rarely and correctly uses content vocabulary and processes involved in a total and partial solar eclipse • Rarely able to complete a MIND MAP and amend it • Rarely able to use research, knowledge gained in class activities and other efforts to create a FINAL TEAM ANSWER
Students will be given an incomplete (no grade) if no evidence is given to support any/all above proficiency indicators.			