

Fossil Ridge Intermediate School



Student and Parent Information Handbook 2023-2024

We believe in our ability to provide high levels of learning for ALL students, faculty, and staff.

"Its a Great Day to be a T-Rex!"

Student Information and Expectations

Positive Behavioral Interventions and Supports

“At Fossil Ridge We Are...”

RESPECTFUL, RESPONSIBLE, RESILIENT, SAFE, KIND

DAILY SCHEDULE

7:15 a.m. Breakfast Served
7:45 a.m. School Begins
2:00 p.m. School Dismisses

FRIDAY SCHEDULE

7:15 a.m. Breakfast Served
7:45 a.m. School Begins
11:20 a.m. School Dismisses

WCSD 2023-2024 CALENDAR

Aug 10 (Thurs) Back to School Night (5:30PM)
Aug 15 (Tues) School Begins
Sept 4 (Mon) Labor Day (No School)
Sept 19 (Tues) Parent Teacher Conferences (3PM-6PM)
Oct 12-13. (Thur & Fri) Fall Break (No School)
Nov 22-24 (Wed-Fri) Thanksgiving Vacation
Dec 21 to Jan 1 (Thurs-Mon) Christmas Vacation
Jan 15. (Mon) Martin Luther King, Jr. Day (No School)
Feb 13 (Wed) Parent Teacher Conferences (3PM-6PM)
Feb 19 (Mon) President’s Day (No School)
Mar 11-15 (Mon-Fri) Spring Break
Mar-April 29-1 (Fri-Mon) Spring Recess
May 23 (Thurs) Last Day of School

Teacher Prep Days-NO SCHOOL

Oct 16 (Monday)
Nov 27 (Monday)
Jan 2 (Tuesday)
Feb 16 (Friday)
Mar 18 (Monday)

PARENT COMMUNICATION

We are anxious to keep communication lines open between school and home. If you have concerns, comments or questions please don’t hesitate to call the school or send an email. The school phone number is 435-652-4706, and faculty can be reached via email with firstname.lastname@washk12.org (example... jonathan.howell@washk12.org)

WASHINGTON SCHOOL DISTRICT ATTENDANCE POLICY- ([WCDS Policy 2900](#))

Students under the age of 18 are required to attend school unless exempted by law. Parents have the responsibility to monitor regular school attendance for their children and to have them at school on time each day. **Please make all efforts to contact Fossil Ridge by 10AM any time your child is absent from school.** This includes absences for illness, travel, or possible family emergencies. Please remember, research shows that the fewer absences, the better children do in school.

Exempt Absences Include the Following:

*School Sponsored Activities--involvement in a school sponsored activity is

considered part of the educational experience.

*Educational Travel--requires prior notification by parents and approval by school officials. Paperwork is available in the Main Office or can be found on the district web site.

*Homebound--illness or injury which causes absence in excess of FIVE consecutive days. Requires verification from a physician.

*Chronic Illness--absence due to a chronic/ongoing illness. Requires prior notification, an individual attendance plan, and a note from a physician.

*Court Detention--absence due to required legal consequences, must be verified by appropriate legal official.

Intermediate School- Attendance Matters!

A whole year has 365 days. A school year has only 180 days. That leaves 185 days to spend on family time, visits, holidays, shopping, household jobs and appointments. Absences can't always be avoided BUT consider the benefits of regular school attendance.

0-9 Absences	10-19 Absences	20+ Absences
95-100% Attendance	90-94%	>89%
Very Good: Best chance of success. This gets your child off to a GREAT start!	Time to worry: Less chance for school success. Makes it harder for your child to make progress.	Serious concern: Your child may find it very hard to make progress. They are at increased risk for dropping out.

“A growing consensus of researchers points to chronic absences as one of the strongest but most overlooked indicators that a student will: become disengaged, fall behind academically, fail courses and eventually drop out of school.” ~Sparks, 2010

“By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.” ~Allensworth & Easton

TARDIES

Some of the most important instructions and information for your child are given during the first few minutes of each class period. Please make every effort to have your child to school on time each day. Tardiness also impacts the entire class because of the interruption created when the student arrives late. Students are expected to arrive promptly to all six classes, and to be prepared to meet the daily academic and behavioral expectations of each classroom teacher.

CELL PHONES/PERSONAL TECHNOLOGY DEVICES- ([WCSD Policy 3700](#))

Cell Phones and other Technology Devices can be a major distraction to the educational environment. In order to avoid disruption of the educational environment, and to protect students' rights of privacy, **the use of personal devices is restricted at Fossil Ridge Intermediate School. Cell phones and other personal electronic devices are to be turned off and must remain in backpacks during the school day (7:30AM-2PM).** Students found using personal technology devices during the school day will have their device turned into the Fossil Ridge Main Office, to be picked up at the end of the day by a parent or guardian. Students who continue to violate this policy are subject to further consequences and

disciplinary action.

CLOSED CAMPUS

Once students arrive at school, (whether by bus, family drop-off, or walking) they become the responsibility of the Fossil Ridge faculty and staff. Students are not permitted to leave campus unless checked out by a parent, guardian, or identified family member. **School district policy requires a current photo ID when checking students out of school for any reason.**

SCHOOL RULES

All students are expected to follow school rules. Showing respect for people and property allows everyone the opportunity to learn in a safe, pleasant environment. Teachers and staff model socially acceptable behaviors and instruct students to follow the school rules. If an administrative intervention is needed, parents may be notified. Washington County School District has a zero tolerance policy for:

- Controlled substances, smoking or alcoholic beverages
- Bullying of any kind
- Violence, stealing, or use of profanity
- Sexual harassment
- Possession of a weapon, real or facsimile
- Willful destruction of property

HALL PASS TICKETS and LEAVING THE CLASSROOM

Each student will be provided with 12 Hall Pass Slips per Quarter. These slips are a student's "ticket" out of the classroom for needed bathroom, or other breaks. Once the 12 slips have been used, students will not be allowed to leave the classroom (unless a documented health condition exists). Any unused Hall Pass Slips at the end of the Quarter can be used to purchase items in the School Store.

FEE WAIVERS

Each school is to ensure that adequate waivers or other provisions are available to guarantee that no student is denied the opportunity to participate because of an inability to pay the required fee, deposit, or charge. Fee Waivers may be requested at the Fossil Ridge Main Office, or may be downloaded from the district website. Fee Waivers must be submitted to the Financial Secretary (Aubrey Imlay), and approved by the Fossil Ridge Administration before a student's fees will be waived.

FOOD SERVICES

Intermediate schools serve both breakfast and lunch. If possible, please pay weekly. All meal money will be receipted; please save your receipts. WCSD policy does not allow students to charge meals. If your child is unable to pay, please send a sack lunch or make arrangements with the office for free or reduced lunch and breakfast. Visitors may come to lunch anytime.

FREE & REDUCED LUNCH

Free and reduced breakfast and lunch are available to families who qualify. **If you think you may qualify, whether you want free lunch or not, please fill out an application** (see Fee Waiver information above).

SCHOOL VISITORS

Parents are welcome guests at school and are encouraged to visit, or volunteer to help in the classroom. All visitors to Fossil Ridge must check in at the Main Office (Attendance Window). When visiting during class instruction time, please be sensitive to classroom activities, instruction, and student learning...please do not bring pre-school children when volunteering in the classroom.

NON-DISCRIMINATION STATEMENT

It is the policy of the Washington County School District Board of Education to not discriminate on the basis of race, color, national origin, religion, age, sex, or any other non-merit factor in its educational programs, activities, or employment practices as required by Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Age Discrimination in Employment Act of 1974, and the Americans with Disabilities Act of 1990. Equal opportunity is a priority of the Washington County Board of Education. The Washington County School District is also committed to provide co-educational course programs including physical education and other athletic opportunities for both sexes as required by Title IX of the Educational Amendment of 1972.

PREVENTION OF SEXUAL HARASSMENT- ([WCSD Policy 2116](#))

Sexual harassment includes any gender-related unwelcome written or verbal slurs, vulgar jokes, derogatory statements or actions. Sexual harassment also includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when the harassment is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school and such harassment takes place in a context subject to the School District's control.

BULLYING – ([WCSD Policy 3510](#))

Washington County Schools do not tolerate bullying. The WCSD School Board has adopted an “Anti-bullying Policy.” This policy can be viewed in more detail at the district website.

Safe Schools Policy- ([WCSD Policy 2110](#))

FERPA Notice- ([WCSD Policy N001](#))

PPRA Notice- ([WCSD Policy N002](#))

Civil Rights Disclosure- ([WCSD Policy N003](#))

Handling Students with Lice- ([WCSD Policy A140](#))

USOE [Parent Guides to Student Success](#) Information about State Core Standards and how parents can support learning at home.

Fossil Ridge Behavior and Student Expectations Philosophy

We use a systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors, and has systems in place to support students who have a difficult time, or may present more challenging behaviors.

The School Leadership Team has worked hard to develop a plan that provides clear student behavior expectations, available interventions, possible consequences and outlines staff support. Instead of using a patchwork of individual behavioral management plans, we will move to a school-wide discipline (Multi-tiered System of Support) system that addresses the entire school, the classroom, and areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds, buses etc.).

Every faculty and staff member at Fossil Ridge will be aware of the behavioral expectations and will work to ensure students are consistently getting the same message and support, regardless of the setting they are in or the adult they come in contact with.

Implementation Plan

1. Behavioral expectations (Essential Standards) will be clearly defined, and linked to the ***"Fossil Ridge 5"***...**Respectful, Responsible, Resilient, Safe, and Kind**. A small number of clearly defined behavioral expectations are simply stated in positive terms.
2. Behavioral expectations will be taught. Behavioral expectations will be identified for various settings and locations at Fossil Ridge. These behavior expectations will be taught to all of the students in the school through direct teaching with the help of Leadership Team members, classroom teachers, administrators, counselors, and the School Resource Officer.
3. Appropriate behaviors will be acknowledged and reinforced throughout the school year by faculty and staff. Once appropriate behaviors have been defined, taught, and re-taught they will be reinforced in various ways on a regular basis. Examples of reinforcements are: "T-Rex" Cards, FRIS "Shout Out" Postcards, Positive Office Referrals, "Get Your Brain On" Award, "Plinko", and various individual classroom recognitions, etc.

THE FOSSIL RIDGE 5 FIVE

Name: _____

<p>RESILIENT (Essential Standard #1)</p> <p>Students will demonstrate positive RESILIENCE by working towards individual academic and behavioral goals through self-reflection, perseverance, and hard work.</p> <p>Learning from Mistakes Complete Work Positive Self-Talk Growth Mindset Trying Your Best Self-Reflection</p>	<p>RESPECTFUL (Essential Standard #2)</p> <p>Students will demonstrate RESPECT for self, others, school culture, class time, and property.</p> <p>On-Time and On-Task Appropriate Behavior Express Gratitude Appropriate Language Take Care of the School Respond/Reflect/Restate</p>	<p>RESPONSIBLE (Essential Standard #3)</p> <p>Students will demonstrate RESPONSIBILITY by attending class on time, giving their best effort in class, coming to school prepared to learn, and following classroom expectations and school policies.</p> <p>Focus on Attendance Accountable for School Work Meet School Expectations Engaged in Class Work Ask Clarifying Questions Accept Consequences for Individual Actions</p>
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<p>KIND (Essential Standard #4)</p> <p>Students will demonstrate KINDNESS by building positive RELATIONSHIPS with peers, school faculty, and staff.</p> <p>Considerate Compassionate Build Positive Relationships -Maintain Trust -Positive Interactions -Effective Communication -Resolve Conflicts</p>	<p>SAFE (Essential Standard #5)</p> <p>Students will demonstrate overall SAFETY for themselves and others in all areas of the school including: classrooms, hallways, lunchroom, buses, and outdoor areas.</p> <p>Follow School-wide Procedures Follow Classroom Procedures Online Safety Interact with Peers in Appropriate Manners Emotional Safety</p>
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4. Data collection:

- Office discipline data (referrals, lunch detention attendance, and Coaching Cards) will be collected on school-wide behavior and the School Leadership Team will review the data regularly, to determine when and where the problems are occurring. The team, faculty, and staff will then brainstorm ways to proactively address the problems and to re-teach and reinforce positive behaviors.
- Positive reinforcement data (“T-Rex” Cards, FRIS “Shout Out” Postcards, Positive Office Referrals, “Get Your Brain On” Award, “Plinko”, School Store Items, and various individual classroom recognitions, etc.) will also be collected by the administration and shared with the Leadership team to determine the most effect positive interventions.
- Fossil Ridge will run a School Store where students will have the opportunity to purchase items with “T-Rex Cards”. See sample “T-Rex Store” Menu below...

T-Rex Store Menu

Value Menu...\$1

- Mini Candy
- Custom Pencil
- Custom Sticker

Treats...\$10

- Assorted Chips
- Assorted Candy Bars
- Assorted Candy
- Cookies/Crackers
- Gatorade
- Chapstick
- Hand Sanitizer

Fun Stuff...\$20

- FRIS Spirit Shirt
- Colored Pencil Pack
- Colored Markers Pack
- 5 Day Front of Lunch Pass

Gifts...\$30

- Swig Gift Card
- Chic-Fil-A Gift Card
- Bahama Bucks Gift Card
- Rubik's Cube

Entertainment...\$50

- Fiesta Fun Card
- Megaplex Movie Tickets
- FRIS Cardio Pass

Save Your Money...\$200

- Amazon Fire Tablet
- Freestyle Scooter

***If the "Save Your Money" prize is not purchased, it (they) will be raffled off at the end of the school year.
All collected T-Rex cards will be eligible for drawing.***



5. Individual support, interventions, and possible consequences will be provided for students not responding to the school- wide system. This support will take place in the classroom, or on a school-wide basis depending on the specific expectation the student is struggling with.

HALLS

BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL
Stay in the commons area, no hall use unless you have a pass from the office for the library OR a pass from a teacher or parent to be in a classroom.	WALK on the right side of the hall.	Exit the halls immediately, go to your bus, your carpool, or start walking home.
Turn OFF the cell phone when students enter school property (see technology acceptable use policy).	WALK up the “up” stairs and down the “down” stairs, not the elevator, unless you have a note from the front office.	
	Keep your hands to yourself, no hugging, pulling backpacks, tripping, or shoving.	
	Have a hall pass during class.	
	Keep your cell phones in your backpack, turned OFF.	
	Quickly get a drink or use the restroom, if needed.	
	Speak respectfully when addressed by an adult or another student.	

What happens when the HALL rules are broken?

- Verbal warning from teacher
- email/phone call home (Coaching Card)
- Lunch detention (teacher’s discretion & Reviewer Card)
- Meeting with teacher, admin, and parents
- Cell Phones: Guardian will need to pick up the phone from the office.

CLASSROOM EXPECTATIONS

BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL
Stay in the commons area, unless you have a pass from a teacher to be in a classroom.	Be on time to all classes.	Exit the classroom immediately, go to your bus, your carpool, or start walking home, unless you have permission from the teacher to stay.
	Respect the equipment (computers, textbooks, desks, lab equipment, art supplies, and personal belongings).	
	Keep your cell phones in your backpack, turned OFF.	
	Follow the class rules and instructions for each of your teachers, even if they are different in each class.	
	Be prepared with paper, pencil, and needed work/assignments.	
	Keep your hands to yourself.	
	Speak respectfully when addressed by an adult or another student.	
	Leave your gum at home. Follow technology acceptable use policy.	

What happens when the **CLASSROOM** rules are broken?

- 3 X Verbal warning from teacher and each one logged.
- email/phone call home (Coaching Card)
- Refer to the Office (Reviewer Card)
- Cell Phones: Guardian will need to pick up the phone from the office.
- Every 5 tardies per class = lunch detention

LUNCHROOM/COMMONS

BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL
Stay in the commons area, no hall use unless you have a pass from the office for the library OR a pass from a teacher or parent to be in a classroom.	Walk at all times.	Exit the school immediately, go to your bus, your carpool, or start walking home, unless you have permission from the teacher to stay.
Stay in the commons area until the bell rings to go to class.	Use the restrooms by the PE side, not the ones in the halls.	
Turn OFF cell phone when the first warning bell rings (see technology acceptable use policy).	Put all trash and trays in your immediate area in the garbage.	
Keep your hands to yourself, no hugging, pulling backpacks, tripping, shoving, ...	Keep all food inside the building in the commons area. And leave your gum at home.	
Use the restrooms by the PE side, not the ones in the halls.	Be on time for class.	
	Keep your cell phones in your backpack, turned OFF.	
	Keep your hands to yourself, no hugging, pulling backpacks, tripping or shoving.	
	Walk around (not under) the roped off area.	
	Stay in an orderly line to get your food, don't cut in line or save places for friends.	
	Stay in the commons area or outside. Choose in commons or outside for the duration of lunch (no back and forth). No hall use unless you have a pass from the office for the library OR a pass from a teacher or parent to be in a classroom.	

What happens when the LUNCHROOM/COMMONS rules are broken?

- Verbal warning from teacher
- email/phone call home (Coaching Card)
- Lunch detention (Reviewer Card)
- Meeting with teacher, admin, and parents
- Cell Phones: Guardian will need to pick up the phone from the office.

RESTROOMS

BEFORE SCHOOL	DURING SCHOOL	AFTER SCHOOL
Use the restrooms by the PE side, not the ones in the halls.	Use the nearest restroom.	Use the restrooms by the PE side, not the ones in the halls.
Exit the bathroom immediately, no hanging out (that's just gross!).	Exit the restroom immediately, no hanging out (that's just gross!).	Exit the bathroom immediately, no hanging out (that's just gross!).
Treat it with respect and clean up after yourself.	Have a hall pass.	Alert an adult if there is anything wrong with the facility.
Alert an adult if there is anything wrong with the facility.	Alert an adult if there is anything wrong with the facility.	Wash your hands!!!!
Wash your hands!!!!	Wash your hands!!!!	

What happens when the BATHROOM rules are broken?

- Verbal warning from teacher
- email/phone call home (Coaching Card)
- Lunch detention (Reviewer Card)
- Meeting with teacher, admin, and parents

Coaching Card Example (Green)



The Fossil Ridge Five Coaching Card (Level 2)

Student Name _____ Date _____

Grade _____

Teacher Completing Card _____

Character Trait coached - (Circle all that apply)

Respect Responsible Resilient Safe Kind

Specific Behavior Expectation(s) coached - . _____

I will strive to meet the identified values/behavior expectations that I have been coached on.
If I continue to struggle, I will be assigned LUNCH AND LEARNING during lunch for more coaching.

Student Signature _____ Date _____

Reviewer Card Example (Purple)



The Fossil Ridge Five Coaching Card (Level 2)

Student Name _____ Date _____

Grade _____

Teacher Completing Card _____

Character Trait coached - (Circle all that apply)

Respect Responsible Resilient Safe Kind

Specific Behavior Expectation(s) coached - . _____








I will strive to meet the identified values/behavior expectations that I have been coached on.
If I continue to struggle, I will be assigned LUNCH AND LEARNING during lunch for more coaching.

Student Signature _____ Date _____

DRESS CODE

ALL DAY EVERY DAY

- No tank tops
- No bra straps or cleavage
- No sagging pants with underwear showing
- No bare midriiffs
- No hats or hoods
- No gang clothing
- Shorts/skirts must be below fingertips

Guidelines for 2017-18	DO's	DON'Ts
<p>Footwear – Shoes must be worn; no bedroom shoes or slippers shall be worn.</p>		
<p>Shirts / Tops – Halter tops, tank tops, backless tops, tops with thin or no straps (4 finger min.), or tops that show the midriff or expose the body are prohibited. No cleavage is permitted to be showing (no low tops). No see through clothing (exception: may layer if undershirt is allowable).</p>		
<p>Shorts/Jeans/Dresses – Shorts/dresses must be no shorter than 3" above back of knee. Overly tight clothing is not permitted. All bottoms must be worn at the waist.</p>		
<p>Inappropriate Slogans, Etc. – Clothing/Accessories shall not be worn if they display profanity, violence, lewd/obscene messages, or images. This includes ads that could be offensive.</p>		
<p>Head Coverings, Etc. – No head coverings are to be worn in the building unless required by a physician or documented religion purposes.</p>		

Evidence Based Grading at Fossil Ridge Intermediate School

Premise for Evidence Based Grading at Fossil Ridge Intermediate School

Grades are intended to communicate progress toward mastery of articulated course content standards to students and parents. They are intended to indicate what a student knows and is able to do with respect to state standards, specific learning targets, and course objectives that have been explicitly taught. They encourage the student to act on feedback and the teacher to adjust and individualize instruction. Traditional grading practices that rank student achievement, punish students for initial failure, deny students opportunities to fix mistakes, value promptness over learning, and are based on the 100 point scale undermine the teaching and learning process. Grades should represent what a student learns, not if he/she learned it first, fastest, or in the most well behaved way. Evidence based grading promotes and supports a student's opportunity to learn from his/her mistakes, try again, and ultimately determine what he/she has learned.

Guiding Principles

- Grades should be directly tied to specific standards, learning targets, and objectives in a given course or content area.
- Grades should be accurate and reflect proficiency in course standards, concepts and content.
- Grades should be associated with differences only in student performance rather than with differences in gender, ethnicity, or socioeconomic status.
- Grades should reflect multiple opportunities for assessment in multiple modalities in a given course or content area.
- Grades should be specific and timely in providing feedback to students and parents.

Reinforcing Practice

- Teachers create frequent opportunities for students to demonstrate proficiency in prescribed standards.
- Teachers utilize a multitude of assessment evidence to determine a student's level of proficiency: assignments, observations, portfolios, assessments, products, discussions, projects, performance tasks, etc.
- "Homework" is replaced with meaningful, independent practice tied to specific content standards which requires time and effort outside the classroom. These learning activities are not scored but serve as vehicles for teacher feedback and student progress.
- Classroom formative assessments tie directly to specific content standards, learning targets, and objectives.
- Teachers allow students who score below proficient on formative assessments to reassess and/or take alternative assessments to demonstrate their increased learning.
- Teachers require extra practice on specific concepts before reassessment.
- "Extra credit" is not included in the academic grade. Instead, students are given additional opportunities to demonstrate increased proficiency.
- Issues of student behavior, participation, punctuality, work timeliness and effort are not reflected in the academic grade.
- Gradebook is updated regularly to prompt learning and increase proficiency.

Evidence Based Grading Frequently Asked Questions

1. What does a grade represent in Evidence Based Grading?

-Grades are meant to show what a student knows and is able to do with respect to specific subject and grade level standards, learning targets, and objectives. They communicate progress toward proficiency and encourage the student and the teacher to act on feedback. Evidence Based Grading is designed to meet and articulate these objectives more clearly and thoroughly than a typical letter grade. With Evidence Based Grading, scores are consistently reported using a scale of 1-3+, which indicates the level of proficiency on the specific standard.

2. How are Levels of Proficiency Determined?

-There are four levels of proficiency. The levels are based on the core standards, learning targets, and objectives where level 3 is the expectation for the standard. Teachers reference the proficiency scales when creating assessments and rubrics for those assessments. Four levels of progress are noted on the new report cards using a numeric marking system (4, 3, 2, 1). On a Evidence Based report card, a mark of "3" is the expected goal for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level.

4 Beyond Grade-Level Standard ...*Beyond Proficient*. *Student consistently demonstrates an understanding above and beyond what is expected at this grade level and requires differentiated instruction...Beyond Mastery of learning standards.*

3 Meeting Grade-Level Standard...*Proficient*. *Student consistently demonstrates proficiency of the knowledge and skills expected at this grade level...Proficiency of learning standards.*

2 Approaching Grade-Level Standard...*Approaching Proficiency*. *Student is adequately progressing toward mastery of the knowledge and skills expected at this grade level...Approaching Proficiency of learning standards.*

1 Minimal Grade-Level Standard...*Minimal Proficiency*. *Student is not yet demonstrating an understanding of the knowledge and skills expected at this grade level...Minimal Proficiency of learning standards.*

3. What advantage does Evidence Based Grading have over the current grading system?

-Evidence Based Grading denotes what students actually know and can do in relationship to specific academic standards. An Evidence Based Grading score or grade is not artificially impacted by penalties for "late" or "missing" work and does not reflect "extra credit" which may have nothing at all to do with the content being taught in the class.

4. What qualifies as an Assessment in Evidence Based Grading?

-Assessment is a broad term that includes any method a teacher uses to gather evidence about a student's level of proficiency regarding a standard. Teachers have the flexibility to determine the number of assessments they administer for each standard. This decision should be based on formative "proficiency checks" and evidence they continually gather from observations, learning activities, discussions and other evidence of student learning. As teachers determine how and how often to assess, they select the modality that best fits the standard. Assessments should be separated from learning activities that provide students an ungraded opportunity to practice, with feedback, before being assessed.

5. How are students motivated to complete "homework" if it no longer counts toward their Evidence Based Grade?

-Parents and teachers can help motivate students by discussing the purposes of independent practice/learning activities ("homework"). Final grades should communicate learning that has occurred after opportunities are provided to practice and improve. The goal is for students to

demonstrate high levels of understanding on specific standards by the end of the grading period. Some students master standards quickly and require very little practice, while other students require multiple opportunities to master standards with differing levels of teacher support. Parents can also help students understand that the role of practice in learning course standards is similar to practice in sports or music: the reward is the final game and/or performance. Practice is just that - practice to improve. It is important for parents and teachers to have these conversations with students as they begin to rethink the purpose of traditional "homework" and move toward the practice of ungraded learning activities/practice.

6. What about “soft skills” that students will need to be successful in college and life?

-Expectations for behavior, quality of work, or study habits don't change in a Evidence Based Learning classroom. We still expect students to show up on time, be respectful, honor teacher timelines, and turn in work that is neat and complete. Soft skills are an integral component of every classroom that we continue to model and support through incentives and/or natural consequences.

7. How will Evidence Based Grading impact a student's ability to earn scholarships and admission into colleges and universities?

-Colleges and universities have been moving away from basing admission on GPA's for many years. They are increasingly aware of the subjectivity inherent in traditional grading practices and today place far more emphasis on ACT/SAT scores, portfolios, service and humanitarian experiences, and course-taking patterns – honors, AP, concurrent enrollment classes – regardless of the grades. The Utah High School Activities Association (UHSAA) just published a new sliding scale relevant to determination of all-state academic athletes that allows lower GPA scores the higher the student's college placement test score, again reflecting distrust of traditional high school grades. Many colleges and universities have expressed their support of standards/evidence based grading systems.

Each assignment will be a reflection of a specific Learning Target or Standard. To view a break-down of each grade, click on the Standard button following each Assignment name. This will show you the areas in which your student is proficient (a 3 or 4) and which ones we need to go back and remediate (a 1 or 2). Please note: a score of 3 is what we are aiming for. This tells us that a student understands the concept and is ready to move on. Receiving a 4 may not be that common. A 4 tells us that a student can go above and beyond with their demonstration of understanding with more specific requirements per class. Some assignments are crucial to complete in order to take an assessment, but are not for a grade.

8. What additional resources are available to me concerning Evidence Based Grading?

- [WCSD "Evidence Based Grading"](#) (Video Clip)
- [Granite School District: Evidence Based Grading](#) (Video Clip)
- [Standards Based Grading: Nampa School District](#) (Video Clip)
- [Elements of Grading](#) (Video Clip)
- [Standards Based Grading](#) (Video Clip)

