Grading for Ms. Fulton’s Science Classes

In science class this year, a standards-based grading system will be used to track your daily progress, rather than using a points system to record scores. For example, instead of getting one grade (ex. 7/10) for a quiz or a lab that may cover many topics, you will be scored on individual learning goals such as “I can draw a graph showing data from an investigation”.

There are a few great reasons why you should want to use this system:

* Your grades will reflect what you know, regardless of when you learned it
* Doing poorly on early quizzes and tests does not punish you - you have the opportunity to use test feedback to improve your learning, and ultimately your grade
* Each assessment is directly tied to a learning objective. When you get a quiz back, you will know exactly which learning objective needs more work.
* You can target specific learning objectives in your learning and through re-assessments. For example, you don’t have to re-write a complete quiz or test if there is only one learning objective that needs to be improved.

Feedback on your work will be assigned based on a 4-point scale. Grades will not report on issues such as lateness of work, effort, attitude, participation, and attendance. Those factors will be tracked and reported separately. To be successful, I expect that you will not be late, to try hard, participate and have a good attitude, because those are characteristics of a good student!

New information showing additional learning will replace old information. You are expected to retain information, knowledge and skills throughout the course. Grades will reflect the most recent learning.

You can request a reassessment (a re-do of a quiz or a test) by showing evidence that you have made an effort to improve (ex. coming to me for extra help, going to homework club, doing extra practice, doing test corrections, etc.). There are no deadlines for reassessments. To schedule a reassessment, fill out the on-line form that tells me the learning objective that you would like to be assessed on. The form is in your OneNote and on my website at <https://blogs.vsb.bc.ca/nfulton/>.

As we move through this course, you will have an up-to-date record of your progress in each learning objective. This is the information that is most useful to you and your family. You will have records kept in our classroom in your individual portfolios, and MyEd will have up-to-date information for each learning objective.

This data has to be turned into a percentage score at the end of each term. It is difficult to assign a single number to this work. Your overall achievement is made up of many learning objectives.

Please, if you are interested in how your learning is progressing, do not ask for a grade. Look at your progress reports on your learning objectives. If you want to do better, the path forward is simple: improve on your learning objectives and do better on the next assignment or ask to be tested on them again.

At the end of the year, your learning objectives across all projects/assignments and quizzes/tests will be used for final grade calculations. Term marks are not averaged, since all work is treated as “in progress” until the end of the year.

If you or your parents have any questions, please don’t hesitate to ask me in class, schedule a meeting or email me at [nfulton@vsb.bc.ca](mailto:nfulton@vsb.bc.ca).

Grading Rubric

For each learning objective you will get feedback according to this rubric:

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| --- | --- |
| **Level** | **Description** |
| **M** | You have **MASTERED** the skill and concept.You have demonstrated a full understanding of the concepts involved and can show steps in your reasoning. You have demonstrated repeatedly that you can complete this skill with no errors. |
| **P** | You are **PROFICIENT** in the skill and concept. You have demonstrated that you understand most of the concepts involved. You may miss some steps in your reasoning, make some small errors, or be inconsistent with proper notation. |
| **D** | You are **DEVELOPING** some conceptual understanding of the skill. You may have some confused understanding or inability to correct apply skills to an understanding. You require help to complete problems with correct answers and reasoning. |
| **B** | You are **BEGINNING** with the learning objective.You can get started when helped. |