

GALS Middle School Grading System

Overview: GALS Denver Middle School uses a standards based grading system that includes three categories: 1.) *Standards Based Grades* 2.) *GALS Habits of Heart and Mind* 3.) *Classwork and Homework*. Below you will see an explanation of each of these categories. This standards-based format reflects our teaching and learning philosophy. It allows teachers, students, and families to see how students are performing on the most important standards in each content. This allows us to know much more specifically where students are succeeding and where they need additional support. Rather than showing one overall grade that may not provide enough information about a student, our standards-based report card will provide a more detailed description of your student's performance.

Here is an example of a GALS Middle School Report Card:

LANGUAGE ARTS		
Standard	Description	Score
Habits of Heart and Mind	Power, Flexibility, Focus, Balance	3.0
	Classwork/Homework Completion	2.5
Theme	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.	2.5
Text Evidence	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	2.5
Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	3.0

SOCIAL STUDIES		
Habits of Heart and Mind	Power, Flexibility, Focus, Balance	3.0
	Classwork/Homework Completion	3.0
Historical Research	Form and defend a stance on a historical question.	3.0
Historical Knowledge	Explain important events and ideas in American History	3.5

MOVEMENT		
Cooperation & Collaboration	Demonstrate the ability to win, lose, and play; supportive in verbal/non-verbal communication.	3.0
Personal Challenge	Participate actively; demonstrate effort at "personal edge" with consistency.	3.0
Skill / Growth	Demonstrate mastery of movement skill OR measurable growth in skill	3.0

MATHEMATICS		
Habits of Heart and Mind	Power, Flexibility, Focus, Balance	3.0
	Classwork/Homework Completion	2.5
Math Skill Fluency	Demonstrate mathematical fluency with skills necessary to access grade level content	2.0
Number System	Classify, identify, estimate and use rational and irrational numbers.	2.0
Algebra (Equations, Expressions, Functions)	Evaluate square and cube roots of rational numbers.	2.5
	Know and apply properties of integer exponents, including writing, using & comparing numbers in scientific notation.	2.5

SCIENCE		
Habits of Heart and Mind	Power, Flexibility, Focus, Balance	3.0
	Classwork/Homework Completion	3.0
Scientific Inquiry	Conduct a lab, identify variables, describe the importance of constants and communicate their results with graphs and scientific terminology.	3.0
Forms of Energy	There are different forms of energy; those forms of energy can be changed from one form to another, but total energy is conserved.	3.0

GALS SERIES		
Habits of Heart and Mind	Power, Flexibility, Focus, Balance	3.0
	Classwork/Homework Completion	2.0

Standards Based Grades: This section of the report card is intended to be an accurate portrayal of your student's academic progress on course specific standards. Each core class has 3-4 standards a quarter that are taught and assessed. This helps students to have a better understanding of their area(s) of strength and area(s) of growth within each core class. On the next page, you'll find an example of a standards based report card vs. a traditional report card.

Traditional Report Card	Standards Based Grade Report Card at GALS																																
<table><tr><td>Mathematics</td><td>B-</td></tr><tr><td>Science</td><td>A</td></tr><tr><td>Language Arts</td><td>B</td></tr><tr><td>Social Studies</td><td>A</td></tr></table> <p>On a traditional report card, one only sees an overall grade for the class. In this case, the only information a student gains is that she should improve her math; but there is no information as to how.</p>	Mathematics	B-	Science	A	Language Arts	B	Social Studies	A	<table><tr><th colspan="3">MATHEMATICS</th></tr><tr><th>Standard</th><th>Description</th><th>Score</th></tr><tr><td>Habits of Heart and Mind</td><td>Power, Flexibility, Focus, Balance</td><td>3.0</td></tr><tr><td></td><td>Classwork/Homework Completion</td><td>2.5</td></tr><tr><td>Math Skill Fluency</td><td>Demonstrate mathematical fluency with skills necessary to access grade level content</td><td>2.0</td></tr><tr><td>Number System</td><td>Classify, identify, estimate and use rational and irrational numbers.</td><td>2.0</td></tr><tr><td>Algebra (Equations, Expressions, Functions)</td><td>Evaluate square and cube roots of rational numbers.</td><td>2.5</td></tr><tr><td></td><td>Know and apply properties of integer exponents, including writing, using & comparing numbers in scientific notation.</td><td>2.5</td></tr></table> <p>In reading this report card, the student can make a more specific plan. In Math, this student should work on the areas of skill fluency and number sense specifically.</p>	MATHEMATICS			Standard	Description	Score	Habits of Heart and Mind	Power, Flexibility, Focus, Balance	3.0		Classwork/Homework Completion	2.5	Math Skill Fluency	Demonstrate mathematical fluency with skills necessary to access grade level content	2.0	Number System	Classify, identify, estimate and use rational and irrational numbers.	2.0	Algebra (Equations, Expressions, Functions)	Evaluate square and cube roots of rational numbers.	2.5		Know and apply properties of integer exponents, including writing, using & comparing numbers in scientific notation.	2.5
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All standards based grades in all courses at GALS Middle School follow the scale below:

Standards Based Grade	Criteria
4-Advanced	The student has provided evidence that they can apply the standard in a new context or in a personalized way.
3.5-Advanced Proficient	The student has provided evidence that they are able to consistently and seamlessly apply the standard.
3-Proficient	The student has provided evidence that they can adequately apply the standard in the required context.
2.5-Approaching Proficient	The student has provided some evidence that they can adequately apply the standard but this evidence is inconsistent, insufficient, or simplistic in application.
2-Partially Proficient	The student has provided some evidence of the standard but has applied it either simplistically or in a way that misinterprets the task, standard, or assignment.
1.5-Not Yet Proficient	The student has provided some evidence of the standard but has applied it inaccurately.
1-Not Yet Proficient	The student has provided little evidence of the standard.
0.5-No Evidence	The student has provided little to no evidence of the standard.
0-No Evidence	The student has provided no evidence of the standard.

Habits of Heart and Mind: The standards listed as Power, Flexibility, Focus, Balance represent our GALS Habits of Heart and Mind. Students learn about these habits weekly and receive feedback accordingly. These habits are targeted toward students being empowered to succeed academically, live boldly, lead confidently, and thrive physically. On the next page is the grading scale for how habits are assessed:

4	Helps and encourages others to display habits; applies habits to personal and new contexts
3	Displays habits consistently and independently
2	Displays habits with support, reminders, or encouragement or does not consistently displays habits
1	Does not or rarely displays evidence of Habit indicators

Classwork and Homework: The standards listed as Classwork/Homework indicate the amount of classwork and homework completed within each class. This category is graded on completion and effort toward completion but not on accuracy. If assignments are to be graded on accuracy, they will fall under the standards based grades section. Distinguishing work completion from mastery of content allows students to better understand the value and necessity of both working hard and seeing growth over time.

Movement Grading: Movement at GALS is graded on three standards: skill/growth in skill, cooperation/collaboration and personal challenge. These standards allow students to individualize what challenge in movement looks like for them as well as to learn the important skill of working on teams and supporting others. Below is the rubric for movement:

	1	2	3	4
Skill/ Growth in Skill			Demonstrates proficiency of skills in module	Demonstrates advanced skills in module
	Does not demonstrate growth in skills in module	Demonstrates limited growth in skills in module	Demonstrates growth in skills in module	Demonstrates substantial growth in skills in module
Cooperation and Collaboration	Rarely demonstrates criteria for a 3; has a negative impact on the group	Inconsistently demonstrates criteria for a 3	Knows how to win, lose, and play; supportive in verbal/non-verbal communication	Consistently models criteria for a 3; sets the example for her team; knows when to lead and when to follow
Personal Challenge	Rarely demonstrates criteria for a 3; has a negative impact on the group	Inconsistently demonstrates criteria for a 3	Actively participates; consistently demonstrates effort at "personal edge"	Consistently models criteria for a 3; sets the example for her team