**Honors 9 Feedback Only Grading Plan**

1. **Reading Micro** (Feedback code: R◼)
   1. Reading Comprehension: Do you literally understand what the words on the page are saying and what the author literally meant? Can you find helpful, accurate text evidence to justify a claim about a text? Can you understand how one piece of text evidence relates to the text as a whole?
   2. Vocabulary: Can you use word parts, parts of speech, and context clues to determine the meaning of temporarily unknown words while you are reading?
   3. Infer: Can you assume what the author meant by “predicting in present tense”? Can you use your prior knowledge and clues from the text to take a logical guess about what is happening in the text?
2. **Reading Macro** (Feedback code: R🞏)
   1. Text Type: Can you use text structures to evaluate “chunks” (cause/effect, background, rebuttal, etc.) of text?
   2. Text features: Can you see and analyze choices that the author made and appreciate the impact of these choices? Can you understand figurative language, types of arguments, etc.?
   3. Theme/Claim: Can you understand the life lesson (fiction) or thesis (nonfiction) that the author is trying to “teach” the reader? Do you understand the author’s intent?
3. **Writing Micro** (Feedback code: W◼)
   1. Grammar: Can you follow writing mechanics to clearly express your message?
   2. Style: Can you use varied, mature diction & syntax to clearly and artfully express your message?
4. **Writing Macro** (Feedback code: W🞏)
   1. Evidence: Can you include and contextualize specific evidence that supports your claim?
   2. Organization: Are your paragraphs cohesive? Can you use transitions to connect your ideas clearly?
   3. Purpose: Can you accomplish the purpose of the writing task at hand? This usually means including multiple “analysis” sentences at the end of a paragraph that say how the evidence proves your claim?

**Feedback sources**: hand-written words from the teacher, small group or “see me” or “in the hall” feedback from the teacher, words circled on a rubric or checklist, words from a “closing the feedback loop” guide, one on one conversations with the teacher about your learning.

**To justify an A…**

* 1. **Compile 12 pieces of feedback all together** = Three pieces for each of the four standards. These 12 pieces can be any combination of these “proficiency” or “growth” feedback-as described below.
  2. **Proficient feedback =** Unique example of proficiency in a standard; each feedback example is teacher’s words about your performance on a different, unique task. This means for a standard, you have evidence that you can do the skill proficiently on different tasks.
  3. **Growth feedback =** Unique example of growth in a standard; each feedback example is teacher’s words about your performance on a different, unique task. This means that for a standard, you show how you struggled with the skill previously (from any time earlier in the school year), internalized feedback (by logging feedback on that skill), then improved in that skill (by getting positive, proficient feedback on the same skill).

**To justify a B…**

* 1. **Compile 8 pieces of feedback all together** = Three pieces for each of the four standards. These 8 pieces can be any combination of these “proficiency” or “growth” feedback-as described below.
  2. **Proficient feedback =** Unique example of proficiency in a standard; each feedback example is teacher’s words about your performance on a different, unique task. This means for a standard, you have evidence that you can do the skill proficiently on different tasks.
  3. **Growth feedback =** Unique example of growth in a standard; each feedback example is teacher’s words about your performance on a different, unique task. This means that for a standard, you show how you struggled with the skill previously (from any time earlier in the school year), internalized feedback (by logging feedback on that skill), then improved in that skill (by getting positive, proficient feedback on the same skill).

**Not meeting the requirements to justify a B = did not earn credit for this course.**

**What things about this are NOT a choice?**

1. Standards: The four learning targets, or skills, or standards, that you will be assessed on are writing macro, writing micro, reading macro, reading micro. These are described on this document.
2. Feedback: As you have seen throughout the year, logging formative feedback to help you succeed on the summative is a valuable practice. Using Feedforward to do this is helpful. You will be required to log all feedback throughout the trimester.
3. Employability: It will be calculated the same as we have always done it. One third of this mark is tardies/attendance; one third is behavior in class; one third is meeting deadlines & task completion.
4. Being awesome.

**What choices do I have?**

You get to choose how you want your final grade calculated.

Choice #1: As we have done all year, you will take a summative assessment that measures your learning in all standards. These scores will be used to determine your final grade using the conversion chart we have always used.

Choice #2: You can meet with Mr. Foster during summative time for a final grade consultation interview. In this interview, you will bring all feedback (as described in this document) and justify your final grade using evidence of your learning-words, not numbers. If you choose this choice, you will not take a summative.

**How do I read PowerSchool?**

On day one of the trimester, all four standards will be in PowerSchool as “assignments.” As you complete tasks that show you can do these standards, Mr. Foster will enter numbers (on our 4.0 scale) that reflect your current performance. As you do new tasks, these scores will be updated to reflect your most recent performance. In other words, new formative scores will replace old ones. Therefore, you and your grown ups can look at PowerSchool at any time to “see how you are doing in class,” by reading these scores.

Just as a reminder about the 4.0 scale, 3.0 = Proficient: did this skill at grade level; 2.0 = Basic: struggled with parts of this skill, 1.0 = Emergent: struggled with multiple parts of this skill, 4.0 = Exemplary: did this skill beyond current expectations.

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| --- | --- | --- | --- |
| 4.0 | 3.0 | 2.0 | 1.0 |
| **Mastery**  “I can teach this standard”  “I went above and beyond”  “I know this better than my teacher taught it”  “YES Plus” | **Proficient**  “I got it”  “I did everything I was asked”  “I know this just the way my teacher taught it”  “YES” | **Basic**  “I kinda get it”  “I’m not there yet”  “I did some things right”  “I know the simple parts, but struggle with challenging parts”  “Yes, but” or “Kinda not really” | **Emergent**  “I am a bit lost”  “I really don’t get this yet”  “I could have done better”  “With teacher help, I can do some of this correctly”  “NO” |