

Code 5.01 - ACTIVITY ACCOUNTS

The activity/club sponsor should check this account with the office at the close of each semester or more frequently if the sponsor or the bookkeeper feels that it is necessary. A purchase request is required before any purchase for the activity/club is made. Please see the bookkeeper in the office for proper forms.

Code 5.02 - ATTENDANCE

At the beginning of each period, you should record all absences on the computer. BE ACCURATE IN YOUR REPORT OF ABSENCES—SOME EMBARRASSING SITUATIONS OCCUR WHEN A STUDENT IS INCORRECTLY REPORTED PRESENT OR ABSENT.

A student is tardy when he/she is not in the classroom when the bell rings. Students are expected to be in class on time. If a student is tardy because of another teacher, administrator, or staff member, it is the student's responsibility to get that person to write a pass.

Parents should advise the school office of a student's absence at the beginning of the school day the absence occurs. In the absence of such telephone communication from the parent, the office staff will make a reasonable effort to contact the parent the day of the absence to verify the reason(s) for the absence. If we are still unable to reach the parent, the student must bring written verification to the office on the day of his/her return.

Code 5.03 - AUDIO-VISUAL EQUIPMENT

Audio-visual equipment is checked out from the library. Educational materials are available for checkout from the Kansas Heritage Center, DCMS Media Center and SKACD #613. We encourage your use of these materials.

Code 5.04 - DESIGNING EFFECTIVE GRADING PRACTICES

There are no hard-and-fast rules about the best ways to assess student performances through grading practices. Most teachers agree, however, that grades provide information on how well students are mastering instructional content delivered to students in their classroom. The primary purposes for assessing a student's performance on content mastered would be to:

- Describe clearly the worth, merit, or value of the work accomplished
- Improve the capacity to identify competencies in specific skills that enhances an individual's ability for self-evaluation with respect to work submitted
- Stimulate and support quality work from students
- Communicate the teacher's assessment of the student's progress
- Inform the teacher about what specific skills students have and haven't mastered
- Identify students for the consideration of placements into additional educational offerings that meets specific needs

Teachers, who grade carefully and consistently, reduce the number of students who complain and thus less time will be spent by the teacher in defending a grade. Many students and parents take grades very seriously and view a teacher's assessment of them as a sign of approval or disapproval. Because of the present day issues of accountability to student assessment teachers need to develop assessment practices that communicate to students a clear rationale for their grading practices. Teachers who devise clear guidelines for assessing student performance will find the grading process more efficient, less ambiguous, and easier to the report. The suggestions below are designed to help teachers develop clear and fair grading policies

Code 5.04 – designing effective grading practices – continued:

Teachers should grade on the basis of student mastery of skills Teachers should confine assessment and grading practices to a student’s academic performance by eliminating the inclusion of classroom behavior, effort, classroom participation, attendance, punctuality, attitude, personality traits, or student interest in the course material, as criteria for grading practices. Teachers, who assess non-academic factors, obscure the primary meaning of the grade, as an indicator of what specific skills students have mastered. The following is a recommendation on how grades could be weighted using a mastery check summative assessment process.

Mastery Check’s At Dodge City Middle School we believe that mastery checks are essential to show student knowledge of assessed content. These assessments are an integral part of our educational process. A tremendous amount of time is dedicated to ensure that our students strive for mastery of essential indicators. Students at this level are generally motivated by extrinsic factors such as grades, which are readily understood by parents and students. We also recognize that students come to us with different ability levels, and learning styles which we are able to accommodate by providing additional learning opportunities however, we do recognize the need to maintain high standards and performance. Tying summative assessments such as mastery checks to grades become an important component in holding students accountable for their own successes and increase the probability of accurate data and proper placement for extended learning opportunities and enrichment that are available to the students at DCMS.

Formative and Summative Assessment Defined Formative assessment is a self-reflective process that Intends to promote student attainment [1]. Cowie and Bell [2] define it as the bidirectional process between teacher and student to enhance, recognize and respond to the learning. Black and Wiliam [3] consider an assessment ‘formative’ when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs. Nicole and Macfarlane-Dick[4] have re-interpreted research on formative assessment and feedback and shown how these processes can help students take control of their own learning (self-regulated learning). In the training field, formative assessment is described as assessing the formation of the student. Facilitators do this by observing students as they:

- Respond to questions
- Ask questions
- Interact with other students during activities, etc.

Summative assessments are cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course or unit in order to determine whether long term learning goals have been met. Summative assessments are not like formative assessments, which are designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process. High quality summative information can shape how teachers organize their curricula or what courses schools offer their students. Although there are many types of summative assessments, the most common examples include:

- State-mandated assessments
- District “Mastery Checks” or interim summative assessments
- End-of-unit or -chapter tests
- End-of-term or -semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades)²
- Summative assessment – longer time between - assesses more information. A more formal process gauging where students are at a point in time Difference between the two is the frequency of and information which you assess

Code 5.04 – designing effective grading practices – continued:

Assessing Student Knowledge The purpose of grading mastery checks is to assess student knowledge without the need for additional testing, to hold students accountable for performance and motivate them to give their best effort. Grading of the mastery check should be based on the sliding scale aligned to the cut scores demined by content PLC's.

Mastery Check Grading Consistency We believe that the mastery check scores should be decided in grade level PLCs to determine the value and weight of the score so that each subject area and grade levels are assigning scores consistently. All teachers in the core subject areas of math, science, reading, and social studies will use the determinations made in grade level PLCs to assign mastery check grades.

- Mastery checks will be graded based on the scale aligned to the state assessment cut offs
- Weighting will be determined by grade level PLCs
- Accountability is critical – meaning every teacher uses the recommended scale and assigns grades as determined by each PLC

Teachers should avoid grading systems that put students in competition with their classmates and limit the number of high grades. Grading practices that are based on a normative system, such as grading on the curve, work against collaborative learning strategies that have been shown to be effective in promoting student learning. Normative grading procedures may induce undesirable consequences for many students, such as reduced motivation to learn, debilitating evaluation anxiety, decreased ability to use feedback to improve learning, and poor social relationships.

Teachers should try not to overemphasize grades. Teachers should explain to their students the meaning of and basis for grades and the procedures they use to assess student performance. One good assessment practice is to inform students at the beginning of the year through a course syllabus how much tests, papers, homework, and the final exam will count toward their final grade. Once teachers have explained their grading practices, avoid excessive talk about grades.

Teachers should keep students informed of their progress throughout the school term. Effective assessment practices should give a student a sense of what their score means after each paper, assignment, midterm, or project that is graded. Teachers should give a reference to grade obtainment periodically throughout the school year by giving students individual progress reports. Frequent progress reports has a potential to motivate students to improve if they are doing poorly or to maintain their performance if they are doing well. By keeping students informed throughout the term, you also prevent unpleasant surprises at the end.

Code 5.04 – designing effective grading practices – continued:

RESPONSIBILITIES FOR FAILING STUDENTS

Unsatisfactory work: At any time during the year, teachers should call the parents of pupils that are doing unsatisfactory work. During the fourth (4th) week of each nine weeks period, mid-term progress reports are to be sent to all parents. Always record notices sent or any calls made in grade book on the proper date line.

Parent-teacher conferences are valuable for securing details from parents and for letting the parent know more about his/her child's school life. It is expected that teachers will schedule conferences when necessary for the welfare of the child.

Make conferences by appointment and schedule far enough in advance to allow gathering and collecting of necessary records, test results and other information of the child.

Please check on the ability levels of students who are failing your class. At the beginning of each year there is a modification review of students who have learning difficulties and those enrolled in special classes. Please use these in helping you determine your special role in helping each student achieve success in the school setting.

Skyward Grading Practice Entering Assignment Due Dates:

- When creating an assignment the teacher must make sure to enter the date which the assignment is due.

Skyward Grading Practices for Entering Assignments Not Received with Past Due Dates:

- When grading and you are unable to enter grades for all periods use an (*) for all grades you haven't had time to enter. The (*) will not calculate in the grade average & will not count against the grade average of the student.
- The (*) can also be used if you're extending a student's opportunity to make up a missing assignment.

Skyward Grading Practices for No Count on Grades:

- The purpose for the no count option is to stop the assignments from posting.

When to use No Count Grades:

- For extra credit
- A student who is a medical exception

How to use No Count Grades:

- on the right hand side of the screen there is a button that allows you to "set all to no count" click it and then hit "apply"
- When you have the grade entered then use the "remove all no count" and "apply"
- For an individual student check the "no count" box that is next to where the score would be entered

Missing Assignments:

When to use Missing Assignments:

- Missing assignment is defined as an assignment that a student has not turned in but is still required to complete.
- If the student is not going to be allowed to make up the work do not click missing (this would be a 0)

How to use Missing Assignments:

- After all assignments are graded and entered there is a button at the top of the page “Mark un-scored as 0 and missing”
- This puts a 0 in as the current grade and automatically checks the missing button
- This also now posts the assignment on the students missing work list
- When the student turns the work in, enter the updated grade. This will automatically recalculate the students’ grade and remove the missing assignment from the missing assignment list.
- If a student never does turn the assignment in, then the teacher will have to go back into the assignment and unclick the missing check. This leaves the grade as a 0 but removes the assignment from the missing work list.

Why to Use Missing Assignments:

- Students need to know what assignments are missing.
- Advisory teachers need to know if students have assignments missing for different classes.
- Parents need to know if their students have missing assignments

Teachers should clearly state grading procedures in a course syllabus, and go over this information in class. Most students and parents want to know how a teacher’s grade will be determined in terms of the weightiness of various tests and assignments, and the model of grading a teacher use to calculate a final grade. The communication of how grade will be calculated should be clearly stated and include any information such as:

- Are there allowances for extra credit, late assignments, or revision of papers, and are these practices clearly stated in the grading policies?
- Will the teacher refuse to accept any late work?
- Will points be deducted according to how late the work is submitted?
- Will the teacher handle late work on a case-by-case basis?
- Will the teacher offer a grace period for late work and what are the terms for a grace period?

Guidelines for Missing Assignments

- Missing assignments will be printed and handed out on Fridays during advisory.
- 6th grade requires teacher signatures on all missing assignments.
- Wednesday is a designated day that work will be returned for missing assignments.

Teachers should avoid modifying grading policies during the term. Teachers should avoid changing their grading practices once the standards for grading have been communicated to their class. Abrupt changes in grading practices may erode students' confidence in teacher fairness, consistency, objectivity, and organizational skills. If teachers discover that a change in their grading practices is important for student success then the teacher should communicate a complete explanation for the necessitated change in their assessment practices.

Teachers should provide enough opportunities for students to show you what they know. Teachers who provide students with many opportunities to demonstrate what they have learned get an accurate assessment of a student's proficiency on desired skills. Teachers should assess a student's performance in their class at least two times per week. These assessments should include daily work, short quizzes, test, and special projects along with periodic assessments of previous knowledge obtained throughout the course.

Teachers should record student assessment results numerically rather than as letter grades, whenever possible. To assure greater accuracy of assessment practices teachers should record tests, problem sets, homework by their point value when calculating final grades.

Teachers should consider instructional effectiveness through a classes overall performance. One indicator to determine knowledge obtainment is on how well students perform on unit exams or specific content. If many students do poorly on an exam unit test, the teacher should schedule another test on the same material a week or so later. When student assessment is low an effective instructional strategy would be to devote one or more classes to review material. Teachers can provide in-class exercises; homework problems or questions, practice quizzes, study group opportunities, and extra help to students the next before assessment is given. Though reviewing and retesting may seem burdensome and time-consuming, there is usually little point in proceeding to new topics when many students in a class are still struggling.

Code 5.05 - GRADES/PROGRESS REPORTS

One of our major responsibilities is to communicate regularly with parents, especially when a student is having problems in a course. We will expect that the parent(s) of every student who is experiencing difficulty in a course will have had communication from the teacher. All students will receive a mid-term progress report and notification failing letter will be sent home at the end of every semester.

Expectations for the Teacher:

1. Students and their parents deserve to know your expectations and system for giving grades. It is important that your expectations for success and failure be clearly communicated to your students.
2. Expectations should be based on a comprehensive diagnosis of your students' abilities.
3. A progress report should be sent to parents of all students.
4. Students in danger of failing should be given extra help.
5. You should be able to justify your grades. Grades should be fairly and logically determined.
6. Student grades are confidential information and should not be shared with other students.
7. Teachers are to select at least 2 "teacher comments" per grading period. (Both comments may not be negative.)

Code 5.06 - GRADING SYSTEM

- Grades must be recorded electronically.
- Teachers should print a hardcopy of your grade book weekly.
- The hard copy will be kept in a grade notebook to be turned in to the building principal at the end of the school year.
- Teachers must be able to justify student's grades to the student and his/her parents.
- Parents will be notified of their students' behaviors, by the office, of their N's and U's.
- Use the following board-approved grading scale:

100 - 90	A
89 - 80	B
79 - 70	C
69 - 60	D
59-Below	F

Code 5.07 - REQUEST TO PURCHASE SUPPLIES/MATERIALS

A purchase request is required before any purchase is made that will be paid for by the district. Purchase requests must be signed by the building principal, then by the assistant superintendent for business. Unauthorized purchases or purchases made without a purchase order number provided by the business office may be charged to the purchaser.

Some purchases that need to be made quickly because you do not have the time to wait on the regular purchase order process can be made with Point of Sale Purchase Orders. These may be secured by contacting the principal's secretary in the office. **These should be made in case of emergencies only.** Most purchases can be made by planning ahead and using the regular purchase orders.

Budgeting for Purchases

Instructional budgets are designed to support the delivery of instruction. Budgets are established for the following curricular areas:

- Life Skills & Industrial Technology
- Computer
- Science
- Social Studies
- Math
- ELA
- Art/Theater/Speech/Drama/Problem-Solving/Creative Writing
- Music—Chorus and Instrumental
- P.E./Health/Climbing Higher/Strength & Conditioning
- Library
 - Books
 - Periodicals
 - Audio- Visual
- Gifted Education
- Special Education
- Team Budget

Teams

- Spartans 6
- Olympians 6
- Odyssey 7A
- Voyagers 7B
- All Stars 8A
- Defenders 8B
- Explorers - Electives
- Support for ELA and Math 6-7-8

Instructors in these curricular areas should meet and determine necessary purchases for the school year. Coordination of purchases by curricular area should increase efficient/effective use of available funds. Purchase orders should be submitted according to procedures. Purchases should be made by instructors in a timely fashion as to permit the use of materials by the students during the designated budget year.

Code 5.08 - TEXTBOOKS

The teachers who teach the subject matter involved in textbook adoption act as a committee to select a new text. If possible, the different grade levels, both elementary and secondary, correlate their text adoptions by joint committee meetings. For a justifiable reason, a new text may be adopted prior to the five-year expiration date. Also, a text may be used for longer than the suggested five years. The Administration of this school and the Central USD 443 Office must approve any adoption.

Code 5.09 - TEXTBOOK DISTRIBUTION INSTRUCTIONS

1. Each textbook is assigned a different number in order to be able to specifically identify the book.
1. These numbers are used on the Textbook Issue Sheet.
2. List student's name, entire book number and condition of book on the Textbook Issue Sheet. In the comment column, please make note of any defects or damage in the textbook at the time of issue.
3. After books are checked out, the teacher should sign the Textbook Issue Sheet, file it in a safe place and provide a copy to the office.
4. When a student checks a book in at the end of the school year, the condition of the book should be checked and marked appropriately on the Textbook Issue Sheet. Collection of fines, due to assessed damage, should be made by listing the book on the Damaged Book List issued in the End of School packet. Prices are listed in the handbook.
5. If a book is lost or damaged during the school year; email the office. Inform the student to pay for the book in the office. Mark the book as lost and then record the number of the new book issued.