

# Paul Revere Charter Middle School

MATHEMATICS, SCIENCE & TECHNOLOGY MAGNET CENTER

Date: August 14, 2017  
 From: Brett Shibata, APSCS  
 Subject: **Mark Reporting Dates for 2017-2018 School Year**

Teachers are required to submit grades electronically (via MISIS) during the period that the mark reporting window is open. Below is information about the timeline for each mark reporting period. **Marks must be entered in MISIS by the end of the day listed. Grades cannot be changed unless a MARK CHANGE FORM is submitted (see Counseling Office for MARK CHANGE FORM)**

	GRADING PERIOD	WINDOW OPEN	WINDOW CLOSES	INFORMATION / SPECIAL NOTES
FALL	5 week	THURS – 08/31	WED – 09/06	See below. It is recommended to leave comments for students receiving a D, Fail or U.
	10 week MIDTERM	THURS – 10/05	WED – 10/11	ALL MARKS ARE REQUIRED
	15 week	THURS – 11/02	WED – 11/08	SEE BELOW
	20 week FINAL FALL	THURS – 12/07	WED – 12/13	ALL MARKS ARE REQUIRED
SPRING	5 week	THURS – 02/01	WED – 02/07	SEE BELOW
	10 week MIDTERM	THURS – 03/8	WED – 03/14	ALL MARKS ARE REQUIRED NOTE: Window is during Spring Break
	15 week	THURS – 04/19	WED – 04/25	It is <b>recommended</b> to give FAILS and U's for 8 <sup>th</sup> graders if you suspect that the student will be receiving a FAIL and/or U at the 18-week special grading report.
	18 week (8 <sup>th</sup> graders only)	TUES – 05/22	THURS – 05/24	FAILS and "U"s must be posted for 8 <sup>th</sup> graders. <b><u>These grades are permanent and cannot be changed after the 18 week deadline of 05/26.</u></b> If not posted by 05/26 at 11:59pm, FAILS and "U"s WILL NOT count towards culmination participation.
	20 week FINAL SPRING	TUES – 05/29	WED – 06/06	ALL MARKS ARE REQUIRED

**PLEASE READ THE FOLLOWING GUIDELINES FOR MARK REPORTING**

- A. The District requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.
- B. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
- If a student's grade drops from below a "C", the student is no longer "mastering content"; therefore, it is **HIGHLY RECOMMENDED** to inform the parent with a phone call and/or written notification.
  - Students may be issued an "M" for Meets Standards for all marks on the **5 week** and **15 week** grading periods. Marks should be posted for students with a "D", "FAIL" and/or "U"
  - Marking a "FAIL" on the **5 week** and/or **15 week** is sufficient notification for marking a "FAIL" on the **10 week** and **20 week**.
  - Marking a "D" with the written comment "in danger of failing" on the **5 week** and **15 week** is considered sufficient notification for marking a "FAIL" on the **10 week** and **20 week**.
  - Work habits and cooperation marks are closely tied to the achievement mark; therefore, teachers should notify the parent of a decline in these marks or the possibility of an unsatisfactory mark. The same procedures described above for notification of possible failure should be followed for a decline in work habits and/or cooperation marks.
  - Unsatisfactory "U" notices should be issued with sufficient time for the student to demonstrate improvement.
  - Students enrolled in your class **less than 15 school days** may be given an "N" for "No Mark" OR **transfer grades**, if available, may be posted instead of an "N". **An "N" cannot be given on the 20 week report card.**
  - **Homeroom** teachers should give an "N" for the Academic Mark for all grading periods.

# GRADE MARKING - Explanation of Marks:

## SUBJECTS

- A Produces markedly superior work
- B Produces superior work
- C Demonstrates satisfactory work
- D Needs to improve progress in work
- F Demonstrates little or no progress in work

## WORK HABITS AND COOPERATION

- E Excellent
- S Satisfactory
- U Unsatisfactory

## Criteria for Marks:

WORK HABITS	E	S	U
<b>Effort</b>	Consistently tries to understand the purpose of his/her classwork, pays close attention, and follows quickly	Usually tries to understand the purpose of his/her classwork, generally is attentive, and follows directions.	Seldom tries to understand the purpose of his/her classwork, is inattentive, and generally disregards directions.
<b>Responsibility</b>	Consistently assumes responsibility for having necessary tools and materials and immediately goes to work.	Usually assumes responsibility for having necessary materials and goes to work with little urging.	Seldom has the necessary tools and materials and rarely works, even with urging.
<b>Attendance</b>	Maintains an excellent attendance record by consistently avoiding unnecessary absence or tardiness.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardiness.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuse.
<b>Evaluation</b>	Carefully evaluates or rechecks his/her work and willingly revises it to achieve maximum accuracy and efficiency.	Generally rechecks his/her work and makes minor revisions to assure increasing accuracy and efficiency.	Seldom bothers to recheck his/her work.

COOPERATION	E	S	U
<b>Courtesy</b>	Consistently maintains courteous relations with the teacher and other students and works without disturbing others.	Usually maintains courteous relations with the teacher and other students and generally works without disturbing others.	Disturbs the teacher and other students by consistent discourtesy and lack of consideration for others.
<b>Conduct</b>	Consistently obeys rules, respects public and personal property, and actively promotes the general welfare.	Generally obeys rules, respects public and personal property, and supports the general welfare.	Shows disregard for rules, has little respect for public and personal property, and often opposes the general welfare.
<b>Improvement</b>	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference to correction.
<b>Class Relations</b>	Assumes an active, alert, leading role in learning activities and also follows well.	Listens carefully to class discussions and makes contributions to these and to other learning activities.	Usually does not participate in and may even oppose learning activities.

SUBJECT ACHIEVEMENT	A	B	C	D	F
<b>Quality of Work</b>	Produces markedly superior work and consistently demonstrates a high understanding of the objectives of the class or course.	Masters skills thoroughly; usually demonstrates a good understanding of objectives of the class or course.	Demonstrates satisfactory achievement of the class or course objectives.	Needs to recognize the importance of reviewing and refining work done toward achieving objectives of class or course.	Demonstrates little or no refinement in work done toward achieving objectives of class or course.
<b>Interpretation and Application</b>	Learns facts, concepts, and principles and is quick to see relationship to class and course objectives.	Learns facts, concepts, and principles and readily applies them to class or course objectives with minimum additional time.	Learns facts, concepts and principles and generally demonstrates an understanding of the class or course objectives.	Learns some facts, concepts, and principles; and, with additional help, can apply them to class or course objectives.	Learns few or no facts, concepts, and principles with additional help and is unable to apply what is learned to class or course objectives.
<b>Originality, Initiative, and Reasoning</b>	Shows creativity, high ability, initiative, and originality in attacking the thinking through problems and arriving at logical conclusions.	Does some independent work, showing initiative and originality.	Demonstrates reasoning ability and some originality and initiative.	Needs to place greater emphasis on effort to develop reasoning, initiative, and originality.	Applies little or no effort to develop reasoning, initiative, and originality.
<b>Quantity of Work</b>	Does extra work, in addition to all assigned work, both teacher-suggested and self-initiated, toward achieving objectives of class or course.	Does extra work in addition to all assigned work, usually teacher-suggested, toward achieving the class or course objectives.	Does assigned work in achieving objectives of the class or course.	Needs to improve in the amount of work completed and effort expended toward achieving class or course objectives.	Demonstrates little or no improvement in the amount of work completed and in the effort expended toward achieving class or course objectives.