

Grading Policy
6th Grade LA/SS



Every student's work will be graded using the same standards and structured rubrics similar to what will be outlined here. For writing assignments, rubrics will change based on assignments, as what we will be looking for is apt to change. However, the core of what will be our focus will always remain the same. Below are the bare minimum standards expected of 6th graders in regards to their work so to have access to all 'points' and therefore best grades available to them.

Standards for Written Work

- 1) Answers must always be formed in full sentences.
- 2) Only appropriate academic language is to be used.
- 3) Sentence structure must be accurate and organized.
- 4) Answers that require a 'yes' or 'no' must still be written in full sentence form, using the question in the answer to fulfill this requirement.
- 5) All work, other than that on printed handouts must have the following header on the top right of each assignment.

Your name plus class (ex. 6G)
Name of assignment
Course (SS or LA)
Date
- 6) Partial credit is available but only if there is an indication that directions have been recognized in your work. You will not get partial credit simply for putting an answer down that does not correlate to the question.
- 7) All non-computer based work must be written in pencil unless otherwise noted.

Rubrics will be used so to help students understand how their papers are graded. Different styles of writing will require different rubrics. For example, the **writing rubric for your summer reading** will look similar to this.

| Component | 4 | 3 | 2 | 1 |
|-----------------------|--|---|---|---|
| Reading Comprehension | The assignment demonstrates thorough reading of the book and specific references to the text to support the assignment. | The assignment demonstrates reading of the book and makes references to the text. | The assignment demonstrates skimming or partial reading and made vague references to the text. | The assignment demonstrates skimming or partial reading and made vague references to the text |
| Organization | Reader can easily follow the progression of ideas and reasoning in the assignment. Structure is appropriate to the assignment. | Reader can follow the progression of ideas and reasoning in the assignment. There is some logic in organization of ideas. | Reader struggles to follow the progression of ideas and reasoning in the assignment. There is a lack of logic in the organization of ideas. | Organization is unacceptable and lacks coherence. |
| Mechanics | No spelling or grammatical errors. | Very few spelling or grammatical errors. | Several spelling or grammatical errors. | Many spelling or grammatical errors. |
| Project Components | All key components are evident in the assignment. | Almost all key components are evident in the assignment. | Several key components are not evident in the assignment. | Most of the key components are not evident in the assignment. |
| Creativity | Author demonstrates a high degree of imagination in their assignment within the written guidelines. Author goes above and beyond that which is asked of them, adding new creative elements that accentuates their writing. | Author demonstrates imagination in their assignment within the written guidelines. | Author stays within the parameters of assignment as given. Creativity in their overall work is limited. | Author not only does not show any evidence of an imaginative process but also, does not adhere to the guidelines or setting of the writing. |

...whereas, a **persuasive writing rubric** may look as such.

Persuasive Writing Scoring Guide

| COMPONENT | 6 | 5 | 4 | 3 | 2 | 1 |
|---|--|--|--|---|---|--|
| Focus | Takes a clear position and supports it consistently with well-chosen reasons and/or examples; may use persuasive strategy to convey an argument. | Takes a clear position and supports it with relevant reasons and/or examples through much of the essay. | Takes a clear position and supports it with some relevant reasons and/or examples; there is some development of the essay. | Takes a position and provides uneven support; may lack development in parts or be repetitive OR essay is no more than a well-written beginning. | Takes a position, but essay is underdeveloped. | Attempts to take a position (addresses topic), but position is very unclear OR takes a position, but provides minimal or no support; may only paraphrase the prompt. |
| Organization | Is focused and well organized, with effective use of transitions. | Is well organized, but may lack some transitions. | Is generally organized, but has few or no transitions among sections. | Is organized in parts of the essay; other parts are disjointed and/or lack transitions. | Is disorganized or unfocused in much of the essay OR is clear, but too brief. | Exhibits little or no apparent organization. |
| Sentence Fluency and Word Choice | Consistently exhibits variety in sentence structure and word choice. | Exhibits some variety in sentence structure and uses good word choice; occasionally, words may be used inaccurately. | Most sentences are well constructed but have similar structure; word choice lacks variety or flair. | Sentence structure may be simple and unvaried; word choice is mostly accurate. | Sentences lack formal structure; word choice may often be inaccurate. | Sentences run-on and appear incomplete or rambling; word choice may be inaccurate in much or the entire essay. |
| Conventions | Errors in grammar, spelling, and punctuation are few and do not interfere with understanding. | Errors in grammar, spelling, and punctuation do not interfere with understanding. | More frequent errors in grammar, spelling, and punctuation, but they do not interfere with understanding. | Errors in grammar, spelling, and punctuation sometimes interfere with understanding. | Errors in grammar, spelling, and punctuation interfere with understanding in much of the essay. | Errors in grammar, spelling, and punctuation prevent reader from fully understanding essay. |

Breakdown of Overall Grade per Marking Period

| Category | Description | % |
|--------------------------------------|--|----|
| Homework & Classwork | <i>You will have homework close to every night except before unit tests or other large-scale tests, essays, projects, or presentations. Homework will generally take 35-40 minutes a night. Classwork will be given every day and will graded at the same value as homework.</i> | 20 |
| Quizzes | Every Friday, tests on reading comprehension, writing skills, and vocabulary will be given. | 15 |
| Class Participation and Preparedness | <i>Being academically active and a positive influence in a 6th grade class as well as being prepared everyday will not only be taken note of, it will part of your final grade per marking period.</i> | 10 |
| | <i>Large-scale assignments such as essays and projects will be administered twice every marking period.</i> | |

| | | |
|---------------------|---|----|
| Essays and Projects | | 25 |
| Tests | <i>There will be two large-scale tests per marking period. One will be at the half way point, the other at the end of the marking period.</i> | 30 |

To find the final percentage for your homework grade, all the points earned from every assignment will be divided by the total number of points available. Not all homework is created equal which is why the percentages for each homework will not simply be averaged together. The scores for quizzes, tests, and essays will be averaged separately to come up with each of those categories final percentage.

Timeframe for Posting of Grades

| | |
|----------------------|---|
| Homework & Classwork | All homework and classwork will be returned to the student 2-3 days of it being completed by the student. |
| Quizzes | Quizzes will be graded on the day that they are taken and given back to the students the following day . If the quiz is on a Friday, then obviously the student will have their scores the following Monday. |
| Tests | Unit 'mid-terms' and final assessments will be given back within 3-4 days of the student completing them. |
| Essays | Essay grades will be posted within 5 days of their completion. |
| Projects | Project grades will be posted 3-4 days after they are handed in. |
| Presentations | Presentation grades will be received 2-3 days after the student has presented in class. |