

JUNIOR HIGH - MATH GRADING POLICY

GENERAL FORMAT FOR GRADING IN THE QUARTERLY SYSTEM*

*Some adjustments will be made in the event of remote learning.

Each Quarter		Final Average	
Summative Assessments:	45%	First Quarter:	20%
Quizzes:	25%	Second Quarter:	20%
Homework:	10%	Midterm Exam:	10%
Class work:	20%	Third Quarter:	20%
		Fourth Quarter:	20%
		Final Exam:	10%

MATHEMATICS 6-9: The math grade is based on unannounced check quizzes, regular tests, cumulative tests, class participation, topical and review projects, and nightly homework assignments.

TESTS/QUIZZES: Review tests are given to check the student's progress on the topics covered in a given ten day period. Cumulative tests are administered every third assessment. These cumulative tests may be used to raise lower quiz grade IF THE STUDENT'S HOMEWORK AVERAGE REVEALS A CONSISTENT EFFORT. This format was modified last year when we went to remote learning. Online assignments, independent projects, class participation, and carefully completed assignments took on a greater percentage of the grade.

CHECK QUIZZES: With the present grading approach, unannounced short "check quizzes" may be given on any class day. A randomly chosen example from the nightly homework may be graded as a check quiz. In addition, a randomly chosen class work example may be chosen to insure that the students are completing the assigned class work. With the extended math periods, working students should have no trouble completing assigned work in class. The grading scale for these 10% check quizzes would be as follows:

- Missing: 0%
- Started, but Incomplete: 60%
- Partial Mastery Demonstrated: 80%
- Clear Understanding Demonstrated: 90%
- All Work Correct in a Neatly-Organized Fashion: 100%

When a homework example is being used as a "check quiz" grade, the randomly chosen example will be identified. Two grades will appear on the returned assignment. In the notebook, the example will be circled, and a "check quiz" grade placed beside it. The students may even be required to demonstrate "mastery" on a "check quiz" index card.

Cumulative Review Projects are assigned to help the students properly pace their reviews for major tests! In addition, a makeup test is available after school for students who properly complete their corrections and have them checked by Mr. McCarthy. If remote learning continues, the format for these Cumulative Review Projects will need to be modified. Instructions will appear in posts on the Google Classroom. **It is very important that the parents check my posts on the Google Classroom site, especially if math is not a strong subject for their child.**

Since the signed tests are collected on Thursdays, it is a good idea if the students copy the missed test examples into their notebooks on pages marked "Problem Areas" in red. In this way the students will have a permanent record of the types of examples they have done wrong on previous tests! This should prove very valuable when preparing for midterm and final exams! **All parent reminders will also be found on the Google Classroom site with the nightly homework assignments! I will return to my Schoolnotes Page if we are returning to attendance in the classroom.**

HOMEWORK: Since practice is the key to mastering math skills, homework is given on a nightly basis. While completing assignments, the students are required to follow these guidelines:

1. Each sheet of loose leaf paper has the required heading:

Legal Name
Saint Gabriel School

Date: (e.g September 9, 2020)
Grade 6, 7, or 8

Assignments that fail to meet the above requirement can receive a grade no higher than "B"!

2. Each assignment must be properly identified by writing both the topic (e.g. Multiplying Integers) and the text page on the lines following the customary heading.
3. If more than one type of mathematical skill is practiced, **EACH SET OF TEXTBOOK DIRECTIONS MUST BE WRITTEN AS IT APPEARS IN THE TEXT.**
4. Each original example and all computation work must be shown. **ANSWERS ALONE ARE NEVER ACCEPTED.**
5. For concept questions (e.g. true or false and completions), **THE**

STATEMENT MUST BE WRITTEN COMPLETELY.

6. GRAPHS, CHARTS, and FIGURES (geometry) must always be INCLUDED on the assignment paper.

Assignments that fail to meet any of requirements 2 – 6 can receive a grade no higher than “C”!

7. Needless to say, only NEAT assignments receive full credit.

Please Note: Last year during remote learning, some students were just “cut and pasting” homework answers from the Internet. Very often these answers leave out steps because it is assumed the student knows the progression of the work. While I may give some credit for this approach, I do not consider work mastered unless I see all steps in the computation process.

CLASS WORK: All class assignments are completed in the student’s notebook. The parents should be able to clearly see and understand anything that is written in the student’s notebook. If a notebook cannot be easily read, it serves no useful purpose! The following format is required:

1. The only thing written on the cover of the notebook is the student’s name and the name of the subject: Math 6, 7, 8, or 9.
2. At the top of the page is the **date** of the class assignment and the **objective** of the class assignment in **red ink**.
3. Each day’s lesson will include the following:
 - a) a “warm up” review task and/or a problem of the day
 - b) a set of notes based on the “Guided Practice” section of the student’s textbook
 - c) assigned examples from the “Practice and Applications” section of the student’s textbook.

With the extended class time, all assigned work is required to be completed. This should not be a problem if the student is not wasting time while Mr. McCarthy is working with the other math group or individual students!

For a notebook to receive “top grades,” it must be neatly organized according to the outline given above. Carelessly completed notebooks will be fortunate to earn a “gift 70” grade.

In addition to the notebooks, class participation grades will be based on the student’s ability to demonstrate “mastery” at the white board or the *Smartboard*. Students should be able to explain the steps involved in the mathematical procedures that are being learned.

Once again, in the event of remote learning, the classwork is modified to meet the reduced time schedule. I still provide detailed notes; however, the students must copy them on their own time if they are to address the minimal number of examples that have been assigned. I usually ask for the answer to one question near the end of the period. If the student has been working diligently throughout the period, they should be able to answer my question without delay when asked.

PROJECTS: One of the main “standing” projects is the “Cumulative Review Project” for the major cumulative tests given during the marking period. Each topic must be reviewed by doing one example of each set of directions on loose leaf paper with a proper heading on each sheet. The students should make an extra effort to practice those types of examples Mr. McCarthy indicates as “common problem” examples. **To get full credit, this project must be turned in on the due date, even if the student “happens” to be absent.**

Another type of project will include “skill worksheets” on topics that should have been mastered in the lower grades. Students should seek help immediately if they have trouble with these worksheets.

Group projects are generally begun, and often completed, in school. The groups may take the projects home for “finishing touches” on the day before a presentation is scheduled to be given.

At the time of this writing, group projects may not be permitted to comply with the guidelines for social distancing. Check the Google Classroom or my Class Page for updates as the year progresses.