



DISTRITO ESCOLAR DEL CONDADO
DE CLARK

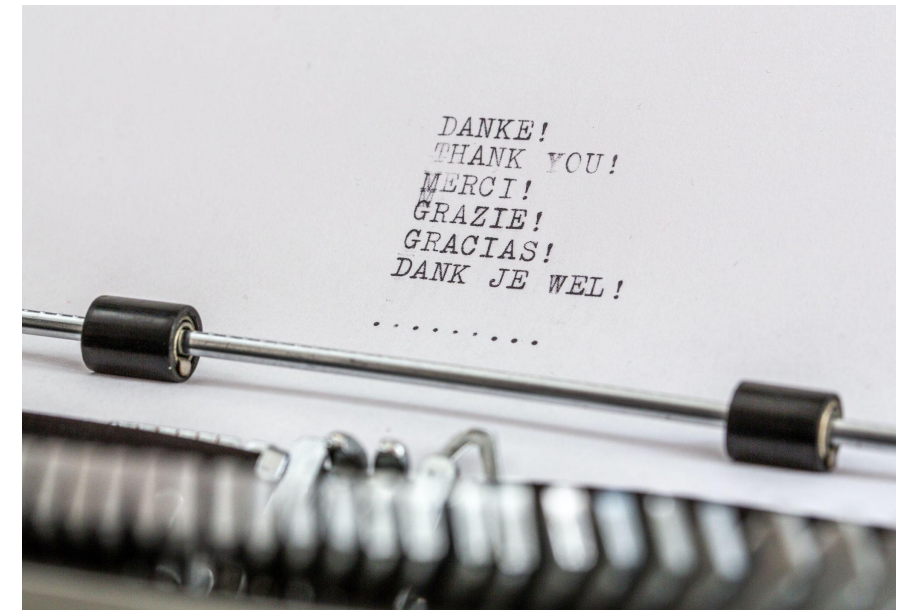
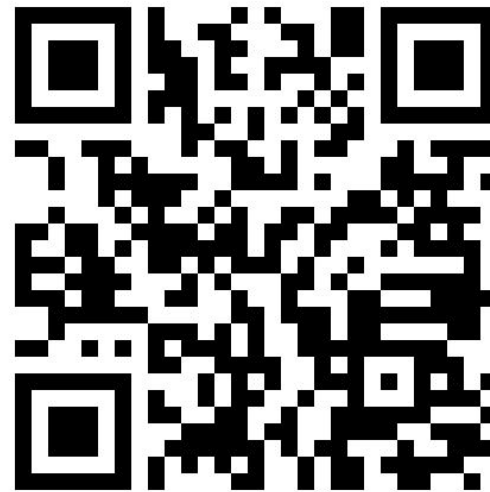
CAMINO AL ÉXITO

Robison MS

Enero de 2023
Asamblea Comunitaria



Gracias por participar
activamente en la trayectoria
educativa de su hijo/a.



METAS

- Comprender los cambios de la enseñanza en el aula y cómo se comunica el progreso de los estudiantes.
- Promover el éxito de los estudiantes a través de una calificación equitativa analizando las prioridades en la Regulación 5121, Progreso del Estudiante: Calificación (de kínder a doceavo grado).
 - Política de calificaciones a nivel escolar



¿POR QUÉ EL CAMBIO?

- Las normas y las expectativas han cambiado.
- Oportunidades de éxito para todos los estudiantes.
- La comunicación correcta con las familias y los estudiantes es necesaria para el éxito.
- El apoyo de nuestra comunidad educativa es fundamental.



ÁREAS DE PRIORIDAD

- Implementar una escala de calificaciones equitativa (equilibrada).
- Eliminar la conducta del proceso de calificación.
- Implementar una política de reevaluación coherentemente para incluir oportunidades de reflexión, revisión y reevaluación para asegurar el dominio de los Estándares de Contenido Académico de Nevada (NVACS) y el plan de estudios del distrito para todos los estudiantes.
- Implementar la ponderación y las categorías de forma consistente en la Boleta de Calificaciones de Infinite Campus para registrar las evaluaciones Formativas y Sumativas.



IMPLEMENTACIÓN DE UNA ESCALA DE CALIFICACIÓN EQUITATIVA (EQUILIBRADA)

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>			<i>Standards-Based</i>
2 Meets 1 Approaches	A 90–100% B 80–89% C 70–79% D 60–69% F 50–59% W Working on standards below grade level	Excellent Above Average Average Below Average Emergent	E Exceptional Progress S Satisfactory Progress N Needs Improvement	4 Exceeds 3 Meets 2 Approaches 1 Emergent

- Proporciona equidad y precisión en el cálculo de las calificaciones.
- Escala de intervalo equitativo que informa el rendimiento del 50 al 100 por ciento.

ELIMINACIÓN DE LA CONDUCTA DEL PROCESO DE CALIFICACIÓN

- El rendimiento académico será el único factor incluido en las calificaciones de los estudiantes.
- Los estudiantes ya no serán sancionados en la calificación académica por la entrega de trabajos atrasados dentro de las pautas establecidas, la participación, la responsabilidad, etc.
- La conducta se comunicará por separado como una conducta exitosa del estudiante o como una calificación de civismo.

FERTITTA MIDDLE SCHOOL CITIZENSHIP RUBRIC

Citizenship grades reflect class behavior, responsibility, cooperation, ability to work with peers, following the Fertitta 15 principles, and overall attitudes. Begin by reviewing the criteria for Outstanding Citizenship. To earn an 'O', the student must meet the criteria for that level. If not, they move to the satisfactory level. Again, in order to earn an 'S', the student must meet the criteria for that level. Continue for 'N' and 'U'. Below is the school wide citizenship rubric used to determine student behavior and performance.

	Unsatisfactory	Needs Improvement	Satisfactory	Outstanding
Follows the Fertitta Fifteen	The student has difficulty following the Fertitta Fifteen redirection.	The student follows the Fertitta Fifteen occasionally.	The student follows the Fertitta Fifteen.	The student follows the Fertitta Fifteen, registers it as being significant, and models for others.
Follows Classroom Rules	The student has difficulty following classroom rules daily without continuous redirection.	The student needs occasional reminders of classroom rules.	The student follows classroom rules.	The student follows classroom rules consistently and models for others.
Follows Directions	The student has difficulty following directions daily and needs continuous redirection.	The student follows directions after reminders are given or a consequence is stated for not choosing to follow directions.	The student follows directions without redirection from the teacher.	The student consistently follows directions without redirection from the teacher and assists others with directions.
Accepts Responsibility	The student has difficulty accepting responsibility and needs continuous redirection.	The student needs to be occasionally reminded of his/her responsibility.	The student accepts responsibility with minimal reminders from the teacher.	The student consistently accepts responsibility without any reminders from the teacher.
Works Independently	The student has a difficult time staying on task without constant supervision.	The student can work independently with occasional redirection.	The student works independently.	The student works independently with ease and determination. The student demonstrates strong focusing skills.
Works Cooperatively	The student takes over and does all the work without others' input or is not an active participant in the group.	The student willingly participates in the group and needs only occasional assistance from the teacher regarding appropriate group behavior.	The student is an active participant in the group and completes tasks assigned in a cooperative manner.	The student is consistently an active participant in the group, completes tasks assigned in a cooperative manner, and engages others.

ELIMINACIÓN DE LA CONDUCTA EN EL PROCESO DE CALIFICACIÓN EN (INSERT SCHOOL NAME)

- ADD BULLETS FOR WHAT THIS LOOKS LIKE AT YOUR SCHOOL

ROBISON MIDDLE SCHOOL 22-23 CITIZENSHIP RUBRIC			
Outstanding Citizenship (O)	Satisfactory Citizenship (S)	Citizenship Needs Improvement (N)	Unsatisfactory (U)
Excels at demonstrating respect for others -Always cooperates with adults and peers -Always supports peers -Actively listens and considers others' ideas -Always willing to help peers -Is kind and courteous -Follows directions as soon as directed Excels at demonstrating respect for learning -Always ready for class -Stays on task independently -Participates/Responds to learn -Shows perseverance and ambition -Asks questions for clarification or to promote further learning -Makes strong connections to previous learning or self or the community of learners Excels at demonstrating self-respect by accepting personal responsibility -Always models classroom expectations -Attends school unless excused	Consistently respects others -Usually cooperates with adults and peers -Usually interacts with peers (i.e. small groups) -Participates appropriately, takes turns -Apologizes appropriately -Is kind and courteous -Follows directions as soon as directed Consistently respects learning -Comes prepared on a regular basis -Helps peers when asked -Often demonstrates initiative to learn -Demonstrates academic honesty and integrity -Exhibits growth mindset/responds appropriately to challenges -Demonstrates digital citizenship Consistently accepts responsibility for self actions -Asks for help when needed or attends office hours -Usually models classroom expectations/rules -Turns in assignments in a timely manner -Attends school unless excused	Often chooses to disrespect others -Usually avoids interacting with peers, even when asked -Does not follow directions -Uses unkind and/or inappropriate words/actions Often chooses to disrespect learning -Many times not prepared for class with materials, assignments, etc. -Sometimes purposefully disrupts or interrupts instruction Often chooses to disrespect self -Many times does not follow school/class rules -Many times does not complete any in-class or homework assignment -Does not demonstrate academic honesty and integrity -Assignments are often turned in late -Does not attend school regularly	On a daily basis chooses to disrespect others -Frequently unwilling when asked -Frequently resists team activities and discussion On a daily basis chooses to disrespect learning -Frequently refuses to participate in discussions, projects, breakout rooms, etc. On a daily basis chooses to disrespect self and not accept responsibility for actions -Frequently not prepared for class with materials, assignments, etc. -Does not demonstrate academic honesty and integrity -Frequently late to or absent in class -Frequently does not complete any in-class or homework assignment -Frequently does not attend school regularly/Unexcused

INSERT YOUR CITIZENSHIP RUBRIC HERE.

IMPLEMENTACIÓN DE UNA POLÍTICA DE REEVALUACIÓN CONSISTENTE

Reassessment Is	Reassessment Is Not
• An opportunity for students to show new mastery of a skill or content honoring students learn at different rates. • Prioritized for identified standards. • Coupled with a timeline and new learning that addresses student deficits. • Only for learning targets/standards students did not master. • Using an alternate method of assessment based on student needs. • A natural part of learning, as the curriculum spirals through the year. • Preparing students for workplace practices where tasks must be redone until they represent acceptable quality.	• A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade. • Provided for every assessment on every standard. • Retaking the test right away without any preparation or deadlines. • Doing all parts of the assessment again. • Taking the same test until answers have been memorized. • Making ten different assessments for each standard. • Making students irresponsible and unprepared for the real world.

- Incluir oportunidades para la reflexión, la revisión y la reevaluación con el fin de asegurar el dominio de los NVACS y del plan de estudios del distrito para todos los estudiantes.

REASSESSMENT POLICY AT Robison Middle School

Home Page- Robison Middle School

A. Any student is allowed to request for a retake until student reaches "Meet Standards"="C"=min 70%

Grade

Using RMS' [Retake Request google form](#)

B. Teacher provides a Reflection tool (content/grade-level choice) to student to complete prior to Retake opportunity.

C. Once a student has met standards (C/70%), the student can request for one retake opportunity.

I. RMS [Retake Request google form](#) and Reflection tool are completed in Canvas by the student

ii. Teacher communicates with student–discusses/reviews Reflection tool and set up time for retake.

D . No reassessments will be allowed after Week 8 of the quarter



Course Name: Enter Name of Class Here

Class Period: 0

Instructor: Instructor Name Here

Email: XXXXXX@ny.ccsd.net

Phone: XXX-XXX-XXXX Ext: XXXX

Office Hours: Use office hours on schedule and then by appointment

Course Introduction: Welcome to Canvas. "Put Course Introduction Here"
Please include a class overview.

Supplies: It is important that you show up and try your best everyday, but these materials will also be helpful:

Welcome Back Angels! 2022-2023 School Year

Our class meets IN PERSON, EVERY DAY. However, we will still use Canvas for completing assignments and accessing other learning resources. Here are some useful links to reference throughout the school year:



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yXHE/copy](#)

PONDERACIÓN Y CATEGORÍAS CONSISTENTES

Registro de las evaluaciones Formativas y Sumativas

2021–2022:

- Formativas 0–25 por ciento
- Sumativas 75–100 por ciento

2022–2023:

- Formativas 0–20 por ciento
- Sumativas 80–100 por ciento

2023–2024:

- Formativas 0–20 por ciento
- Sumativas 80–100 por ciento



Bajo riesgo = Práctica



Alto riesgo = Día de juego

PONDERACIÓN Y CATEGORÍAS EN (INSERT SCHOOL NAME)

Registro de las evaluaciones Formativas y Sumativas

2021–2022:

- Formativas 0–25 por ciento
- Sumativas 75–100 por ciento

2022–2023:

- Formativas 0–20 por ciento
- Sumativas 80–100 por ciento

2023–2024:

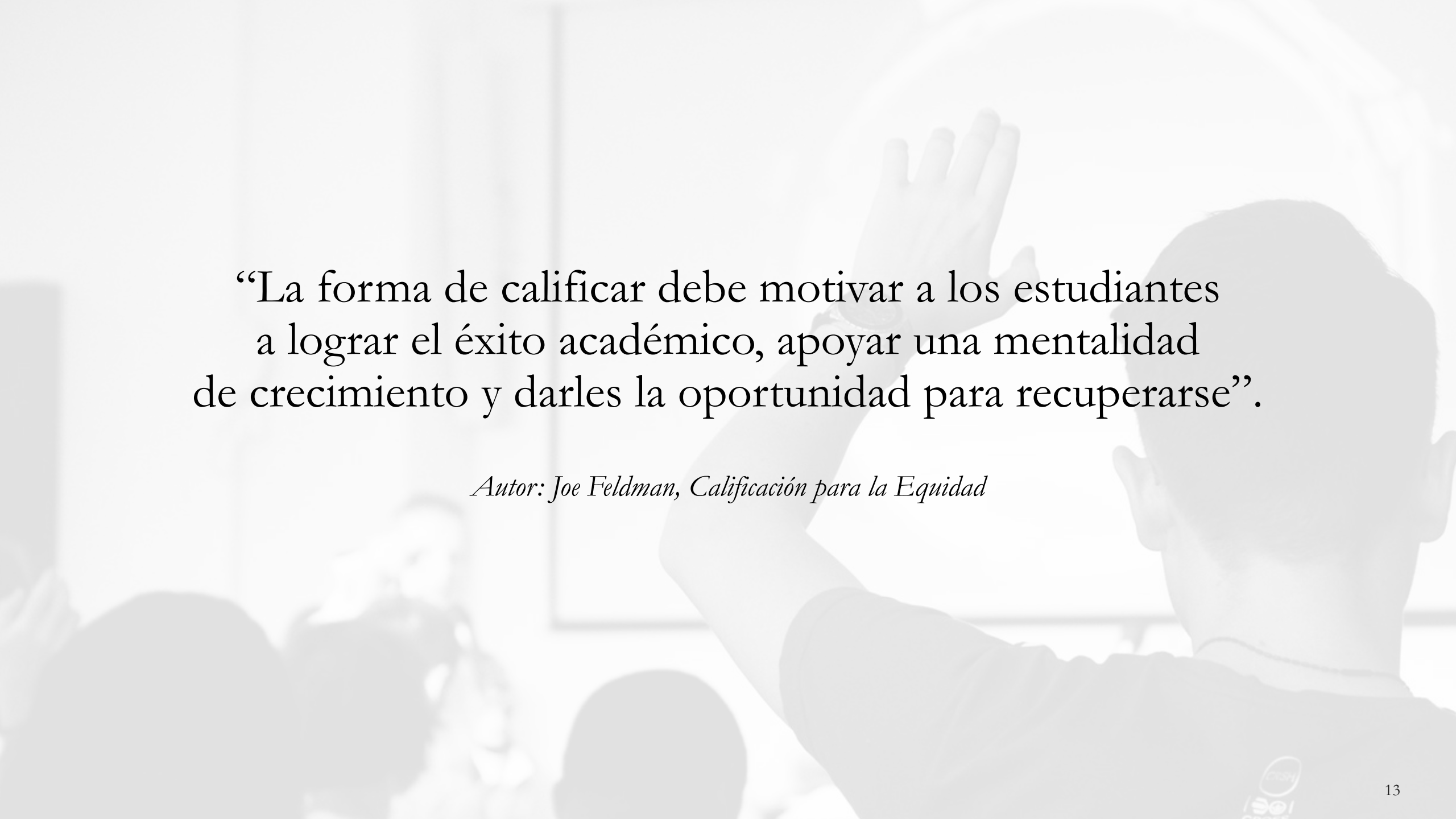
- Formativas 0–20 por ciento
- Sumativas 80–100 por ciento



Bajo riesgo = Práctica



Alto riesgo = Día de juego

A grayscale background image of a classroom. In the foreground, the back of a student's head and their raised right hand are visible. Other students are blurred in the background, some also with hands raised. The text is overlaid on this image.

“La forma de calificar debe motivar a los estudiantes a lograr el éxito académico, apoyar una mentalidad de crecimiento y darles la oportunidad para recuperarse”.

Autor: Joe Feldman, Calificación para la Equidad

¿Preguntas?





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