

NAME	MBX #	MONTH
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Monthly grades so far

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Monthly deadline

DATE

My conference

DATE

TIME

Dates

ESSAY REVISION

MULTIPLE CHOICE

MULTIPLE CHOICE

ASSIGNED READING

ASSIGNED READING

Nonfiction book ratings so far

○ ○ ○ ○ ○ ○

J. A. Stanford, Jr. ▲ Palm Springs HS

A

B

C

F

Terms	<i>All of the following must be satisfied in order to earn an "A."</i>	<i>All of the following must be satisfied in order to earn a "B."</i>	<i>All of the following must be satisfied in order to earn a "C."</i>	<i>ANY of the following means the student cannot pass this month.</i>
Assigned Reading & Terminology	Passed book AND terminology assessments with no need for recovery AND chose "A" reading when completing homework.	Passed book and terminology assessments. Chose regular reading, not "A" reading, when completing homework.	Some vague knowledge of assigned reading and terminology, but unable to pass assessments.	No evidence reading took place.
Outside Nonfiction	Passed rating of 2 with no need for recovery, on time.		Passed rating of 1 (rating of 6 required per semester), or recovery / extra time needed.	No evidence reading took place.
Rough Draft Writing	Improvement demonstrated, either in terms of overall scores, or in the form of a typed self-reflection.		Improvement not demonstrated, but enough rough drafts attempted to demonstrate meaningful improvement.	Not enough drafts attempted to demonstrate meaningful improvement OR conference missed.
Essay Revision	No error codes and submitted on time.	No "R," "X," "E," or "M" error code and submitted on time.	Passing quality OR submitted late (includes "do over").	Below passing quality, or never submitted.
Multiple Choice	Advanced on one (or both, if there's two) multiple choice tests, including recovery attempts OR proficient with no need for recovery.	Proficient or higher on one (or both, if there's two) multiple choice test, including recovery attempts.	Basic or higher on one (or both, if there's two) multiple choice tests, including recovery attempts.	Below basic on one multiple choice test, including recovery attempts.
Participation Credit	10 or more AND this rubric completed accurately	8 or 9 AND this rubric completed accurately	5, 6, or 7 OR this rubric contains errors or is incomplete	4 or fewer OR this rubric missing

Mr. Stanford's Grading Policy

Monthly grade rubric: I no longer use "points" to keep track of a student's grade (other than the concept of "participation credits," of which there will only be ten per month) because your focus must remain on the improvement of skills and the retention of content, not on the meaningless exchange of points for the completion of tasks. Also, my time is best devoted to the assessment of learning rather than to clerical minutiae.

Online each month, your monthly grade will read "F" until you reach the benchmark for "C." You are welcome to complete required items like assigned reading and essay revisions early if you like.

Your progress reports will *always* read "in danger of failing" because the district's system does not offer a code reading "the majority of the assessment occurs after instruction, at the end of each month" and "the fourth month of each semester is the most important assessment period."

On a day-to-day basis you should (1) show up to class; (2) participate fully; (3) complete all work the night it's assigned; and (4) bring all of your work and materials every day. "A" and "B" students will follow these four guidelines regularly; "C" students will tend to demonstrate deficits in motivation, organization, and planning.

Reading: Required to pass, with no exceptions. Non-readers and pretend readers should not take Advanced Placement.

IMPORTANT NOTE: Your month's grade CANNOT be higher than your reading grade. No matter what.

IMPORTANT NOTE: Sometimes different individual reading assignments will be given to students seeking an "A." Students choosing not to complete the "A" reading will make themselves ineligible for an "A" that month.

When reading for pleasure, you should not take notes. When reading for academic achievement, you should take notes (not merely highlight or underline), and you should follow my specific guidelines for academic reading. Possible assessments for assigned novels include (1) quotation identification (2) Thinking Map construction (3) essay drafting (4) multiple choice and (5) one-on-one interview with the teacher.

See the AP BOOK LIST tab on the blog for more information about required nonfiction.

Required monthly student-teacher conference: It's critical the teacher see you at least once per month, face-to-face, regarding your writing ability. Your conference date will also serve as your own personal reading deadline (for assigned nonfiction). You may take the reading tests early, before your conference, as a precaution, if you're concerned about having only one chance to pass on time. The writing portion of your conference will be scheduled as 10 minutes in length; if we need more time, we'll schedule it. You may have to stay longer than the 10 minutes (or show up early) if you're also taking your nonfiction reading test at the same time.

Available conference times: MTWHF 7:20, 7:30, 7:40, 8:00, 8:10, 8:20; MW 3:30, 3:40, 3:50; T 3:50, 4:00, 4:10, 4:20, 4:30, 4:40, 4:50. The teacher will be unavailable during lunch, except for quick questions.

Students missing their one-on-one conference with me must accept a full grade level deduction for the entire month's grade. I have *no flexibility* to re-schedule 150 student conferences. The only alternative is to give a few students special treatment. That is unethical.

Participation credits: Earn each credit by attending a Tuesday after-school training in order to address area(s) of need, by winning a classroom contest, by earning 10 essay scoring dollars, or by showing up on time to the student-teacher conference (<60 seconds late according to the official time link on the blog). You may also e-mail me for other participation opportunities. A bonus participation credit is offered to hired classroom helpers who do their jobs effectively and efficiently.

Absences: I do not track excused vs. unexcused absences. Either you're here learning, or you're not. Without exception, a student's chances of earning a high grade are diminished with each absence. To "make up" absences for the purpose of maintaining and enhancing the improvement of your skills and the retention of course content, attend a Tuesday after-school training. If absent for a test, it must be made up prior to the test date, or permission must be sought prior to the test date.

Recovery: The only avenue available for those unhappy with missing a deadline, with failing a book test, with receiving a low score on a multiple choice test, must attend a Tuesday after-school training.

Students in need of this assistance must prioritize it over athletics and other extracurriculars. It's my job to work around religious holidays and negotiate with families in special circumstances; it is not my job to spend 16 hours every weekday in the classroom accommodating students whose coaches and advisors believe their activities should take precedence over core academics. Participation in time-consuming activities is a choice. Taking Advanced Placement is a choice.

How the 4 monthly grades translate into a semester grade

Monthly grades	Semester grade
A+A+A+B	A
A+A+A+C	A possible
A+A+A+F	B possible
A+A+B+B	A possible
A+A+B+C	B
A+A+F+anything else	B possible
A+B+B+B	B
A+B+B+C	B possible
A+B+B+F	B possible
A+B+C+F	C
A+C+C+C	B possible
A+C+C+F	C
B+B+B+C	B possible
B+B+B+F	B possible
B+B+C+F	C
B+C+C+C	C
C+C+anything higher	B possible
C+C+C+F	C possible
F+F+anything else	C possible
F+F+F+anything else	F

I reserve the right to make Tuesday after-school training *required* in order to earn a B or higher if the student's writing or reading skills prove consistently "below basic" for Advanced Placement.

Concerns about the rubric: Students should make an appointment to see me during the first week of the semester, or send me an e-mail. Concerns should not be raised months down the line in an attempt to excuse poor performance.

Redress: If, at the end of the semester, you feel that the final grade does not reflect your abilities and improvement, you may be given a chance to prove yourself, either (1) by constructing a typed grade defense, (2) by demonstrating performance on one last high-stakes task after school, (3) by demonstrating superior day-to-day work in the ISNs (interactive student notebooks), and/or (4) by earning a particular score on the official AP exam. I will determine which avenue is most appropriate on a case-by-case basis, and I reserve the right to refuse this opportunity to any student whose record reflects a history of insufficient or erratic daily performance (classwork and homework), or to any student whose grades decline from the first month to the fourth month, or to any student who chose to skip Tuesday after-school trainings, or to any student disrespectful of deadlines. Redress is for students who put forth their best efforts but fall just short of their goals. Redress is not for pretend readers, nor for serial procrastinators.

On a separate sheet of paper, copy the following: I understand the grading policy. I will contact Mr. Stanford this week if I have concerns. I should be able to explain the rubric to my family, and I should be able to articulate what and when I must do in order to earn the grade I want. [Name] [Date]