



Templeton Middle School Report Card Guide

Infinite Campus Portal

The Infinite Campus Portal is the place students and parents can go to view gradebook and assignment information, check student attendance, submit assignments, view classroom news, communicate with teachers, edit household demographic information, pay fees, and retrieve report cards.

Report Cards

Grading periods are 18 weeks in length. Report cards are posted on Infinite Campus Portal two times per year at the end of each semester, with 7th grade quarterly allieds being posted at each quarter (9 weeks). Report cards are computerized and consist of an academic grade and a rubric score for learner behaviors. Optional computerized comments may be used to inform parents of specific areas of student progress. Student grade point averages are calculated on a 4.0 scale for daily classes. Classes that meet on odd or even days do not have the same weight as daily classes. Student progress grades will also be posted at weeks 6 and 12 of each semester and will be accessible via Infinite Campus.

Grade	%	Rubric or Letter Grade Score	Rubric % Equivalency	Range Calc.	GPA	Weighted Courses
A	93-100	4.0	100	3.6-4.0	4.00	5.00
A/B	88-92	3.5	90	3.3-3.599	3.50	4.50
B	83-87	3.0	85	2.8-3.299	3.00	4.00
B/C	78-82	2.5	80	2.3-2.799	2.50	3.50
C	73-77	2.0	75	1.8-2.299	2.00	3.00
C/D	68-72	1.5	70	1.3-1.799	1.50	2.50
D	60-67	1.0	65	0.7-1.299	1.00	2.00
F (incomplete evidence)	0-59	0.5	50	0.3-0.699	0.0	0.0
F (no evidence)		0.0	0	0.0-0.299	0.0	0.0

Parent Conferences

Official district conference days are scheduled in October, November, and February. Parent conferences may be scheduled by parents or teachers at any time during the school year. Communication between home and school is an extremely crucial component in providing your child with a quality education.

Academic Honors

There are two levels of academic honors for which students are recognized. Academic high honor students have a grade point average of 3.5 to 4.0. Academic honor students have a grade point average of 3.0 to 3.49. Each quarter, those students earning academic high honors will have their names on display on the wall near

the Main Lobby. In addition, the names of all students earning academic honors are published in the weekly e-newsletter. Also, at the end of each quarter, teachers select students to receive the Principal's Pen Award. Criteria for this award may include academic achievement, effort, citizenship, improvement and others. Recipients of the Principal's Pen Award will receive a pen. All students receiving Principal Pen awards will have their names published in the weekly e-newsletter, TMS E-News.

Grades 7-8 Learner Behaviors

Learner Behaviors are not reported separately in Fitness Education courses because the learner behaviors are embedded within the Fitness Education standards

Engagement

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❑ Even with guidance, does not yet use organizational skills and strategies to work toward short-term personal and/or academic goals.	❑ Learner uses organizational skills and strategies to focus attention	❑ and applies skills and strategies to work toward short-term personal and/or academic goals	❑ and achieves or adjusts short-term personal and/or academic goals.
<i>Possible examples of student behaviors</i>			
Does not use skills or strategies to successfully work toward short-term personal and/or academic goals. Does not come to class prepared, e.g. does not have materials, homework is not completed, Chromebook is missing or not charged etc. Does not focus on the task at hand, even with support and prompting.	Requires assistance with organizing materials. Needs reminders to get started on work, stay on task and complete/turn in work, and have supplies. Uses checklists, tools, agenda, etc that the teacher provides.	Uses class time well and makes decisions to help maintain focus: • student is on the correct sites when using Chromebook • student uses work times in a productive way • student takes notes during lessons Consistently comes to class with materials and/or completed work (i.e. textbook, charged Chromebook, writing utensils) Successfully meets deadlines and goals set by teacher and/or self for short-term goals (i.e.	Provides thoughtful and accurate reflections when given feedback and determines next steps. Independently manages time to maintain deadlines. Can reflect on progress towards goals and adjust based on past results.

		homework, short term projects, following class directions) based on individual needs. Transitions between classes effectively and efficiently. Provides thoughtful and accurate reflections when given feedback and determines next steps.	
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From SEL Competency 4 (Focus Attention)

Self-Awareness

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❑ Even with guidance, does not yet identify successes and challenges, and how they can learn from them.	❑ Learners identifies successes and challenges	❑ and recognizes barriers to succeeding in an attempt to overcome them	❑ and identifies supports to help themselves.
<i>Possible examples of student behaviors</i>			
Student cannot yet identify successes and challenges or identify supports to help themselves.	Student can name successes and challenges (i.e. work completion, group work and participation, organization, self-confidence, self-advocacy) Student is able to identify their own strengths or weaknesses (i.e organizational skills, time management skills, self-awareness, social awareness, etc.) Student is aware of their personal schedule and responsibilities that can help or hinder success	Exhibits growth mindset Student can recognize how personal and other academic responsibilities (sports, babysitting, work for other classes) can be a barrier to success Identifies own strengths and recognizes they bring value to the learning community Student identifies why they may be unsuccessful (don't know where to start...) Student recognizes constructive feedback	Student can identify supports (e.g., stays in for recess or lunch, obtains pass during Advisement, advocates with teacher, prioritizes commitments and responsibilities) Student utilizes own strengths to support and overcome barriers Student comes up with a strategy to solve the problem (i.e., start at the first missing assignment and then move on to the next, sit with a new person at lunch, raise my hand when a question is asked that I know the answer to) Student responds appropriately to feedback

From SEL Competency 10 & 11 (Self-Awareness) and 23 (Social Awareness and Relationship Skills)

Social Competence

1 - Beginning	2 - Developing	3 - Proficient	4 - Excelling
❑ Even with guidance, does not yet participate in group activities	❑ Students works productively in an independent manner OR begin to cooperate in a group/class	❑ Student works productively and cooperatively in a group/class	❑ and problem-solves through setbacks and disagreements.
<i>Possible examples of student behaviors</i>			
Does not contribute to the group/class or distracts the group from the focus or task at hand	Controls group and/or struggles to listen to others' perspectives Participates passively (i.e. listens but does not contribute to the discussion or task) When working in smaller groups, work within the group has been broken up amongst group members; however work may not be distributed fairly or equally.	Shows respect for other people's perspectives Actively listens to all group/class members and participates in a respectful manner Clearly communicates and volunteers ideas and thoughts When working in smaller groups, utilizes teacher assistance/feedback in solving group problems	Keeps peers on track without being overbearing Positively leads group members through problem-solving strategies without teacher assistance Encourages other group members to be successful (participation, contribution, etc)

From SEL Competency 12, 16, & 18 (Relationship Skills)