

Middle School Handbook Recommendations - June 2026

The following areas of addition, modification, and deletion are based on recommendations from the MSHSL, updated MN Statutes, and current patterns of student behaviors. Upon approval, the handbook would be updated with the designated information and formatting and page numbers would be adjusted.

Table of Contents - change page numbers and formatting will be updated once the 2026-2027 handbook is confirmed by the School Board.

P. 4 - Updated BMS Letter

P. 5 - Updated building wide schedule

P. 6 - School Board members

P. 6 - Academic Information → Change FastBridge Universal Screener to Capti ReadBasix and IXL Diagnostic Screener

P. 7 - FCS changed to Life Skills

P. 7 - Simplified wording of grading: Below is the old

GUIDING PRINCIPLES:

Becker Middle School's grading and reporting system shall provide students, parents, and teachers with a framework for assessing and reporting student *academic achievement*. The primary purpose of grading is to communicate *academic achievement* to middle school students, their families, teachers and district staff. Additional purposes for grading include; providing information that students can use for self-evaluation; providing information that teachers can use to adjust instruction, and evaluating the effectiveness of instructional programs. We are committed to using guiding principles that will support a grading and reporting system that is clear and fair. In order to realize these goals, the grading system must:

- Reflect the level of proficiency related to the curriculum delivered at each grade level and in each content.
- Provide meaningful feedback for students and parents.
- Be fair, accurate, specific, and timely.
- Reflect consistency within and among courses, grade levels, and/or departments.
- Reflect high expectations for all students across all courses.

GRADING

Course grades will be calculated based on a combination of both formative assessment (*for learning*) and summative assessment (*of learning*).

Summative Assessment: (70%) Work conducted when a student has had adequate instruction and practice to be responsible for the material. Summative assessments are generally given at the end of the course, unit or lesson. Summative assessments provide students the opportunity to demonstrate what they have learned (i.e. final drafts, tests, exams, assignments, projects, performances). Summative Assessment will account for approximately 70% of the trimester/course grade.

Formative Assessment: (30%) Work conducted when a student is still learning the material. Formative assessments are generally given during instruction with the primary goal of improving or modifying instruction to promote student achievement of intended learning outcomes. (i.e. teacher observation, quizzes, homework,

rough drafts, peer editing, and/or notebook checks). *Once the Summative for the concept has been completed, Formatives can no longer be turned in for credit.*

*Teachers of the same course will apply the grading parameters in the same manner. Individual departments and teachers of the same course will determine and align which assessments are included in the summative and formative categories.

Practice (0%) - Work graded on completion. This is the practice work that prepares students for both Formative and Summative assessments and provides the opportunity to try the concepts and learn from mistakes before being assessed for a grade. Usually self graded or graded as “done” or “not done”.

Course grades will reflect the level of the student’s academic achievement. While non-academic factors are highly valued and often contribute to the student’s achievement, they will be communicated separately from an achievement grade. The following are examples of non-academic factors that are not included in the course grade; behavior (attendance, attitude, punctuality, academic dishonesty, effort,...) and class participation except when the participation is related to a performance standard. Homework based solely on completion (i.e. there must be some assessment of the work). Other evidence of student habits and/or characteristics

Here is the new version:

Becker Middle School Grading Guidelines

At Becker Middle School, grading practices are designed to accurately communicate a student’s level of academic achievement while supporting learning, growth, and mastery of standards. Grades should reflect what students know and are able to do, rather than behaviors or compliance measures. These guidelines ensure consistency, fairness, and transparency for students, staff, and families.

Purpose of Grading

The primary purpose of grading is to communicate a student’s academic proficiency on identified learning targets and standards. Grades should provide meaningful feedback regarding student learning and achievement while encouraging continuous growth. Non-academic factors such as attendance, effort, behavior, punctuality, and participation (unless directly tied to a performance standard) will be communicated separately from academic grades.

Grading

Course grades will be calculated based on a combination of both formative assessment (*for* learning) and summative assessment (*of* learning).

Summative Assessment: Summative assessments measure an individual student's knowledge and understanding after receiving instruction and practice. These assessments typically occur at the end of a lesson, unit, or course and provide students with an opportunity to independently demonstrate what they have learned. Examples include tests, exams, final drafts, projects, performances, and major assignments. Summative assessments make up approximately **70%** of a student's trimester or course grade.

Formative Assessment: Formative assessments monitor learning while students are still developing their understanding and skills. These assessments help teachers adjust instruction and may include observations, quizzes, homework, rough drafts, peer reviews, and notebook checks. Formative assessments make up

approximately **30%** of a student's trimester or course grade. Formative work for a learning target cannot be submitted for credit after the corresponding summative assessment has been completed.

Practice: Practice work helps students prepare for formative and summative assessments. It provides opportunities to learn, apply new skills, and make mistakes before being assessed. Practice work is graded for completion and does not impact a student's course grade (**0%**). It may be marked as completed or not completed.

Non-academic factors are important to student success but are not included in course grades. Examples include attendance, behavior, attitude, punctuality, effort, participation (unless tied to a learning standard), academic honesty, and work completed solely for participation or completion. These factors may be communicated separately from academic achievement.

Grading Scale

The following grading scale will be consistent across the entire building (or [4 Point Scale](#)):

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 59 and below

Assessment Completion and Minimum Scores: Summative assessment scores below 50% will be recorded as 50% in Skyward, with the actual earned score noted in a comment. Students are expected to complete all summative assessments. A final course grade cannot be assigned until required summative assessments have been completed and scored. A score of zero will be used only when a student refuses to complete an assessment or assignment after reasonable opportunities and support have been provided. A comment may be added in Skyward to explain why a zero was assigned.

LATE & MISSING WORK

Formative assessments are designed to provide practice, feedback, and opportunities for students to improve before completing a summative assessment. Formative assignments not submitted by the due date will be marked as Missing (M) and zero (0) in Skyward. Students may still submit formative work after the due date for credit up until the related summative assessment. Teachers will communicate concerns regarding missing or late work with students and parents/guardians as needed.

Summative assessments provide the primary evidence of student learning and account for approximately 70% of the course grade. Students are expected to complete all summative assessments. Any missing summative assessment will be recorded as a zero until it is completed. Teachers will make reasonable efforts to provide opportunities for completion and communicate concerns to students and parents/guardians. Because summative assessments are essential to measuring student achievement, a final course grade may not accurately reflect a student's learning if required summative assessments are missing.

RELEARNING/REASSESSMENT

Students who have not yet demonstrated proficiency may have opportunities to relearn and reassess specific

learning targets. Students are expected to complete relearning activities and any missing work from the unit before reassessment. Reassessments should be completed within two weeks of the original assessment whenever possible. When a reassessment is completed, the higher score will be recorded. Some assessments are not eligible for reassessment, including final exams, major research papers, culminating projects or performances, and other assessments identified by the department or course team.

Additional Work for Credit: Grades should reflect a student's achievement of learning standards. Extra credit will not be used to replace required learning or raise grades. Teachers may provide extension or enrichment activities to deepen learning for students who have demonstrated proficiency, but these activities will not increase a student's academic grade.

P. 11 - Change Open House date.

P. 26 - Activity Fees Changed to

- Middle School Fine Arts: \$120
- Middle School Athletics: \$175
- 2026-2027 FAMILY MAXIMUM for activities: \$1100

P. 26 - Milk prices updated

P. 28 - Telephone use changed to: **STUDENT COMMUNICATION DURING THE SCHOOL DAY**

Student cell phones must remain in lockers during the school day. The phones in the school office are reserved for emergencies and school business. If students need to contact a parent or guardian, communication should be brief and occur between classes. Students are expected to report promptly to class and should not remain at their lockers or in the hallways for texting or phone conversations.

Update testing grid