



KUMON STEEPLECHASE HOME GRADING GUIDELINES

Kumon Steeplechase requires home grading of worksheets by parents. Home grading provides a number of benefits for students and parents:

- ✓ Parents, by checking work, can help their children establish a Kumon routine by ensuring that work is completed daily.
- ✓ Students can correct mistakes immediately, thereby preventing the same error from being repeated over consecutive days.
- ✓ Parents have an opportunity to learn more about Kumon and their children's progress by being closely involved.
- ✓ Parents have increased opportunities to encourage and praise their children.
- ✓ Students will develop a more positive attitude about attending the Center since they will be able to immediately sit down and work on that day's worksheets instead of having to make their corrections from the previous class's homework (which may involve several days' worth of corrections).

I consider home grading to be an integral part of the efficient operation of this Kumon Center and important in maximizing your child's progress in the program. This page will provide you, the parent, with detailed instructions on how to home grade. Please read it thoroughly and consult it often if you have any questions on your student's work. As always, do not hesitate to ask me for guidance in this area.

GRADING PRINCIPLES

- Use a **red pen**.
- Use an answer book to grade worksheets from Levels 2A and higher in Reading, 3A and higher in Math. It is essential that your grading be accurate and consistent.
- Draw a large circle (the "Circle of Completion") on each side of the page that has no errors.
- If a student answers a problem incorrectly, place a check mark through the problem number. Minor errors (such as spelling, grammar, capitalization or punctuation) as well as incomplete answers should be indicated with a triangle. Do not correct the mistake for the student or indicate where, within the answer, the error is located. It is important that the student finds and corrects the mistake he/she makes on his/her own.
- Once corrected, the check mark, slash or triangle should be *circled* to indicate that the correction has been checked and is now correct.
- If a question is still incorrect after a correction attempt, a second check mark, slash or triangle should be placed beside the first to indicate to the student that it needs another attempt. It will also indicate to the Instructor reviewing the work later that the student had difficulty with that particular question.

When should you use a triangle instead of a check or slash ?

In the Math Program:

1. When the student's answer is illegible or numerals are formed improperly (e.g., backwards).
2. When word problems are incomplete. For example, when the student omits the unit of measurement in Level B or does not write out the steps to the word problems.
3. When, in Level C and higher, the student forgets to bring the remainder up beside the quotient.
4. When the fractional answers are not reduced to the lowest terms.
5. When the number is not the *lowest* possible LCM.

In the Reading Program:

1. When the student's answer is illegible.
2. When the student makes an error such as punctuation, grammar, capitalization or spelling.
3. When the student leaves part of an answer blank.

When grading assignments, you may find that an entire worksheet has been skipped. In this case, place a triangle at the top of the page. It is advisable to have the student time himself while solving the incomplete page(s). Add the additional time taken to the original completion time.

Using the Grading Scale

- Each a-side contains a grading scale that converts the number of errors on the page into a percentage range. Circle the correct percentage range that corresponds to the combined number of errors on the a- and b-side of the page. Do this for each sheet in the packet. If both sides of one page are correct, circle the "100" on the grading scale of the a-side of the page. To use the scale for Reading, count the number of major errors made on sides a and b, and determine the percentage which would correspond to that number of errors. Then count the minor errors and subtract 5% for each from the percentage for the major errors. For example, if a student makes only major errors on a page, the corresponding amount of errors would be circled on the grading scale on side a. If a student makes only minor errors on a page, 5% per error would be deducted from 100% and the corresponding % would be circled on side a. However, if a student makes both major and minor errors on a page, the major errors would be subtracted first, then 5% for each minor error would then be subtracted. If the result would end in a 5 (e.g., 85%), then truncate (e.g., 85% truncates to 80%).
- In Math, Levels 7A, 6A and 5A are always graded 100%. The grading scale for the Reading program begins at 3A141. Therefore Reading levels 7A-3A140 are always graded 100%. This way, the beginning student learns to feel successful in the program from the start. The parent and Instructor work with the student until correct answers are given on these problems as you work through them. There are no tests at the end of these levels.
- **On the front of the day's assignment, write the grades for each page on the top of the front page, as well as the number of minutes used. Please CIRCLE the number of minutes used, rounding to the nearest whole minute.** If the entire set is correct, write "100%" in large print at the top of the page. The code we use is as follows: a dot stands for a sheet with 100%, 9 stands for 90%, 8 stands for 80%, 7 stands for 70%, and 6 stands for 60%. **For example, a code of 87.96 at the top of a five page set indicates grades of 80% on the first page, 70% on the second page, 100% on the third page, 90% on the fourth page, and 69% on the fifth page.** As a process, grade from front to back, then circle the scores working from back to front through the set, memorizing the numbers along the way. When you get to the front page write that number down from RIGHT TO LEFT. That way it's in the correct order and very fast to do.

Grading Miscellany:

- 1) Students should be encouraged to work neatly, but sloppy answers should not be marked wrong unless they are illegible.
- 2) After checking the student's answers and finding mistakes, make sure that the student is reading the instructions as well as the examples.

Working with children at the Preschool Levels

(7A-2A in Reading; 7A-4A in Math)

Most of this work must be done by the student in the presence of an adult (at home as well as in the Center). For Reading students, the parent must gently correct any errors made in pronunciation of words *as soon as the child makes the error*. This will have the greatest impact on how quickly the student builds vocabulary and correct reading skills. For Math students, parents must verify that numbers are being read, and objects are counted, correctly. Encourage students to count objects more quickly in rows of 5 (as the dots are presented throughout these levels) or groups of 10 (e.g. rings of beads in 4A). All this helps students recognize patterns and develop their "number sense," insuring success in later levels.