





GRADING - ELEMENTARY

Our elementary learners receive formal feedback through report cards each trimester, or three times each school year. A specific time for grading provides an opportunity for both learner and educator reflection, a critical component of the learning process. To provide a grade, learner performance on both formative and summative assessments aligned to the proficiency scales for the trimester. Reassessment opportunities are allowed within the trimester, allowing learners to gain understanding and demonstrate their proficiency.

The most effective grading practices provide accurate, specific, and timely feedback designed to improve learner performance (Marzano, 2007). Our educators are utilizing effective instructional strategies and best practices in our classrooms, including the use of frequent formative assessment, (using a 1,2,3,4 scale as described below.) Formative assessments are not meant or designed to be averaged to compute a final grade.

NOVICE	APPROACHING	PROFICIENT	ADVANCED
<p>Articulates the knowledge and skills that are being focused on to help a learner move to independence in the approaching category or the prerequisite skills to attain them</p>	<p>Articulates the knowledge and skills that are prerequisites to proficiency; these are often demonstrated through formative assessment of the entire class</p>	<p>Articulates the expectations for the learning category comprised of one or more standards; the demonstration of proficiency is independent of a particular resource</p>	<p>Articulates how a learner can demonstrate a higher taxonomy or application or transference of learning</p>
			
<p><i>Just getting started</i></p>	<p><i>Need more time</i></p>	<p><i>Attained the goal</i></p>	<p><i>Attained the goal and more</i></p>

Learners and families will be kept aware of student performance on a regular basis. If a student is trending toward a “1” (novice) on a particular learning target, educators are expected to use multiple formats of communication to connect with families about the student’s progress. Communication about progress and collaboration between school and family to address concerns will occur well in advance of the reporting date.

All report cards shall be issued within two weeks following the close of the grading period and are either given to families during family- educator conferences, sent home with learners, or mailed.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.

An asterisk is used to communicate that a grade on a report card is based on modifications to the standard learning targets.

The prescribed comment to accompany an asterisk is available as a PowerTeacher drop down and states: “* Indicates that this grade is based on modifications to the standard learning targets for the grade level of attendance.” There is NO explanation other than this statement of the asterisk on the report card itself, this is intentional.

Grad	Subject	Learner Status	Content Standards
K-8	•Profile of a Graduate Dispositions	Asterisk is available in collaboration with the MTSS specialists. (Counselor, Dean, School Psych, SPED, Title I, EL, or 504 case manager) IF the standards are MODIFIED by the special education educator and core teacher. ACCOMODATIONS may be assessed without the use of an asterisk.	
K-8	•Language Arts	Supplemental Services for ELA Replacement Core for ELA	Asterisk is available in collaboration with the MTSS specialist. (SPED, Title I, EL, Reading, or 504 case manager) IF the standards are MODIFIED by the specialists and core teacher. ACCOMODATIONS may be made within the standards and learners may be assessed without the asterisk as well.
K-8	•Math	Supplemental Services for Math Replacement Core for Math	Asterisk is available in collaboration with the MTSS specialist. (SPED, Title I, EL, Reading, or 504 case manager) IF the standards are MODIFIED by the specialists and core teacher. ACCOMODATIONS may be made within the standards and learners may be assessed without the asterisk as well.
K-8	•Art •Music •Health/PE •FACS •CTE •World Language	IEP or 504 that directly impacts the acquisition of the grade level standards	Asterisk is available in collaboration with the MTSS specialist. (SPED, Title I, EL, Reading, or 504 case manager) IF the standards are MODIFIED by the specialists and core teacher.
K-8	•Science •Social Studies	Supplemental Services for ELA Replacement Core for ELA	NO asterisk available – grade level standards may be ACCOMODATED but not MODIFIED. All learners must be taught toward the grade level standards.
Accommodation examples include content read aloud, assessments in a small group setting, extra time, the option of communicating verbally rather than in writing, more white space on a worksheet, classroom or school-wide incentives, preferential seating, taking a break, etc. ID case managers should discuss any questions with SPED coordinators.			

Comments may be utilized on the report card to clarify progress or next steps in learning. Space is limited and carries over from one trimester to the next, so messages need to be succinct.

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