

2024-2025



City Schools of Decatur

GRADING & REPORTING HANDBOOK

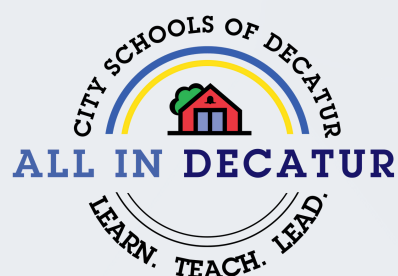
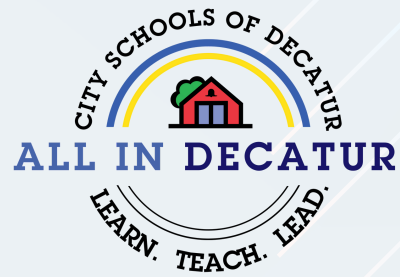


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CSD GRADING POLICY



The City Schools of Decatur Board of Education is committed to ensuring all students receive a comprehensive and equitable education. The Board further recognizes the need for regular assessment of and feedback on each student's academic performance. To this end, the superintendent shall implement and maintain a district system for grading that is consistent and designed to support the success of each student in a rigorous instructional program.

The purpose of grades in City Schools of Decatur is to provide timely feedback to students and families about how each student is progressing towards mastery of standards. Academic grades in CSD shall reflect student mastery of state standards and shall not include behavioral factors. The superintendent shall also establish a separate evaluation of non-academic factors, such as behavior and attendance.

Teachers shall evaluate student progress, report grades that represent the student's academic achievement, and communicate official academic progress to students and families promptly through the electronic grading portal.

Board Policy IHA: Grading Systems

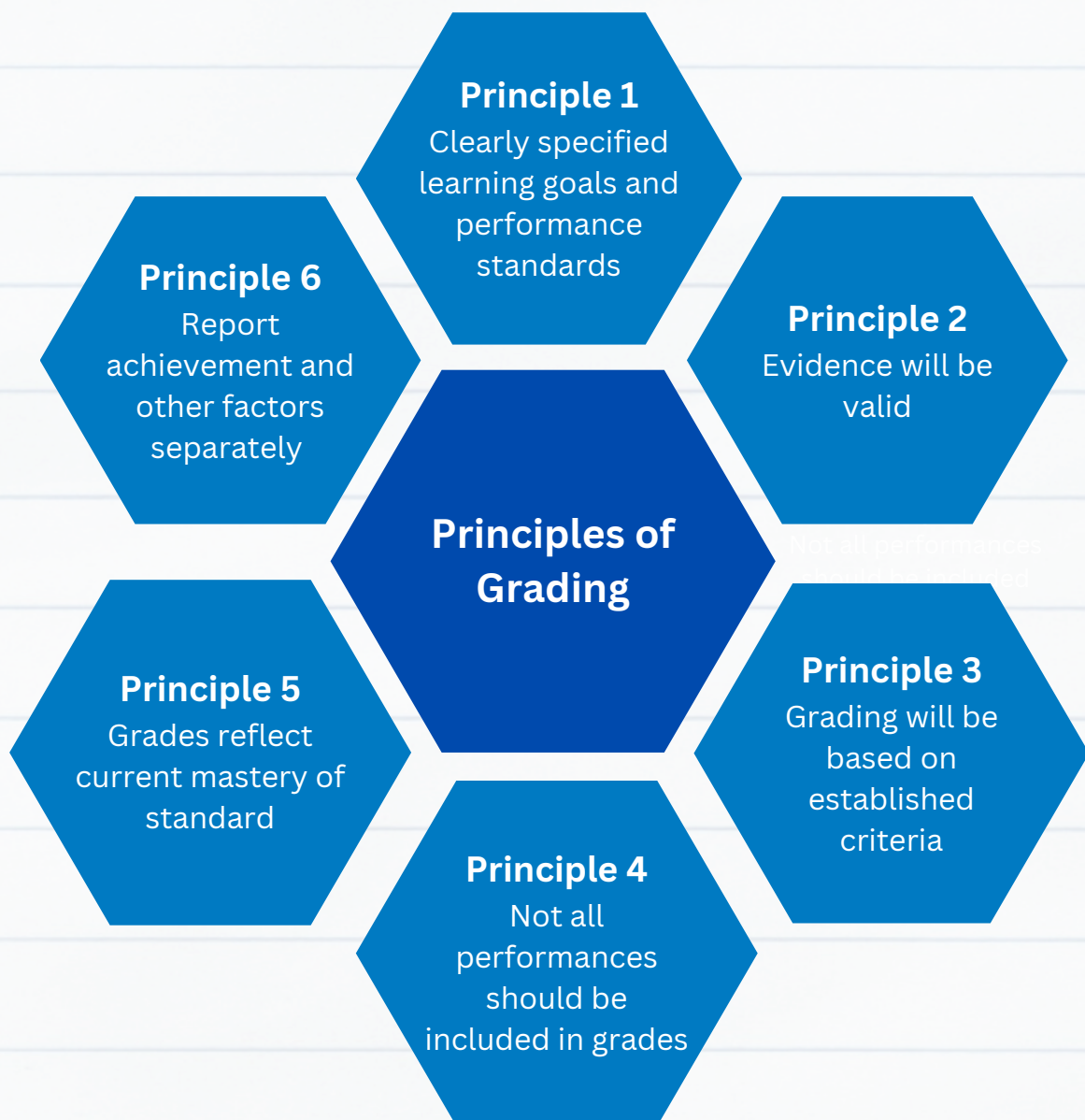
OVERVIEW & RATIONALE



The purpose of the Grading and Assessment Guide is to provide educators, students, parents, and administrators with a comprehensive resource that outlines the principles, policies, practices, and procedures related to grading and assessment within City Schools of Decatur. This grading and assessment guide serves as a reference document, promoting consistency, transparency, and effective communication in the evaluation of student learning and performance. Its primary objectives include:

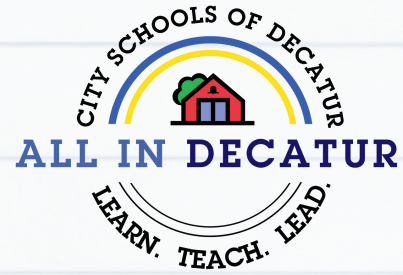
- **Clarity and Transparency:** This grading guide clearly defines the criteria and standards by which student work is assessed. This transparency ensures that all stakeholders understand how grades are assigned and what expectations are in place.
- **Consistency:** By establishing consistent grading practices across classrooms, grade levels, and subjects, a grading guide ensures that students are evaluated fairly and equitably, regardless of the teacher or course.
- **Alignment with Educational Goals:** The guide outlines how grading practices align with the broader educational goals and objectives of CSD. It ensures that assessment practices contribute to student learning outcomes.
- **Guidance for Educators:** Educators can refer to the grading guide for best practices in creating assessments, assigning grades, and providing feedback. It helps teachers make informed decisions about assessment methods and reporting.
- **Professional Development:** The guide can serve as a basis for professional development, helping educators enhance their understanding of assessment techniques, standards-based grading, and effective reporting.

PRINCIPLES OF GRADING



Brookhart, S., Guskey, T. R., McTighe, J., & Wiliam, D. (2020). Eight Essential Principles for Improving Grading.

PRINCIPLES OF GRADING



PRINCIPLE 1

Clearly specified learning goals and performance standards.

Identify goals for a period of time

- Develop success criteria
- Use common assessments
- Create rubrics for grading

Elementary Example:

Standard Assessed	1 Beginning	2 Developing	3 Proficient	4 Distinguished
MGSEK.MD.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	The student is unable to sort the items in their bags even with prompting/support.	With prompting/support the student is able to describe and sort the items in their bags	The student is able to independently describe one attribute to the items in the bags. (i.e. color, height, amount) and correctly identify the number in each category.	The student is able to independently describe multiple attributes to sort the items in their bags. (i.e. color, height, amount) and correctly identify the number in each category.

Secondary Example:

Standard	0-69	70-79	80-89	90-100
	Beginning	Developing	Proficient	Distinguished
ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	The student struggles to determine the meaning of words and phrases in a poem. The student is able to correctly answer the "identify" multiple choice items. The student responds to 6 or fewer items correctly.	The student is somewhat able to determine the meaning of words and phrases in a poem. The student is able to respond to some of the prompts that ask them to determine meanings of words. The student responds to 5-8 questions related to this standard correctly.	The student is able to determine the meaning of words and phrases in a poem. The student correctly responds to most of the prompts that ask them to determine meanings of words. The student responds to 9-12 items related to this standard correctly.	The student is able to extend their learning around meanings of words/phrases in a poem. The student expands upon their responses to the questions to provide thorough and complete analysis of rhymes/repetition as well as figurative and connotative language.

PRINCIPLES OF GRADING

PRINCIPLE 2

Evidence will be valid.

Valid grading evidence in a teacher's evaluation of student work is crucial to ensure fairness and accuracy. At the standard level, validity references desired results when it measures what we intend it to measure, not extraneous factors.

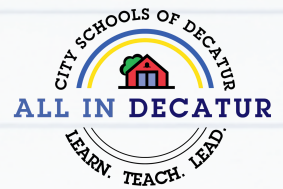
Should Be Used In Grading	Should Not Be Used In Grading
<ul style="list-style-type: none">✓ Demonstrative skill based on a defined and taught academic standard.✓ Performance and product-based assessments	<ul style="list-style-type: none">✗ Attendance✗ Homework✗ Effort✗ Extra Credit✗ Practice Task

PRINCIPLE 3

Grading will be based on established criteria.

The establishment of criteria for grading is crucial to ensure fairness, consistency, and transparency in the evaluation process. While the specific criteria may vary depending on the subject and level of study, teachers should provide a general overview of how grading is typically based on established criteria.

PRINCIPLES OF GRADING



PRINCIPLE 4

Not all performances should be included in grades.

Formative assessments are used throughout instruction to monitor progress, identify areas of strength and weakness, and adjust teaching strategies accordingly. Scores on these assessments are not used in grade calculations.

PRINCIPLE 5

Grades reflect current mastery of standard.

By focusing on the most recent work, teachers can gauge the student's current level of understanding and mastery of the subject matter. This approach gives a more accurate representation of the student's current abilities and knowledge, as it account for their recent growth and progress.

When students know their most recent work will be graded, it motivates them to put in their best effort and strive for improvement. It creates a sense of urgency and encourages students to apply what they have learned to demonstrate their understanding of the material.

Grading based on recent work reinforces the concept of continuous learning. It emphasizes that education is an ongoing process and that students should consistently build upon their knowledge and skills. By giving importance to the most recent work, teachers encourage students to stay engaged and invested in their learning journey.

Grading recent work allows teachers to provide more timely feedback to students. This feedback can be instrumental in guiding students' understanding, correcting misconceptions, and providing guidance for improvement.



PRINCIPLES OF GRADING



PRINCIPLE 6

Report achievement and other factors separately.

Behaviors that promote learning should be reported separately from learning based on academic standards so that grades accurately reflect skill and achievement.

K-12 teachers will report on non-academic skills that promote learning, However, these are not calculated into academic grades.

6-10 teachers report IB scores that promote learning through a separate score on the IB Progress report card.

K-2 Non-academic skills:

	Strengths	Meets	Developing	Emerging
Collaboration	Student shares, takes turns, and gives specific feedback when collaborating with others and can help others do so.	Student shares, takes turns, and gives specific feedback when collaborating with others independently.	Student shares, takes turns, and gives specific feedback when collaborating with others with minimal teacher support.	Student requires teacher support to share, take turns, and give specific feedback when collaborating with others.
Perseverance	Student perseveres when facing a challenge using appropriate tools and strategies and can help others do so.	Student perseveres when facing a challenge using appropriate tools and strategies independently.	Student perseveres when facing a challenge using appropriate tools and strategies with minimal teacher support.	Student requires teacher support to persevere when facing a challenge using appropriate tools and strategies.
Craftsmanship	Student creates high-quality work by using feedback and exemplars to improve craftsmanship and can help others do this.	Student creates high-quality work by using feedback and exemplars to improve craftsmanship independently.	Student creates high-quality work by using feedback and exemplars to improve craftsmanship with minimal teacher support.	Student requires teacher support to create high-quality work by using feedback and exemplars to improve craftsmanship.

PRINCIPLES OF GRADING

3-5 Non-academic skills:

	Strengths	Meets	Developing	Emerging
Caring	Shows empathy, compassion, and respect towards the needs and feelings of others. Has a personal commitment to service, and acts to make a positive impact on the lives of others and to the environment.	Consistently shows empathy, compassion, and respect across a variety of contexts within the school environment.	When supported, shows empathy, compassion, and respect.	When provided support, is inconsistent in displaying empathy, compassion, and respect across a variety of contexts within the school environment.
Communicator	Understands and expresses ideas and information confidently and creatively in more than one language and a variety of modes of communication. Works effectively and willingly in collaboration with others.	Consistently expresses confidently and creatively in many ways. Collaborates and works well with others.	With support, can express thoughts and ideas in clear ways. Is making progress towards collaboration and listening to others.	When provided support, is inconsistent in expressing thoughts and ideas in clear ways and/or collaborating with others.
Principled	Acts with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Takes responsibility for individual actions and the consequences for those that are not aligned with expectations. Takes action to restore relationships that have been harmed.	Consistently takes responsibility for actions and consequences when they are not aligned to expectations. Is honest and has a strong sense of fairness.	When prompted, will take responsibility for actions. Is developing an understanding of fairness.	When prompted, is inconsistent in taking responsibility for actions and consequences.
Reflective	Gives thoughtful consideration to their learning and experience. Can assess and communicate their strengths and limitations to support their learning and personal social development.	Consistently identifies strengths and limitations to support their continued growth.	With support, can identify a strength and/or limitation to support their continued growth.	When provided support, inconsistently identifies a strength or limitation to support their continued growth.

6-12 Non-academic Skills

	Strengths	Meets	Developing	Emerging
Collaboration	Takes on leadership roles within the group, guiding discussions and encouraging the participation of others. Gives and reflects upon feedback to improve outcomes of group activities/tasks. Effectively advocates for one's own needs with peers and adults.	Consistently engages in group activities, offering relevant ideas and insights. Collaborates effectively with others, showing flexibility and support for team goals. Advocates for one's own needs with peers and adults.	Sometimes participates in group activities but may need prompting to contribute consistently. Offers ideas occasionally and is beginning to understand teamwork dynamics. Beginning to understand how to advocate for one's own needs with peers and adults.	Inconsistently works in group activities with minimal interaction or engagement with others. Contributes little to group tasks and often relies on others to lead. Unable to advocate for one's own needs with peers and adults.
Creative/ Critical Thinking	Consistently applies knowledge and concepts through logical, critical, and creative reasoning to support conclusions or arguments. Innovates by proposing novel solutions and integrating diverse perspectives. Consistently makes connections and transfers knowledge and skills innovatively across subjects and in unfamiliar situations.	Often applies knowledge and concepts through logical, critical, and creative reasoning to support conclusions or arguments. Explores multiple solutions, evaluating their effectiveness and adapting strategies as needed. Often makes connections and transfers knowledge and skills across subjects and in unfamiliar situations.	Sometimes applies knowledge and concepts through logical, critical, and creative reasoning to support conclusions or arguments. Begins to explore different solutions and consider basic alternatives, though they may rely heavily on established methods. Sometimes makes connections and transfers knowledge and skills across subjects and in unfamiliar situations.	Rarely applies knowledge and concepts through logical, critical, and creative reasoning to support conclusions or arguments. May resort to trial and error or simple solutions without considering alternative approaches. Rarely makes connections and transfers knowledge and skills across subjects and in unfamiliar situations.
Self Management	Exhibits self-management, consistently by setting ambitious goals and effectively managing complex tasks and projects. Demonstrates a high level of autonomy in problem-solving, and takes full responsibility for decisions and actions, demonstrating a proactive approach to personal and professional growth. Consistently prepared for tasks and able to use available resources appropriately to complete tasks.	Demonstrates self-management by setting goals, managing time and tasks effectively, as well as managing one's state of mind. Demonstrates organizational skills, perseverance, emotional management, and reflection. Often prepared for tasks and able to use available resources appropriately to complete tasks.	Shows some initiative in setting goals and managing tasks, but may still need occasional guidance and support. Begins to prioritize tasks and manage their time more effectively, though they may require reminders to stay focused. Sometimes prepared for tasks and able to use available resources appropriately to complete tasks.	Demonstrates minimal self-management, requiring constant guidance and supervision to stay on task. Struggles with setting goals and managing time effectively, often needing reminders to complete assignments or tasks. Rarely prepared for tasks or able to use available resources appropriately to complete tasks.
Work Production	Work is consistently of exceptional quality, showing innovation and creativity in the approach. Is self-motivated and requires minimal supervision, exceeding expectations consistently.	Produces work of consistently high quality, showing attention to detail and meeting or exceeding expectations consistently.	Quality of work shows improvement, with more attention to detail and a growing ability to meet expectations.	Quality of work may vary, and they may struggle with maintaining focus or meeting basic expectations. Does not follow academic honesty policy expectations

GENERAL GRADING PRACTICES



General Grading Practices in CSD

We hope that through sound grading practices, we help students develop a clear understanding of who they are as learners and develop a growth mindset toward learning. All teachers will use Infinite Campus as a consistent grading tool across grade bands to record formative and summative grades.

Progress reports will be issued at the mid-term of each 18-week grading period. Report cards will be generated from Infinite Campus every 18 weeks in grades K-12.

Reporting Standards:

Reporting standards are broad groups of connected priority standards that communicate the knowledge and skills that students are expected to master. By frequently reporting on standards in Infinite Campus, teachers and parents can examine patterns of performance and indicate a student's strengths and areas of growth.

Evidence of Learning:

Evidence of learning shows what students have learned and can do relative to a standard. Students show evidence of learning in many forms, such as assessments, projects, classroom discussions, and more. This evidence is available to families through the Infinite Campus parent portal. Families are encouraged to check the portal frequently for updates.



GENERAL GRADING PRACTICES



Grading Assessments

Assessments test student's knowledge of specific standards. Each standard on an assessment is scored independently using the rubric. Every score for each standard is calculated into one grade that represents overall performance for the subject area.

If the group work is summative, no group grade will be given to the whole group. There must be an individual portion or individual after-product to include an accurate representation of each student's knowledge and to reduce bias. Group work can be used as an ungraded learning activity or unweighted formative assessment.

Extra Credit

Extra credit will not be offered in any CSD classes or courses.

Calculation Defined

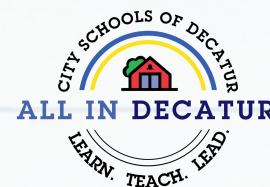
Assessments are constant and purposeful. Everyone involved in the learning process (students, teachers, parents, administrators) must clearly understand the reasons for assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. This is ongoing and can be adapted and changed to provide engaging instruction that helps students reach expectations.

The following will serve as the requirement for grading in all subjects:

- Grades will be calculated using the weighted average of standards-based tasks and summative assessments for K-12.
- Standards-based Tasks **(20% of the grade)**
- Summative Assessments **(80% of the grade)**

Formative Assessments are used throughout instruction to monitor progress, identify areas of strength and weakness, and adjust teaching strategies accordingly. Scores on these assessments are not used in grade calculations.

GENERAL GRADING PRACTICES



For high school students who need to retake a course, the following criteria determine eligibility for credit recovery.

Credit Recovery:

Students may recover credit if they earned a grade of 55%-69% at the end of the course and have not missed more than 20 classes a year. Credits can be recovered within eight weeks of the failing grade being posted. Courses failed in spring must be recovered by the start of the next school year. Half-year courses failed in the fall must be recovered by the end of the current school year.

If a student fails a course required for graduation and does NOT recover that grade during summer school, the student will be placed into that class for initial credit (not a credit recovery software program) during the upcoming school year. Requests for an extension to the above must be approved by the school counselor, principal, and Director of Alternative Programs.

Students who need to recover a math or English credit will receive services through the Remedial Educational Program (REP) if they meet the REP criteria set by the state, or the Student Support Team (SST) will determine appropriate interventions.

Students will receive two grades on their official transcript. The first grade reported will be the failing grade and the second grade will be the credit recovery grade.

Initial Credit:

Students who earned a grade of 69% or below at the end of a course AND missed more than 20 classes (excused and/or unexcused) in a year must retake the course for initial credit as part of their school schedule (not a credit recovery software program).

GENERAL GRADING PRACTICES



Not turned in (NTI) and Incomplete (INC) in determining final grades in CSD.

To the extent possible, students should be allowed (no more than four weeks) to make up missed assessments (formative and summative), particularly if the skill is directly related to future standards.

1. For missing summatives and formatives, effort should be made with students and families to complete the assessment and document in the PLP.
2. Counselors must meet with students who have been out of school for an extended period to make arrangements for all missing summative work to be completed.
3. Clear written policies, boundaries, and parameters must be followed, including how long a student has to complete a retake, and how many times the student can retake an assessment.
4. If the four weeks to complete an assessment have passed by the end of the grading period, the NTI will stand and will be calculated as a 1 for elementary or 50% for secondary. If a student has not yet had four weeks to complete the missing assessment by the end of the grading period, an INC will be assigned for the grading period. The INC denotes that the student needs to complete the assessment.



Multiple Assessment Opportunities and Retakes

Secondary 6-12

An important aspect of grading includes multiple assessment opportunities for each content standard taught in the classroom. When students do not meet a standard, they should receive opportunities to demonstrate mastery in order to show growth in their learning over time. All teachers in City Schools of Decatur will be allowed some form of retake opportunity for each standard.

GUIDELINES FOR RETAKES

Teachers should maintain open communication with parents and families. This includes informing them when retakes are available and when updated scores will be posted.

Students should be told which standards they passed and which they did not on the assessment.

Teacher should provide explicit reteaching support between retakes.

No more than two retakes of the assessment should be provided to students.

Retakes should be a different assessment (of the parts that were missed), not the same assessment.

Teachers should not replace or delete the previous assessment score. Record the retake score in the grade book as a separate assessment. The previous score assessment will not be included in the student's grade calculation.

ACCOMMODATIONS & MODIFICATIONS



Grading and instruction for students in specialized groups require teachers to maintain high, rigorous academic standards for all students, while differentiating instruction based on exceptionality. Thus, to ensure that each student in a special program makes progress toward grade-level standards, the general education teacher must:

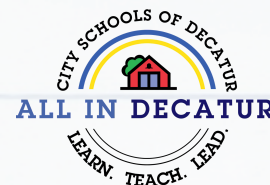
- Consider necessary adaptations needed to make progress
- Work in conjunction with the instructional team (ESOL teacher, special education teacher, counselor, highly capable teachers, etc.)
- Be aware of the accommodations or modifications specific to the students in their classes
- Design and adapt their content for students with disabilities as documented in IEPs and 504 plans
- Ensure that all accommodations and modifications are utilized in the classroom before being utilized on classroom and/or standardized assessments.

ADAPTATIONS	
Procedures for customizing the instruction, assessment, and grading system to meet individual students' needs may include accommodations or modifications.	
ACCOMMODATIONS	MODIFICATIONS
Maintain the same content and rigor of the standard, but adjust the method for demonstrating mastery of the standard. The accommodations may include supplemental instructional tools or differentiation for the student to access the grade level standard. For students who are active English Language Learners (ELL), their current English language acquisition level should be considered when differentiating their instruction.	Involve a change in the standard itself. The mastery, cognitive, and grade levels of the standard can be modified to provide access for a student with a disability to participate in the course. Only students with IEPs can be graded on modified standards if it is documented in their IEP.

ACCOMMODATIONS & MODIFICATIONS

A D A P T A T I O N S	Examples of ACCOMMODATIONS		Examples of MODIFICATIONS
	Reading text aloud	When literacy skills <u>are not</u> being measured or reported, or a student is identified as Emerging ELL within the reading domain <i>Example: Reading math word problems aloud.</i>	Any time literacy skills <u>are</u> being measured and reported <i>Example: Having a reading passage read aloud.</i>
	Extended time	When time (the rate or speed) is not important to the skill being measured <i>Example: More time for measures of reading comprehension or content-area knowledge.</i>	When time (rate or speed) is fundamental to the skill being measured <i>Example: More time for measures of reading or math fluency</i>
	Complete tasks orally	When content knowledge is being assessed, so writing is not the skill being measured or reported <i>Example: Oral production of long form answers on a social studies assessment</i>	Any time writing skills are being measured and reported <i>Example: Being allowed to orally present a writing assignment</i>
	Fewer questions	As long as all the questions measure the same skill and are of comparable difficulty <i>Example: Removing half of the 4-digit multiplication problems on a math task</i>	When a test includes questions at varying difficulty levels <i>Example: Taking away the higher-level analysis essay questions and leaving the recall questions</i>
	Prompts and cues	When the prompts and cues support a skill other than the skill being measured and reported <i>Example: A graphic organizer that helps a student plan an essay that will measure knowledge in a history class</i>	Any time the prompts and cues support the skill that is being measured and reported <i>Example: Feedback on a student's use of math operations while the student completes a task designed to assess ability to select the correct operation.</i>

GRADING SCALE



Elementary K-5 Grading

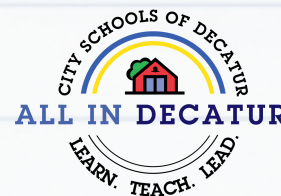
In grades K-5, CSD uses a 4-point grading scale to convey student achievement. Specifically, Math, English Language Arts, and Specials will be regularly assessed and recorded in Infinite Campus on a biweekly basis. The assessment frequency for Science and Social Studies may vary depending on the pacing of each grade level. Students will receive a score ranging from 1 to 4 as feedback for each standard each time it is assessed.

K-5 Grading Scale	
Achievement Level Descriptors	CSD Grade
Distinguished Learner	4
Proficient Learner	3
Developing Learner	2
Beginning Learner	1
Insufficient Evidence to Assess Mastery	INC

K-5 Standards Based Grading Rubric

1	2	3	4
Beginning & approaching developing	Developing & approaching proficient	Proficient & approaching distinguished	Distinguished
Does not yet demonstrate proficiency in the knowledge and skills as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next chunk of learning.	Demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next chunk of learning.	Demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next chunk of learning.	Demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next chunk of learning.

GRADING SCALE



6-12 Grading Scale				
Achievement Level Descriptors	Numerical Equivalent	Unweighted GPA Scale	Weighted GPA Scale (Honors)	Weighted GPA Scale (IB, AP & Dual Enrollment)
Distinguished	100-90	4.0	4.50	5.0
Proficient	89-80	3.0	3.50	4.0
Developing	79-70	2.0	2.50	3.0
Beginning	69-0	0.0	0.0	0.0
Insufficient Evidence to Assess Mastery	50	0.0	0.0	0.0
<p>Students must earn a 70% or higher to earn credit for a course. Courses with a state End of Course (EOC) exam weigh the EOC score as 10% of the final grade. A student has four (4) weeks to complete an incomplete course.</p> <p><i>*Honors, IB, AP, and Dual Enrollment courses will receive weighted GPA bonus points.</i></p>				

IB MYP CRITERION



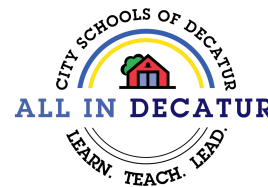
International Baccalaureate Middle Years Programme Criterion

Separately, twice a year, teachers in grades 6-10 will report on the MYP criterion for each course. Criteria can be assessed individually on a scale of 1-8. Final IB criteria scores will be determined by using the boundary table. These scores are not calculated into report card grades.

IB MYP Course and Criterion Overview				
	Criterion A 1-8	Criterion B 1-8	Criterion C 1-8	Criterion D 1-8
Language A	Analyzing	Organizing	Producing Text	Using Language
Language B	Listening	Speaking	Reading	Writing
Individuals & Societies	Knowledge & Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowledge & Understanding	Investigating & Designing	Processing & Evaluating	Reflecting on the Impact of Science
Mathematics	Knowledge & Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-work Context
Arts	Investigating	Developing	Creating/ Performing	Evaluating
Physical Health Education	Knowledge & Understanding	Planning for Performance	Applying & Performing	Reflecting & Improving Performance
Design	Inquiring & Analyzing	Developing Ideas	Creating Solutions	Evaluating



BOUNDARY GUIDELINES



IB MYP/DP Boundary Guidelines

Score	Numeric Grade	Boundary Guidelines	Descriptor
1	64	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	69	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	79	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	84	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	89	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	94	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	100	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

DISPUTING GUIDELINES



In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher should be required, coerced, intimidated, or disciplined in order to change the grade of a student. This rule should not apply when a teacher has failed to comply with the grading policies or guidance adopted by the district or written procedures established by a school within the district that are applicable to the grading process unless such a policy, rule, or procedure would require a student be given a grade different than the actual grade achieved. Nothing in this rule should be construed to prevent a principal or other school administrator from discussing the grade of a student with a classroom teacher. Further, this rule should not be construed to prevent a central office administrator, superintendent, or other district administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change.

A. Process

- a. Corrections to grade entries or calculations impacting student grades are permissible at any point.
- b. Challenges to grades, raised by a student or on their behalf, grounded in objective criteria, may be reviewed by the principal or designee within 15 school days from the release of the final report card. Any alterations to grades endorsed by the principal or designee must be officially documented in Infinite Campus, accompanied by a comprehensive explanation of the underlying rationale on a grade change form.



B. Grade change

Modifications to grades following the posting of final grades will exclusively be authorized by the Director of Assessment & Accountability. To initiate a grade change for an already posted grade, the following protocol must be observed:

- a. The registrar or their designate will use the established protocol and forms to initiate a grade change request, outlining the rationale for the change and specifying the individual requesting the alteration.
- b. Approval of the grade change request is required from both the principal and the Director of Assessment & Accountability. Once sanctioned, the Director of Assessment & Accountability or designee will effectuate the grade adjustment.
- c. Parents or legal guardians will receive notifications about all grade changes through the Infinite Campus Messenger.

ACCESSING GRADES & REPORTING DOCUMENTS

Grades and report cards are available through the Infinite Campus Parent Portal and Student Portal, which you can access in your web browser or via one of the apps.

 <p>Access the Parent Portal Online Or, download the app from the iOS App Store or Android Play Store</p>	 <p>Access the Student Portal Online Or, download the app from the iOS App Store or Android Play Store</p>
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To find grades:

- Select "Grades" on the left navigation bar.
- "Grade Book Updates" will show changes in the gradebook made within the last 14 days.

Tip: To hide the standards for which there are not yet posted assignments or scores, in the mobile app or in your computer browser, tap/select "Settings" and select the box next to "Hide rows without grades or assignments."

To find progress reports, report cards, and IB score reports:

- Select "Documents" on the left navigation bar.
- Any cards posted during the school year will be available there for viewing and downloading.



ACADEMIC REPORTING

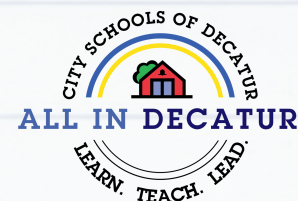


City Schools of Decatur Academic Reporting 24-25

Semesters	Reporting Type	Sent Home Week of:
Progress Reports #1 (9 weeks)	Infinite Campus Progress Report	Share progress reports 10/11/24
Semester 1 (18 weeks)	Infinite Campus Report Card PSAT Results	Report Cards will be finalized and shared 1/10/25
Progress Report #2 (27 weeks)	Infinite Campus Progress Report	Share progress reports 3/21/25
Semester 2 (36 weeks)	Infinite Campus Report Card	Report Cards will be finalized 5/30/25 and an email will go home.



Sample Elementary K-2 Report Card



City Schools of Decatur
Grade 02 Report Card
2024-2025
Page 1 of 1



Student:	
Student ID:	
Homeroom:	
School:	

Academic Performance Level for Non-Academic Skills (K-5)				
Name	Strength	Meets	Developing	Emerging
Score	S	M	D	E

Academic Performance Level for 4/3/2/1				
Name	Distinguished learner	Proficient learner	Developing learner	Beginning learner
Score	4	3	2	1
				Incomplete / Not Enough Evidence
				INC

ENGLISH LANGUAGE ARTS	
	Term
	S1
LANGUAGE ARTS/GRADE 2	
Language Arts	

MATHEMATICS	
	Term
	S1
MATHEMATICS/GRADE 2	
Mathematics	

SCIENCE	
	Term
	S1
SCIENCE/GRADE 2	
Science	

SOCIAL STUDIES	
	Term
	S1
SOCIAL STUDIES/GRADE 2	
Social Studies	

VISUAL ART K-5	
	Term
	S1
VISUAL ARTS/GRADE 2	
Visual Arts	

MUSIC K-5	
	Term
	S1
GENERAL MUSIC/GRADE 2	
Music	

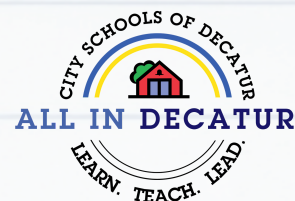
PHYSICAL EDUCATION	
	Term
	S1
PHYSICAL EDUCATION/GRADE 2	
Physical Education	

WORLD LANGUAGES	
	Term
	S1
SPANISH/GRADE 2	
Spanish	

HABITS OF SCHOLARSHIP	
	Term
	S1
Collaboration	
Craftsmanship	
Perseverance	

TERM COMMENTS: GRADE 2	
	Term
	S1
Semester Comments	

Sample Elementary 3-5 Report Card



City Schools of Decatur
Grade 04 Report Card
2024-2025
Page 1 of 1



Student: _____
Student ID: _____
Homeroom: _____
School: _____

Academic Performance Level for Non-Academic Skills (K-5)				
Name	Strength	Meets	Developing	Emerging
Score	S	M	D	E

Academic Performance Level for 4/3/2/1				
Name	Distinguished learner	Proficient learner	Developing learner	Beginning learner
Score	4	3	2	1
				Incomplete / Not Enough Evidence INC

ENGLISH LANGUAGE ARTS	
	Term
	S1
LANGUAGE ARTS/GRADE 4	
Language Arts	

MATHEMATICS	
	Term
	S1
MATHEMATICS/GRADE 4	
Mathematics	

SCIENCE	
	Term
	S1
SCIENCE/GRADE 4	
Science	

SOCIAL STUDIES	
	Term
	S1
SOCIAL STUDIES/GRADE 4	
Social Studies	

VISUAL ART K-5	
	Term
	S1
VISUAL ARTS/GRADE 4	
Visual Arts	

MUSIC K-5	
	Term
	S1
GENERAL MUSIC/GRADE 4	
Music	

PHYSICAL EDUCATION	
	Term
	S1
PHYSICAL EDUCATION/GRADE 4	
Physical Education	

STEM/STEAM	
	Term
	S1
STEM/STEAM - GRADE 4	
Grade 4	

WORLD LANGUAGES	
	Term
	S1
SPANISH/GRADE 4	
Spanish	

LEARNER PROFILE ATTRIBUTES	
	Term
	S1
Caring	
Communicator	
Principled	
Reflective	

TERM COMMENTS: GRADE 4	
	Term
	S1
Semester Comments	

Sample Middle School Report Card



City Schools of Decatur
Grade 07 Report Card
2024-2025
Page 1 of 2



Student:	
Student ID:	
School:	Beacon Hill Middle School
Counselor:	

Attendance Summary By Term:

Terms: S1

Period	Absent	Tardy
WIN	0	0
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
EC	0	0
Total	0	0

Academic Performance Level for Non-Academic Skills (6-12)

Name	Strength	Meets	Developing	Emerging
Score	S	M	D	E

Academic Performance Level for Numeric Report Card Rubric

Name	Distinguished Learner	Proficient Learner	Developing Learner	Beginning learner	Insufficient Evidence to Assess Mastery
Score	100-90	89-80	79-70	69-0	INC

ENGLISH LANGUAGE ARTS

	Term
	S1
LANGUAGE ARTS/GRADE 7	
Language Arts	
STUDENT ENGAGEMENT	
Collaboration	
Creative/Critical Thinking	
Self Management	
Work Production	

SCIENCE

	Term
	S1
SCIENCE/GRADE 7	
Science	
STUDENT ENGAGEMENT	
Collaboration	
Creative/Critical Thinking	
Self Management	
Work Production	

MATHEMATICS

	Term
	S1
ENHANCED ALGEBRA: CONCEPTS & CONNECTIONS	
Enhanced Algebra Concepts & Connections	
STUDENT ENGAGEMENT	
Collaboration	
Creative/Critical Thinking	
Self Management	
Work Production	

SOCIAL STUDIES

	Term
	S1
SOCIAL STUDIES/GRADE 7	
Social Studies	
STUDENT ENGAGEMENT	
Collaboration	
Creative/Critical Thinking	
Self Management	
Work Production	

Sample High School Report Card



City Schools of Decatur
Grade 09 Report Card
2024-2025
Page 1 of 2



Student:	
Student ID:	
School:	Decatur High School
Counselor:	

Attendance Summary By Term:

Terms: S1

Period	Absent	Tardy
1	0	0
2	0	0
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
Adv	0	0
EC	0	0
Total	0	0

Academic Performance Level for Non-Academic Skills (6-12)

Name	Strength	Meets	Developing	Emerging
Score	S	M	D	E

Academic Performance Level for Numeric Report Card Rubric

Name	Distinguished Learner	Proficient Learner	Developing Learner	Beginning learner	Insufficient Evidence to Assess Mastery
Score	100-90	89-80	79-70	69-0	INC

ENGLISH LANGUAGE ARTS

	Term S1
9TH GRADE LITERATURE AND COMPOSITION	
Literature and Composition	
STUDENT ENGAGEMENT	
Student Engagement	
Collaboration	
Creative/Critical Thinking	
Self Management	
Work Production	

MATHEMATICS

	Term S1
ALGEBRA: CONCEPTS & CONNECTIONS	
Algebra Concepts & Connections	
STUDENT ENGAGEMENT	
Student Engagement	
Collaboration	
Creative/Critical Thinking	
Self Management	

MATHEMATICS

	Term S1
Work Production	

SCIENCE

	Term S1
PHYSICS	
Physics	
STUDENT ENGAGEMENT	
Student Engagement	
Collaboration	
Creative/Critical Thinking	
Self Management	
Work Production	

SOCIAL STUDIES

	Term S1
AMERICAN GOVERNMENT/CIVICS	
American Government/Civics	

Sample IB Score Report

City Schools of Decatur
Grade 07 IB Score Report
2024-2025
Page 1 of 1



Student: _____
Student ID: _____
School: _____
Counselor: _____

Academic Performance Level for BHMS IB Rubric Performance							
Name	Transfers Understanding	Extensive Understanding	Secure Understanding	Sufficient Understanding	Basic Understanding	Approaching Understanding	Limited Understanding
Score	7	6	5	4	3	2	1

ENGLISH LANGUAGE ARTS		
	Term	
	P1	S1
MYP IB ENGLISH LANGUAGE ARTS		
IB ELA Score		
Criterion A: Analyzing		
Criterion B: Organizing		
Criterion C: Producing Text		
Criterion D: Using Language		

MATHEMATICS		
	Term	
	P1	S1
MYP IB MATHEMATICS		
IB Math Score		
Criterion A: Knowing & Understanding		
Criterion B: Investigating Patterns		
Criterion C: Communicating		
Criterion D: Applying Math in Real-World Contexts		

SCIENCE		
	Term	
	P1	S1
MYP IB SCIENCE		
IB Science Score		
Criterion A: Knowing & Understanding		
Criterion B: Inquiring & Designing		
Criterion C: Processing & Evaluating		
Criterion D: Reflecting on the Impacts of Science		

SOCIAL STUDIES		
	Term	
	P1	S1
MYP IB SOCIAL STUDIES		
IB Social Studies Score		
Criterion A: Knowing & Understanding		
Criterion B: Investigating		
Criterion C: Communicating		
Criterion D: Thinking Critically		

MUSIC 6-8		
	Term	
	P1	S1
IB Arts Score		
Criterion A: Investigating		
Criterion B: Developing		
Criterion C: Creating & Performing		
Criterion D: Evaluating		

PHYSICAL EDUCATION		
	Term	
	P1	S1
MYP IB PHYSICAL EDUCATION		
Physical & Health Education		
Criterion A: Knowing & Understanding		
Criterion B: Planning & Performing		
Criterion C: Applying & Performing		
Criterion D: Reflecting & Improving Performance		

WORLD LANGUAGES		
	Term	
	P1	S1
WORLD LANGUAGE I		
IB World Language I		
Criterion A: Listening		
Criterion B: Reading		
Criterion C: Speaking		
Criterion D: Writing		

Scores with an asterisk (*) indicate an in-progress score.



1. Will families be able to view scores for formative assessments in the parent portal?

- Formative assessments are not part of the determination of grades and will not be entered as a grade in Infinite Campus. Formative assessments are used to inform instruction, not assess learning.

2. Will families be able to view scores for standards-based tasks in the parent portal?

- Standards-based tasks should account for 20% of a student's overall grade. Families can see standards-based tasks through the Infinite Campus Parent Portal.

3. Should standards-based tasks be changed to summative assessments and then weighted as 80% of the grade?

- The purpose of assignments should be clearly communicated to students before they begin the task or assessment. This should not change after the fact.

4. How many grades should I expect to see for each semester?

- Each semester, the grade book should include a minimum of 6 standards-based tasks and 4 summative assessments for each subject area or class.

5. Who determines which formative assessments to use?

- Classroom teachers determine formative assessments to use in their daily lessons.

6. Who determines which summative assessments to use?

- Summative assessments will be created by district coordinators and PLC teams based on grade level/content area standards and used in all courses.



7. Can assessments be modified for students who have an IEP, 504, or ELL designation?

- Assessments can only be modified for students who have an IEP, 504 or ELL designation and it is stated in the students' educational plan. If you are providing modifications, please review the students' educational plan.
- Modifications can apply to standards based tasks, formative and summative assessments.

8. How is modified work assessed?

- Prior to assessment, determine what type of change to the learning target or rigor is appropriate: mastery level, cognitive level, or a different grade level standard. Then, grade the student based on the modified expectations. Due to the Family Educational Rights and Privacy Act (FERPA), do not state on the report card that the change was made due to an IEP.

9. How many retakes are students allotted?

- No more than two retakes of the assessment should be provided.

10. What is the difference between multiple opportunities and retakes?

- Teachers provide multiple opportunities for students to master standards. Within these multiple opportunities, if a student does not perform to mastery, retake opportunities are provided based on the standards that the student needs to master.

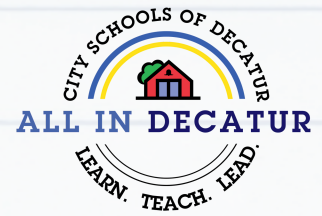
11. What does explicit re-teaching look like at multiple levels?

- Re-teaching can be done within three differentiated venues based on student or class needs:
 - » whole class
 - » small group
 - » or, one on one based on the skill(s) or concept(s).

12. What constitutes a score of INC?

- INC is used when a student has little or no evidence of demonstrating mastery of the standard (i.e. a student just transferred to CSD or was out of school for a longer period of time for medical reasons.)

GLOSSARY



Adaptations – Procedures for customizing the instruction and assessments to meet individual students’ needs, which include accommodations, interventions and modifications

Accommodations – Adaptations that provide access for any student to the general curriculum, but do not fundamentally alter the grade-level standard or proficiency level

Formative Assessment – Formal and informal assessments used throughout instruction to monitor progress, identify areas of strength and weakness, and adjust teaching strategies accordingly

Modifications – Adaptations to the curriculum that fundamentally alter the grade-level expectation, but do not fundamentally alter the content standard. Modifications are provided only to students who qualify for special education services. Modifications typically include reducing the cognitive load, methodology or delivery of instructions, and/or the performance criteria.

Non-academic Skills – Complement academic learning and contribute to personal growth and effective social interactions

Principle – An accepted or professed rule of action or conduct

Priority Standard – Standards are knowledge, skills, and dispositions that are essential for preparing students for readiness at the next level.

Proficiency – Having or demonstrating an expected degree of knowledge or skill in a particular area for that grade level

Reporting Standards – Provide a meaningful summary of a student’s performance in clear, concise, friendly language. Reporting standards are the result of combining very precise priority standards that share a common skill or concept.



Rubric – A scoring tool or set of criteria used to evaluate a student's performance on an assessment

Standard – The broadest, most general form of learning expectation from which more specific grade-level curriculum is developed. Content standards describe what students should know and be able to do.

Standards-based Task - A range of formal assessments conducted during learning activities to improve student mastery of standards. Standards-based tasks focus on shaping and enhancing the learning process itself.

Summative Assessment – Summative assessments evaluate student learning at the end of an instructional period by comparing it against an identified performance standard. Its primary purpose is to measure the overall achievement and mastery of specific standards.





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