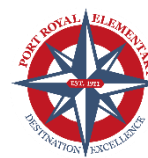


Port Royal Elementary School

A Title I School



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Vicki Goude, Principal

Alicia Rouse, Assistant Principal

2024-2025 Grading Practices

Dear Families,

We are committed to ensuring that your child(ren)'s academic progress is an accurate portrayal of their knowledge and understanding of grade level concepts and curriculum standards, and that grades are based on clearly defined criteria that represent the attainment of content knowledge and skills that are consistent across grade levels and courses. We want student grades to be accurate, meaningful, consistent, and supportive of learning. We are providing you with the following information regarding the grading practices we adhere to at PRE for grading and grade reporting. These practices are based on educational research and best practices.

Assignment of student grades is the purview of the teacher. Grades cannot be changed without following the BCSD established procedures which include explicit consent of the teacher. Teachers develop research-based grading and assessment practices to guide the recording and reporting of student progress under the supervision of the principal. The Beaufort County School District follows the South Carolina guidelines for grading/assessment, and as such, no school leader or teacher will engage in grading practices that violate state policy. Port Royal Elementary School follows the BCSD Administrative Rules and Procedures regarding grading (see IS-43 Grading/Assessment Systems, IS-46 Homework, and SS-11 Student Absence and Excuse).

We know that students respond more positively to the opportunity for success, rather than to the threat of failure, therefore, through specific learner objectives and our instructional programs, BCSD and PRES seek to make the evaluation of student performance both transparent and positive.

Teachers maintain a portfolio of each student's work to support grades given. Representative samples of the student's work will be sent home for parents and the teacher also retains samples for use in parent conferences and other meetings where student performance reviews are necessary (IEP, 504, MTSS, etc)

Students are graded in a variety of ways, and grades are then recorded in the PowerTeacher electronic gradebook. Each assessment falls into a designated category of formative or summative. The grades are weighted at 40% formative and 60% summative percentages.

Formative assessments are used to monitor student learning and to provide a benchmark of student progress toward learning targets and goals. It provides ongoing feedback to both the student and the teacher, which can in turn be used to improve instruction and learner outcomes. Formative assessments also help to identify areas of strength as well as areas of refinement for students which allow for timely and targeted intervention. Not every formative assessment is used for graded purposes.

Summative assessments aim to evaluate student learning and mastery at the end/conclusion of a unit of study. They are often high stakes, and thus count more significantly in the calculation of a student's grade.

Please review the accompanying chart for specific information regarding acceptable graded assignments/assessments and the categories into which they are comprised:

Formative: Standards Based Assessments/Ongoing Evidence		
Examples include: Daily Class Work Exit Slips Skill Specific Checklists Journaling/Inter-Active Notebooks Word Study/Spelling Activities Vocabulary Activities Quizzes	40%	Quarterly grade consists of a minimum of 6 formative grades per quarter in ELA and Math and a minimum of 3 formative assessments per quarter in Science & Social Studies.
Summative: Cumulative Assessments		
Examples include: Unit/Chapter Tests Post Assessments In-School Projects with Rubrics Performance Assessments with Rubrics	60%	Quarterly grade consists of a minimum of 2 summative grade per quarter in ELA & Math and a minimum of 1 summative grade per quarter in Science & Social Studies
Homework	0%	Homework will not be included in determining a student's grade.
District Required Benchmark Assessments		
Fountas & Pinnell -individual reading assessment administered 3 times per year, used to determine students' reading level, and is reported on all report cards as above grade level, on grade level, or below level iReady -computerized assessment 3 times per year in reading and math	0%	These assessments are required as part of the BCSD Instructional Program and are NOT GRADED . They are used as information to inform teachers' instructional delivery decisions.

The BCSD Grading Scale is featured below:

Pre-Kindergarten teachers will maintain ongoing assessments through observations and checklists for each student. Each student will be rated based on their performance to determine their current developmental stage using Teaching Strategies GOLD, the assessment that accompanies Creative Curriculum. There are three checkpoints throughout the school year.

Kindergarten students are assessed according to South Carolina College & Career Ready standards on the Beaufort County Kindergarten Progress Report.

MP = Meets with Proficiency DP = Developing Proficiency

NS = Needs Support

/ = Not applicable at this time

Grades 1-5 Grading Scale:

Grading Scale (10 pts.)	Grades 3-5	Grades 1-2
90-100	A	E (Excellent)
80-89	B	G (Good)
70-79	C	S (Satisfactory)
60-69	D	N (Needs Improvement)
59-0	F	U (Unsatisfactory)

Other Protocols/Expectations

- All students receiving a grade **below 70** on a summative assignment will be given an opportunity for reteach/retake. The 'retake' grade will replace the original grade.
- Parents are notified if a student's overall grade drops below a 70. Parent communication is documented.
- Grades are entered into PowerSchool Gradebook weekly. Grades may have comments attached including: Missing, Redo/Retake Possible, Updated from Redo/Retake, Late
- If a student is missing an assignment, the teacher adds a ZERO to the gradebook with a comment that the assignment is MISSING. Once the assignment is completed, the teacher will update the grade in the gradebook.
- Students who consistently score below 60, score in the bottom quartile of MAP, and/or perform at a reading level of a year or more below grade level will be referred to our Multi-Tiered System of Support team (aka Response to Intervention)

Make-Up Work:

For excused (lawful) absences, students will be granted the opportunity to make-up any missed assignment and/or work due to the absence(s). This will include quizzes, tests, writing assignments, etc., at a make-up period of one (1) class day for each class day missed, up to a maximum of one week. Students who have unexcused absences may be given the opportunity to make-up work at the discretion of the principal and the teacher during the make-up period, however, the unexcused absence remains in the students' record. **No class assignments will be provided in advance for planned, unexcused absences such as lengthy weekends (Friday's & Monday's), family trips, or extended vacations.**

Progress Reports & Report Cards:

Progress Reports are sent home to parents/guardians of all students at the midpoint of each quarter, and Report Cards are sent home at the end of each quarter, as detailed on the BCSD Academic School Calendar. The purpose of these reports is to communicate student progress in all classes/subjects/areas. Teacher comments are included to provide detailed information regarding students' strengths and weaknesses, so that parents are informed and aware of their students' needs. Students who consistently score below 70% on assignments, quizzes, and tests will be referred to Response to Intervention for possible assistance. Parents must be notified if students' reporting grades are below a "C" average or 70%.

Online Access to Grades & Attendance:

Although parents and guardians receive student progress reports and report cards on a regularly scheduled cycle, parents and guardians are able to access and monitor student grades and attendance via the PowerSchool Parent Portal at any time, **24 hours a day, 7 days a week!** Visit the BCSD website, then Parents, then Parent Portal for more information. Contact our data specialist, Regina Johnson, for password access information to the Parent Portal. Parent Portal passwords have also been emailed to each parent.

Homework:

Homework is viewed as an extension of classroom activities and will be distributed in conjunction with the students' needs and abilities. Homework is not given as punishment or for disciplinary reasons. Our teachers understand that home, family, and extracurricular activities have educational value, and therefore will not overburden students with homework. Assignments will be carefully planned, appropriate to the students' grade level, and be well understood by the students before leaving school. Allowances will be made for individual differences in interests and abilities. Reading is a daily expectation of all students. All other subject areas are up to the discretion of the teacher, and although they will be evaluated to determine students' level of mastery, homework will **NOT** be formally graded or recorded in PowerSchool.

Academic Awards:

- PRES will recognize scholarship independently of citizenship as part of the honor roll process.
- Students in grades 3 to 5 will be named to the **Principal's Honor Roll** if he/she has no grade less than A in all four core subjects: Math, ELA, Science, and Social Studies. (Academic Arts do not count toward honor roll)
- Students in grades 3 to 5 will be named to the **Honor Roll** if he/she has no grade less than B in all four core subjects: Math, ELA, Science, and Social Studies. (Academic Arts do not count toward honor roll)
- Students in grades 3 to 5 will be awarded the Bring Up a Grade (B.U.G.) award in the 2nd-4th quarters if they increase a whole letter grade in Math, ELA, Science or Social Studies.
- Presidential Award for Academic Achievement-This award is presented to students who show outstanding educational growth, improvement, commitment, or intellectual development, and have maintained a cumulative grading average between 88%- 92% during their 4th and 5th grade years of school, by the Office of the President of the United States.
- Presidential Award for Academic Excellence-This award is presented to students who show outstanding academic success by maintaining a cumulative grading criteria of 93% or better during their 4th and 5th grade years of school, by the Office of the President of the United States.

Sincerely,

Vicki Goude, Principal

Effort & Participation Rubric

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Total
Student A	5	4	3	4	5	5	3	4	3	4-G
Student B	2	3	3	3	2	3	3	2	2	2.5-S
Student C	2	3	4	5	5	5	4	4	3	3.8-G

	1	2	3	4	5
Effort	<ul style="list-style-type: none"> •Very little effort •Poor & unfinished tasks •Assignments almost always late 	<ul style="list-style-type: none"> •Inconsistent effort •Partially or barely adequate completion of tasks •Assignments frequently late 	<ul style="list-style-type: none"> •Good effort •Generally completes tasks with care •Assignments completed mostly on time 	<ul style="list-style-type: none"> •Makes a very good, consistent effort •Completes tasks with thoroughness •Assignments consistently completed on time 	<p>Works to the best of their ability</p> <ul style="list-style-type: none"> •Produces a high-quality finished product •Assignments always completed on time
Contribution	<ul style="list-style-type: none"> •Impedes the learning of others •Questions/ comments often distract from learning •Group work often disrupted 	<ul style="list-style-type: none"> •Rarely asks questions or offers ideas in class •Seldom contributes to group work 	<ul style="list-style-type: none"> •Offers ideas and asks questions on occasion which help to clarify discussion for self •Good group work skills 	<ul style="list-style-type: none"> •Offers ideas and asks questions in class which help to clarify discussion for all •Very good group work skills 	<ul style="list-style-type: none"> •Consistently offers ideas and asks questions that clarify and extend discussions for all •Superior leadership qualities •Excellent group work skills
Attentiveness	<ul style="list-style-type: none"> •Almost never on task •Very little focus •Does not listen when others talk and interrupts when others speak 	<ul style="list-style-type: none"> •Often not on task •Inconsistent focus •Listens inconsistently when others talk and will rarely have anything to add 	<ul style="list-style-type: none"> •Regularly on task •Generally focused •Listens when others talk and will on occasion have something to add •Listens to remember 	<ul style="list-style-type: none"> •Mostly on task •Often focused •Listens when others talk and will offer additional input •Listens for understanding 	<ul style="list-style-type: none"> •Consistently on task •Very focused •Listens when others talk and will often incorporate/build on ideas of others •Listens for understanding and relevance
Attitude	<ul style="list-style-type: none"> •Often disrespectful to peers and teacher •Often makes inappropriate comments or questions only to challenge 	<ul style="list-style-type: none"> •Shows inconsistent respect for peers and teacher •Occasionally makes inappropriate comments 	<ul style="list-style-type: none"> •Generally shows respect for peers and teacher •Questions sometimes don't demonstrate respect intended 	<ul style="list-style-type: none"> •Shows respect for peers and teacher most of the time •On occasion questions ideas in respectful way 	<ul style="list-style-type: none"> •Consistently shows respect for peers and teacher •Often questions or challenges ideas in respectful way

Effort Rubric	Effort Letter
5	E (Excellent)
4	G (Good)
3	S (Satisfactory)
2	N (Needs Improvement)
1	U (Unsatisfactory)

Clarifying Statements for Teachers

Non-Graded	Formative (40%)	Summative (60%)
<ul style="list-style-type: none"> • Stamina • Fluency • Homework • Signed Papers/Signed Agenda Book • School items brought in for fundraisers • Behavior/Participation • Progress Monitoring • Pre-Assessments • Home/Study Links • Math Boxes • EDM Unit Tests (except 3rd & 5th grade) • F&P Assessments • Reading/Writing Conference Notes 	<ul style="list-style-type: none"> • Graphic Organizers • Classwork • Exit Slips • Quizzes • Writing Sub-Domains • Word Study Activities • Spelling • Vocabulary Activities • Inter-Active Notebooks (only the components that assess student content knowledge/not the gluing or copying of notes) • Skill specific checklists • Targeted reading responses (themes, summaries, etc.) • Comprehension checks • Text Dependent/Analysis 	<ul style="list-style-type: none"> • In-School Projects with Rubrics • Post Assessments • Common Assessments • Performance Assessments with Rubrics • Text Dependent Analysis

- Grades are only based on students' achievement on standards-based grade level instruction.
- Students with 504 Plans, IEP's, or IMP's require the teacher to implement the accommodations and/or modifications listed in their plans in order to be successful with grade level standards-based instruction.
- PowerTeacher gradebook should be updated weekly (within 7 days of the completion of assignments).
- Assignment descriptions need to be included for each assignment that details the learning that is assessed (the standard in words easily understood by parents) and how it was graded (multiple choice, open response, etc.).
- Teacher's use Score Inspector to indicate when students turned in assignments late, assignments are missing, students are exempt from completing the assignment, or the assignment has been turned in but a grade hasn't been recorded yet. You can also enter a score comment here.
- Effort Grades must be validated, and accurate record keeping is essential. A template is included for your review.
- Academic Arts teachers will adhere to Formative & Summative Grading weights as well as validated effort grades and must include a **minimum of 1 summative assessment and 3 formative assessments per quarter**. Formative assessments include daily rubrics and checklists, etc. Summative assessments should be performance based but may include other methods.