



Elementary Grading Guidelines 2024-2025

As a district, we believe we should meet students at their instructional levels and move them to the next level through rigorous and challenging coursework aligned with each student's individual needs. Additionally, we want to communicate as clearly and often as possible about how each child is doing and our expectations for student success. Specifically, we believe students, teachers, and parents are partners in the learning process and everyone involved needs to understand where each student is performing academically and how to help them reach their individual goals. In this endeavor to begin the shift to mastery-based assessment practices in order to provide more accurate information (grades) to parents and students about a student's knowledge/mastery of grade level content, we have developed a set of district-wide assessment and grading practices for students in grades K-5. Based on research and best practices, mastery has been defined as a grade of 80 or above.

Grade Categories and Weights:

Grading Category	Grading Weights
Check for Understanding/Homework	No weight/Not Graded- used for practice and to inform instruction only
Formative Assessments	40% of quarter grade
Summative Assessments	60% of quarter grade

Assessment Definitions & Descriptions:

- **Check for Understanding/Homework (CFU/HW): Not Graded**

CFU:

- Assignments used to guide instruction and the instructional needs of students (i.e., exit tickets, homework; and/or verbal and written responses, etc.)
- Graded for completion
- Given at the teacher's discretion
- Completion/Non-completion of iReady lessons

Homework: (link to updated board policy IKB will be added upon adoption of revised policy)

Assigned homework should be a quality learning opportunity that prepares students for engaging learning experiences and provides opportunities for students to practice necessary skills to reinforce learning outside of the classroom.

The following practices will be applied to assigned homework assignments for students in grades K-5:

- A continuation of classwork, unfinished classwork or reinforcement of skills/ content;
 - May be assigned at any time based on instructional needs but not used to evaluate mastery of content and will not receive a grade; and
 - The following will be considered when assigning homework:
 - online/offline resources,
 - paper/pencil options,
 - resources at home,
 - support at home, and
 - other extenuating circumstances impacting health or ability
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- **Formative Assessments: 40%**
 - Formative assessments are defined as assessments for students to practice and to inform instructional steps towards mastery of standards/skills. (i.e., quizzes, initial writing drafts, minor lab assignments, other practice assignments, etc.)
 - **Q1-Q3: Students will have between 6-10 formative assignments per nine weeks in both ELA and Math**
 - **Q4: Students will have between 3-5 formative assignments in both ELA and Math**
 - **Students will have a minimum of 2 formative assignments per nine weeks in Science and Social Studies**
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- **Summative Assessments: 60%**
 - Summative assessments are defined as “end performance” assessments that are used to determine student mastery of a set of standards and/or skills. (i.e., tests, final drafts of writing assignments, projects, performance assessments, labs, presentations, etc.)
 - **Q1-Q3: Students will have between 3-5 summative assessments per nine weeks in ELA and Math**
 - **Q4: Students will have between 2-3 summative assessments in ELA and Math**
 - **Students will have a minimum of 1 summative assessment per nine weeks in Science and Social Studies**

Grading Practices:

- Teachers will record the actual grade for an assignment/assessment in the gradebook.
- Teachers use professional judgment when designing their assessments in order to effectively promote learning for each student and to determine if reassessment is most appropriate to accurately reflect the student's mastery of the learning objectives.

- Retakes
 - Any summative may be retaken if the original score is 80 or below **and** the student completes remediation/tutoring
 - Students can be disqualified from a retake if any of the following occurred:
 - Refusal to Complete Assignments
 - First attempt was incomplete or unsatisfactory (student left items blank, wrote IDK, etc.)
 - Students/Parents must make arrangements with the teacher within 5 days of grade being posted and must retake the summative assessment within 10 days.
 - The retake should be scored for accuracy. The teacher will record the higher of the two grades.
 - Teachers have the discretion on whether or not to offer retakes on any formative assessments, following the same criteria for summative retakes.
 - For students with disabilities, it is the responsibility of the classroom teacher to administer retakes. Retakes should not be given to the Resource/Special Education teacher to administer, as their time **must** be spent providing services outlined in the student's IEP.
- Extra credit and group grades will **not** be given.
- Final grades at the end of quarter, semester, and year should reflect the grade earned.
- Teachers are expected to update their gradebooks at least once per week, not to exceed 5 days past an assignment due date. An exception will be made when a student is absent and [Policy JH](#) has been applied for makeup work purposes.

Deadlines

- If Absent:
 - Students must make arrangements with the teacher within 5 days of returning to school and complete work within 10 days.
- If Present and assignment is not submitted (late work):
 - Teachers will notify parents about formative assignments that have not been completed.
 - Teachers may place a zero in the gradebook to indicate the assignment has not been completed.
 - If assignment is still not submitted, the zero stays and factors into the final grade;
 - Grades are final when quarter is locked.

**It is the school's responsibility to provide time within the school day and outside of the school day for remediation and intervention. Procedures should be in place to notify parents of these opportunities and communicate progress (or concerns) at various times throughout the year including Parent Portal, Interims, Report Cards and individual student notifications as needed (Ex. phone calls or emails) . If a student is performing below grade level standards, parents should be informed and kept abreast, prior to the interim and/or report card distribution.*