CCPS

Collier County
Public Schools

Teaching and Learning

2025-2026

ELEMENTARY GRADE REPORTING MANUAL

Table of Contents

Philosophy of Grade Reporting

Collier County Public Schools (CCPS) believes that students have a right to receive grades that represent an accurate evaluation of achievement, and that thoughtful, informed assessment promotes learning.

We believe that grades are:

- reflective of progress and mastery in meeting statewide standards, district standards, and approved course objectives
- earned, not given
- based on a sufficient amount of assessed work
- based on a logical and justifiable grading process
- derived from a variety of assessment types
- weighted and balanced

We also believe that grades must provide clear, useful, and relevant information to students, parents, and the community. A collaborative relationship between home and school is essential to student success, so course grades should empower families to track the academic progress of their students.

General Information for Grades K-5

Information on report cards can include academic progress, attendance, conduct, and effort. The grade reporting system is designed to match the teaching and learning in Collier County Public Schools with the B.E.S.T. Standards and State Academic Standards as the foundation for instruction for all students, including Exceptional Students and English Language Learners. Student progress is evaluated through careful observation and assessment. The goal is successful performance based on state standards through instruction that is challenging and achievable. Grade reports establish sound home-school communication and cooperation and are sent home four times during the school year.

Academic progress reporting consists of identifying a student's instructional level in the basic skills areas in elementary schools, providing an evaluation as to the quality and quantity of academic progress, and providing an evaluation of the extent to which the student is utilizing his/her abilities. The subsections of this publication will address academic progress specifically.

Communication between the home and school should convey accurate information and should build collaborative relationships for the benefit the student. Such cooperative relationships are facilitated by a positive attitude on the part of all parties concerned. Report Cards represent one of several school-to-home communication channels. Others include notes, phone calls, emails, interim progress reports, and the electronic grade book. Teachers are encouraged to use all of these channels.

Regardless of the method of communication, staff must represent the facts accurately within a positive and courteous framework. Communication of this type is far more likely to benefit students, teachers, and parents. The comment section of the grade report is an excellent opportunity for positive communication. Teachers are encouraged to utilize this opportunity.

Grade Equity and Uniformity

Grades should reflect a student's mastery of the standards and benchmarks of the course as identified within state standards. Teachers should use both formative and summative assessments throughout each quarter.

Formative assessments provide *feedback* about the student's progress *while* students are learning content. This feedback assists both student and teacher in adjusting instruction to maximize opportunities for success. Formative assessments could be, but are not limited to, minor projects, minor presentations, class work activities, startup quizzes, exit tickets, and similar.
Summative assessments *evaluate* a student's overall mastery of content objectives. Summative assessments could include tests, culminating projects, culminating presentations, larger quizzes, and similar.

While instructors have significant discretion in the length and delivery format of graded assignments, assessments should be a measure of standards attainment. Compliance grading (full credit for submission of an assignment), reward grading (an assignment created to grade behavior or participation), and/or an overreliance on extra credit can mask the appropriate measurement of standards. They are not best practice, and instructors should minimize their use.

Grades are composed of multiple summative *and* formative opportunities for students to demonstrate mastery of learning standards. The number of appropriate grades will vary by course and teacher, but see the table on Page 6 for minimum guidelines.

Expectations for Minimum Assignments per Quarter

Consistency in grading practices ensures that all students—regardless of teacher—are assessed in a comparable way. Establishing a minimum number of entries:

- prevents disparities where one class may have more or less opportunities to earn points than another, which can lead to unfair advantages or disadvantages;
- reduces the impact of any one poor performance and allows for a true understanding of student performance in a course;
- sets boundaries and drives teachers to be thoughtful about which entries are most meaningful and aligned with standards; and
- focuses on quality over quantity – gradebook entries should focus on rich, standards-based tasks rather than busywork.

Any deviation from entry expectations must be approved by the Principal.

Grade Band	**Minimum Entry Expectation**
Grades K-2 ELA, Math, Science/Health, SS	Quarter 1 – 6 Grades Total per Subject Quarters 2, 3, and 4 – 1 Grade per Week per Subject
Grades 3-5 ELA, Math, Science/Health, SS	1 Grade per Week per Subject
Instructional Resource / Art /Music *One Meeting per Week*	4 Grades per Grade Level per Quarter
Physical Education *Two Meetings per Week*	5 Grades per Grade Level per Quarter

***The numbers above recommend a minimum number of assignments. Additional grades in each content area may be included.**

When planning for assignments, teachers should consider the following:

- Ensure students and parents receive timely feedback on standards-based assignments.
- Practice flexibility and understanding during shortened weeks.
- Impact towards an overall grade
- If using a Science and Social Studies rotation, students should have approximately 9 grades per quarter per subject in quarters 2-4 in grades K-2, and in all four quarters in grades 3-5.

Consistency in Grading

Teachers assigned to the same course code within a school **must** maintain consistency in both the naming and weighting of grading categories. When entering grades, teachers and collaborative planning teams should engage in deliberate consideration of category naming and weighting to ensure alignment with instructional priorities. Weighting categories will be a gradebook option configured by the District.

Guidelines for Category Weighting in Elementary School

Grade Band	Assessments/Quizzes	Classwork
Grades K-5	40%	60%

Grade Band	Projects/Performances	Skills and Practice
Related Arts	40%	60%

Categories must sum to 100%. Any deviation from the above guidelines for category naming and weighting must be approved by the Principal.

Culminating projects often require a series of foundational steps prior to reaching the final, summative product. As such, teachers may elect to assign formative assessments in the project timeline to guide students as they learn. Thus, students may receive graded feedback on the individual steps in addition to a grade for the overall project. Grading rubrics are highly recommended for projects.

Effort and conduct grades are not to be factored into the academic grade; there is a separate area of the report card for addressing this feedback. Every teacher's evaluation process should:

- reflect each student's individual progress;
- relate directly to standards-based learning objectives;
- include numerous indicators of student progress rather than relying on one or two;
- assign to each grade entry an appropriate point value within the category that reflects the value of the task;
- allow students, parents, or others to review the classwork or test results upon which the evaluation is based; and
- facilitate easy explanation of the overall grade.

Grading with Points and Category Weighting

Teachers use a combination of point values and category weighting to calculate student grades.

1. **Point Values**
   Each assignment is given a point value based on its importance. For example, a quiz might be worth 20 points, while a major project might be worth 100 points. When a student completes the assignment, they earn points based on how well they did.
2. **Categories**
   Assignments are grouped into categories, such as Assessments/Quizzes and Classwork.
3. **Category Weighting**
   Each category is given a weight, or percentage, which shows how much it contributes to the final grade. Weighting helps reflect what is most important in the class. For example:
   - Assessments/Quizzes = 40% of the grade
   - Classwork = 60%. of the grade
4. **How the Grade is Calculated**
   First, the gradebook calculates a score for each category by adding up all the points earned and dividing by the total points possible in that category.

Example Classwork Category Grade Calculation

Assignment	Points Earned	Points Possible	Percentage
Classwork 1	6	10	60%
Classwork 2	20	20	100%
Classwork 3	37	40	93%
Category Total	63	70	90%

*Note, the category total grade **is not** an average of the resulting percentages.*

Then, each category score is multiplied by its weight. Finally, the weighted scores are added together to get the quarter grade.

Example Quarter Grade Calculation

Category	Category Weight	Category Score	Weighted Contribution to Quarter Grade
Assessments	40%	82%	82% × 40% = 32.8%
Classwork	60%	90%	90% × 60% = 54%
Quarter Grade			32.8% + 54% = 86.8%

Learner Qualities

Teachers will have the opportunity to provide feedback on student Learner Qualities. The table below outlines the specific Learner Qualities assessed at each grade level.

Learner Quality	KG	1	2	3	4	5
Completes and returns homework on time	✓	✓	✓	✓	✓	✓
Shows responsibility	✓	✓	✓	✓	✓	✓
Works independently	✓	✓	✓	✓	✓	✓
Interacts collaboratively with others	✓	✓	✓	✓	✓	✓
Demonstrates self-control	✓	✓	✓	✓	✓	✓
Follows school/classroom expectations	✓	✓	✓	✓	✓	✓
Produces legible writing	✓					
Prints all uppercase and lowercase letters		✓				
Demonstrates legible printing skills			✓			
Demonstrates beginning cursive writing skills				✓		
Demonstrates legible cursive writing skills					✓	
Demonstrates fluent and legible cursive writing skills						✓

Effort and Conduct

Effort and conduct evaluations are provided in all classes in each marking period. The effort evaluation is based on observation and review of information available to the teacher. Teachers seek to evaluate objectively whether students are fully utilizing their abilities in the learning process.

Conduct evaluation is based on observation of the student's behavior in school. The conduct evaluation is based on the student's respect for the rights and feelings of others, respect for property, and adherence to the rules of the classroom and school.

Symbols used for the following conduct/effort clusters are:

- O = Outstanding
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Symbols Used in the Reporting of Academic Achievement

Grades K-1

Letter Grade	Percentage
O (Outstanding)	90%-100%
S (Satisfactory)	75%-89%
N (Needs Improvement)	60%-74%
U (Unsatisfactory)	0-59%

Grades 2-5

Letter Grade	Percentage
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0-59%

Grades K-5 Related Arts

Letter Grade	Percentage
O (Outstanding)	90%-100%
S (Satisfactory)	75%-89%
N (Needs Improvement)	60%-74%
U (Unsatisfactory)	0-59%

Teachers may report assignment grades as points, percentages, or letter grades.

Grade Reporting Mechanisms

Interim Progress Reports are provided to every student about halfway through quarters two and three. Report Cards are provided to every student at the end of each quarter. At the conclusion of Quarter 4, the Report Card is posted to the FOCUS Parent Portal.

Comments

Teachers are encouraged to make comments as often as possible. Each Interim Progress Report and Report Card has a designated area to provide comments specific to student progress and information that would benefit parent understanding of student performance.

Conferences

When submitting grades, teachers may request a conference. This request will be reflected on the student's report card.

Appendix A – English Language Learner (ELL) Grading Guidance

The goal for all CCPS English Language Learners (ELLs) is to attain their maximum level of success while being held accountable for the learning for which they are capable. ELL students coded LY in the ELL program for less than two years should not receive a failing grade if CCPS ELL instructional strategies, materials and assessments have been made comprehensible to meet their instructional and/or linguistic needs. In addition, the CCPS ELL strategies must be documented. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are differentiating instruction and assessments to provide comprehensible instruction to respective students. Grading English Language Learners (ELL) involves considerations beyond traditional grading methods due to language proficiency. Listed are some research-based practices to effectively evaluate ELL students:

Differentiated Assessment

- Tailor assessments to accommodate varying language proficiency levels.
- Use a mix of formative and summative assessments, such as portfolio, teacher observations, test orally or read test to students, open book tests, written assignments, presentations, and projects, allowing students to demonstrate understanding in different ways.

Language Support Tools

- Provide heritage language support tools like dictionaries, thesauruses, word banks, or translation resources, especially for formative assessments.

Scaffolded Assignments

- Design assignments with scaffolding in mind.
- Scaffolded tasks that gradually build language complexity and content depth.

Flexible Timelines

- Consider allowing additional time for ELL students, recognizing that language barriers might require additional time for comprehension, organization, and completion of assignments.

Grading Codes for Students Coded LY in the ELL Program for Less Than Two Years

English Language Learners coded as LY participate in all graded assignments throughout a marking period. If the resulting grade from the assignments for students coded LY in the ELL program for less than two years does not accurately represent what the student can do with instructional support, teachers may override the resulting grade with one of the below ELL grading codes. A passing grade should not be overridden with ELL Grading Codes.

- **E2 = ELL Partially Meets the Academic Standards with Language Support**
- **E1 = ELL Does Not Meet the Academic Standards with Language Support**

CCPS ELL LY Message on Report Cards

English Language Learners coded as LY will have a message populated on the report card stating, "CCPS Message: The grades earned this quarter take into consideration your student's level of English proficiency."

Appendix B – Exceptional Student Education (ESE) Grading Guidance

Grades serve as an important indicator of what students know and can do in relation to the Florida B.E.S.T. Standards. For students with disabilities (SWD) who have an Individualized Education Program (IEP), grades must reflect progress toward grade-level expectations and the implementation of the accommodations, supports, and services outlined in the IEP. They are necessary tools that help ensure access to the curriculum and fair opportunities to demonstrate learning.

Accommodations are changes in how a student accesses instruction or demonstrates understanding, such as extended time, preferential seating, shortened assignments, or the use of assistive technology, but they do not alter the academic standards or expectations. In contrast, modifications do change the instructional level or performance criteria and are typically used only in rare, team-approved situations, such as when a student with a significant cognitive disability is working on access points standards. It is important to understand this distinction, as grades should reflect achievement toward grade-level standards when accommodations are in place, not modified expectations unless clearly indicated by the IEP.

Differentiated and specially designed instruction are also essential components for helping students with disabilities make progress in the general education curriculum. Differentiated instruction involves adjusting the delivery of content, the process of learning, or the product students create based on readiness, interest, or learning profile. Specially designed instruction is required under IDEA and refers to adapting the content, methodology, or delivery of instruction to meet a child's unique needs. For example, a student with a reading disability might receive explicit, multisensory phonics instruction in a small group setting while still being held to grade-level ELA standards. Similarly, a student with a processing deficit might benefit from content chunking and visual checklists during independent work. These tailored approaches support access and allow students to demonstrate what they have learned meaningfully, which should be reflected in their grades.

Effort and participation are meaningful indicators of student engagement, but grades must not be based solely on these factors. A student with an IEP should be held to the same content standards as peers, with appropriate accommodations to provide equitable access. Teachers should ensure that these supports are consistently implemented before evaluating student performance. When accommodations are omitted or inconsistently applied, the resulting grades may not accurately reflect a student's academic ability. This does not imply that a student with an IEP cannot receive low or failing grades; however, repeated adverse academic outcomes should prompt reflection and action. If a student is consistently underperforming, the IEP team should reconvene to determine whether changes in services, accommodations, or instructional strategies are needed. The IEP is meant to be a responsive and individualized plan that evolves based on student progress and needs.

Ultimately, grading students with IEPs requires a balanced approach that upholds high expectations while ensuring the supports necessary for meaningful access are delivered. When IEP accommodations and specially designed instruction are embedded in both teaching and assessment, a more accurate picture of student learning can be reflected in student grades, and their use may be referenced in the student's report card or progress report.

Appendix C – Related Arts Grading Guidance

Grades should reflect a student's mastery of the course standards and benchmarks as identified within state standards. In the related arts subjects—art, music, physical education, and instructional resource—performance-based assessment is required by nature of the artforms and activities in which the students participate. In performance-based classes, grading often focuses on how well students *demonstrate* their knowledge and skills through live, real-time performance tasks or projects (e.g. matching pitch while singing with others in music class, catching self-tossed objects, or bouncing and catching various objects in physical education, or creating a drawing using specific line types in visual art). A teacher's evaluation of student mastery in large, performance-based classes requires conscious planning, and the use of performance-based rubrics to assign numeric scores to musical, artistic, athletic, or technical tasks.

There are two major components in related arts grade reporting: academic achievement and effort. Academic achievement grades are assigned based on the student's mastery of the course standards and benchmarks as identified within state standards. The effort evaluation is based on observation and review of information available to the teacher, where faculty seek to objectively evaluate whether students are fully utilizing their abilities in the learning process. While a student's effort might impact their ability to demonstrate skills in a performance-based class, effort and conduct grades are not to be factored into the academic grade.

Due to the limited number of exposures to the related arts subjects in each quarter as per above, graded assignments shall focus on skills, techniques, and processes meant to hone student mastery of the course standards and benchmarks.

Appendix D – Elementary School Homework Guidelines

It is the philosophy of the School Board that homework is an integral part of a successful educational experience. Homework reinforces learning through the practice, application, integration, and extension of knowledge and skills. Homework also assists in the development of study skills and a sense of responsibility enabling students to become independent learners. See administrative procedure ap2330 for details.

Legitimate purposes for homework include:

- Practice Homework where students practice a skill or process done independently but not fluently. The design of the homework should yield a success rate of at least 80-90% accuracy. If students have not mastered the basic concepts, do not give them an assignment that will send them home to practice incorrectly. Remember, "practice makes permanent."
- Preparation Homework which prepares students by building background knowledge for the upcoming lesson or unit
- Elaborative Homework where students elaborate on information that has been introduced and connect it with real life. This type of homework often gives students the option to choose their method of gathering data, processing learning, and demonstrating learning.

All homework assignments should have a specific purpose related to the learning. The following procedures have been developed to establish appropriate homework assignments:

- Homework assignments should be appropriate to the grade level.
- Homework should not be used as a grade.
- Homework as a consequence is inappropriate.
- The purpose of homework should be clear to the student when assigned.

Teachers should provide feedback on homework and return it in a timely fashion. Timely, high quality specific feedback is important. Homework assigned but not evaluated generates lower benefits than homework that is graded and homework that receives specific comments.

Time guidelines for the homework completion should

- be reasonable and consistent with the nature of the assignments given
- be consistent with the current Board adopted Code of Student Conduct for policies regarding make-up of missed homework
- not exceed elementary school guidelines as follows:

Grade Level	Homework Minutes
Kindergarten	10
Grade 1	20-30
Grade 2	30
Grade 3	30-45
Grade 4	45-60
Grade 5	45-60