



Agenda Request Form

Meeting Date	Agenda Item Number
April 23, 2026	Action Item 4

Title
School Board Policy IHA - Grading Systems

Requested Action
School Board Consideration of Superintendent's Recommendation for Approval of School Board Policy IHA - Grading Systems -on Final Reading

Summary Explanation and Background
<p>In alignment with CCSD Core Belief #1—that all students are highly engaged in their education and are capable of reaching their full learning potential—our School Board remains committed to strengthening academic ownership and student responsibility across our district. Equally important is the Board's dedication to ensuring clarity and consistency in grade reporting so families have a clear and accurate understanding of student learning.</p> <p>This final read of our policy on grading systems reflects thoughtful and intentional feedback gathered from teachers, school and district leaders, families, and students. Their perspectives have helped shape a policy that honors our shared commitment to transparency and high expectations in CCSD.</p> <p>As a result, the Superintendent is recommending a new Policy:</p> <p>IHA - Grading Systems</p>

Financial Impact
N/A

Exhibits: (List)	Enter URL below
Policy Attached	

Source of Additional Information	Open URL
Mary Elizabeth Davis, PhD	770.479.1871
Dr. Josh Heath	770.479.1871

Purpose

Grades in CCSD communicate a student’s mastery of or progress towards mastery of the CCSD Teaching and Learning Standards. Grades should communicate to parents how their student is progressing through grade level learning and how ready their student is for the next grade, level, or opportunity.

The Superintendent or designee shall:

1. Establish K-12 academic behaviors for 2027-28 SY to be reported to families as a component of the report card.
2. Establish guidelines for reassessment and unit recovery, credit recovery options, and course reenrollment.
3. Establish guidelines and support for teachers to implement grading practices consistently in CCSD.

Grade Reporting

It is expected that all students K-8 will have a printed report card sent home at the end of each 9-week grading period. All high school students will have a printed report card sent home at the end of each semester. Additionally, progress reports will be available digitally at the 4.5-week mark.

Academic Grades

Kindergarten

Students in Kindergarten will be evaluated using the Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0), which is a progression-based formative assessment, integrated into classroom work that is aligned to CCSD’s Teaching and Learning Standards. GKIDS 2.0 is organized around big ideas and learning progressions. Student grades will be reported on the following scale:

- Not Yet Assessed
- Not Yet Demonstrating
- Beginning
- Emerging
- Developing
- Demonstrating
- Exceeding

1st - 2nd grade

Students in first and second grade will be evaluated using a standards-based report card. In all academic areas, student grades will be reported on the following scale:

- N/A – not assessed at this time
- 1 – Below grade-level standard
- 2 – Approaching standard

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3 – Consistently meets or exceeds standard

[Effective 2027-28 SY, CCSD will implement a new grade reporting tool for grades K-2 following an evaluation of best practices, development of potential tools, and collaboration for feedback with teachers, leaders, and parents in CCSD. The goal of this work is to create effective reporting tools, clear communication for parents and families, and provide teacher support for consistency.]

3rd – 12th grade

CCSD will report student grades in 3rd – 12th grade using a 100-point grading scale as follows:

90 – 100	A
80 – 89	B
71 – 79	C
70	D
69 and below	F

Academic Behaviors – (Kindergarten – 2nd Grade)

Academic behaviors will be communicated separately on the following scale:

- 1 – Area of Concern
- 2 – Developing
- 3 – Consistently Demonstrates

Class Participation (Kindergarten – 5th Grade)

Class participation in elementary specials will be communicated separately on the following scale:

- 1 – Unsatisfactory
- 2 – Needs Improvement
- 3 – Satisfactory

Grading Weights

3rd – 8th Grade

Graded Formative 60%
Summative 40%

9th – 12th Grade (HS credit courses taken in 8th Grade)

Graded Formative 40%
Summative 60%

Graded formative assignments are used to identify which teaching strategies to adjust to improve student progress toward mastering standards and support the identification

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of areas where students require remediation or extension. This category includes but is not limited to quizzes, classwork, and short written responses, etc.

Summative assignments are a formal measure used to evaluate student learning, typically at the end of a unit of study. This category includes but is not limited to unit assessments, essays or longer written responses, performance tasks or projects, and portfolio submissions, exams, etc.

Special Populations Grade Reporting**Special Education**

Students receiving special education services will be evaluated and issued grades using the district's general reporting instrument, except in cases where instruction is provided using adapted instructional standards. Students receiving instruction based on adapted instructional standards may receive grades through an alternate reporting instrument aligned to those standards.

In addition to academic grade reporting, all students receiving special education services will receive quarterly progress reports that document progress toward the goals and objectives outlined in their Individualized Education Program (IEP).

English Learners

Students identified as English Learner (ELs) receive grades within the district's standards-based grading system; however, grades must reflect students' demonstrated mastery of grade-level content in alignment with their current level of English language proficiency.

Instruction and assessment for ELs are delivered through state-approved service models and must incorporate linguistic scaffolds, differentiated supports, and approved accommodations to ensure access to rigorous grade-level curriculum.

Grades assigned to English Learners should represent student learning based on work that has been designed or adapted to correspond with the student's English language proficiency level, as measured by state-approved English language proficiency assessments (e.g., WIDA Screener, ACCESS for ELs), and documented in the English Learner-Testing Participation Committee (EL-TPC) plan.

The Superintendent will direct the development of implementation guidance addressing the relationship between English language proficiency and grade reporting, ensuring consistency across schools for the 2027-2028 school year.

Gifted and Talented

Elementary gifted students in CCSD receive quarterly feedback reports that reflect their progression on district gifted standards. Because this program is an enrichment-based service, these reports focus on growth in advanced thinking, problem solving, creativity, and affective development, areas not captured by standard report card

grades. Providing feedback four times a year ensures consistent monitoring of student growth and clear communication with families.

Middle and High school students enrolled in gifted and advanced courses will have grades reported using the district's standard grading system.

Grading Assignments and Assessments of Student Learning

It is an expectation that schools provide a variety of grades for each student that are updated frequently throughout each semester.

Kindergarten – 12th Grade

English Language Arts, Mathematics, 6th-12th grade Social Studies, Science, and all other 6th-12th grade courses except Middle School 9-week connections

- All assignments and assessments should be aligned to the CCSD Teaching and Learning Standards.
- Multiple opportunities to practice and show mastery of standards should be included in the grading process.
- All students in K - 12th grade should receive, at a minimum
 - 1 formative grade per week
 - 2 summative grades per quarter

Kindergarten – 5th Grade

Specials, Social Studies, and Science

- All assignments and assessments should be aligned to the CCSD Teaching and Learning Standards.
- For specials classes that do not meet every day, student should receive a minimum of five (5) opportunities to demonstrate mastery of standards each nine (9) weeks.
- For science and social studies, students should receive a minimum of five (5) opportunities to demonstrate mastery of standards each nine (9) weeks.

6th – 8th Grade Connections Courses

9-week courses

- All assignments and assessments should be aligned to the CCSD Teaching and Learning Standards.
- For courses that are only 9 weeks long, students should receive a minimum of six (6) opportunities to demonstrate mastery of standards each 9 weeks