



Elementary Grading Guidelines 2026-2027

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: (Per [ECSD School Board Policy IKB](#))

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
-
- **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.)
 - Students will have between **10-15** formative assignments **per semester** in both ELA and Math
 - Students will have a **minimum of 2** formative assignments **per semester** in Science and Social Studies
-
- **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.)
 - Students will have between **5-11** summative assessments **per semester in ELA**
 - Students will have between **5-7** summative assessments **per semester in Math**
 - Students will have a **minimum of 2** summative assessment **per semester** in Science and Social Studies

Grading Practices:

- All assignments must be converted to a 100 point scale prior to being recorded in the gradebook.
- 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 below an 80 **and** the student completes remediation/tutoring. The district Form B assessment should be used for the retake. If a Form B assessment is not available, teachers should reach out to their instructional coach.
- Students can be disqualified from a retake if any of the following occurred:
 - Refusal to Complete Assignments
 - First attempt was incomplete or lacked minimal effort (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 accurate grade should be recorded. Since research indicates that a minimum score of 80 represents mastery, and in an effort to maintain the integrity of strong work ethic while also checking for mastery, **the maximum grade that can be earned on a retake is an 80**. The retake grade should replace the original grade if it is higher than the original grade.
 - This means that a student scoring anything between 80-100 on the retake would be a final grade of 80.
- 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.

- **Whole-Class Reteaching & Reassessment**

- If **50% or more** of students in a class section fail a major summative assessment, it is flagged as a *Systemic Instructional Mismatch*, triggering the following action steps:

- 1. Pause & Reflect**

- **Hold Grades:** Delay entering final failing marks into PowerSchool.
- **Alert Administration** per school process
- **Analyze Data:** Pinpoint the specific standards or question types where the breakdown occurred to evaluate instruction (pacing, clarity, or depth).

- 2. Reteach (In-Class)**

- **Tier 1 Time:** Dedicate standard class time to re-teaching the failed concepts. Remediation *cannot* be shifted to before or after school.
- **New Strategies:** incorporate different instructional strategies while maintaining fidelity to rigor of standards and required high quality instructional materials.

- 3. Reassess & Record**

- **Alternative Format:** Administer the district Form B assessment.

- **Shared Accountability:** The teacher provides the in-class instruction and opportunity; the student is responsible for actively participating and completing the new assessment.
 - **Final Grade:** Record the higher of the two scores (up to 100%)
 - This Alternative assessment counts as the retake. No additional retakes would be given to individual students who did not pass the alternative.
 - If 50% or more of the students continue to fail the summative reassessment, the teacher should reach out to administration.
- 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 and/or Whole-Class reteaching and reassessment must occur.

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.*