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GRADING AND REPORTING ELEMENTARY SCHOOL

Academic Monitoring

The purpose of a report card is to provide parents, teachers, and students with accurate information about students' progress towards meeting specific content standards. Grading and progress monitoring must reflect what a student knows, understands, and is able to do related to the content standards. Grades and progress indicators are not to be adjusted by student personality factors or behaviors and are not intended to be a consequence for student behavior. Extra credit assignments are not to be used.

The elementary school philosophy of reporting student progress is based upon the following:

- The system of reporting is one that is clear and can be communicated easily.
- The evaluation of student progress is based upon the learning goals of the content area.
- Each student's progress will be reported in terms of academic achievement that may be further clarified through the use of comments regarding work habits and learner behaviors.
- The system of reporting may include written communication as well as teacher-parent and/or teacher-student conferences.

Communicating Progress Monitoring Criteria

At the beginning of each school year, elementary schools will inform parents how to find the Elementary Grading and Reporting Regulation by accessing the school system's website. Parents will also be informed that the regulation will serve as the county-wide elementary school progress monitoring criteria. Each school will provide copies for families upon request. An Elementary Grading and Reporting Teacher Handbook provides all teachers with additional details.

Reporting Marking Period Progress

- Report cards will be issued four times a year to students in grades one through five.
- Report cards will include a brief description of the topics/standards that occurred in a specific marking period for each content area.
- Kindergarten students will receive a narrative at the end of the first marking period rather than a report card. Report cards will be issued for marking periods two through four.

- Dates for interim reports and report cards will be communicated to students and parents.
- Reports of progress on Individual Education Plans (IEPs) will be issued with interim reports and report cards to parents of students with disabilities. Progress will also be reported at each student's annual review.
- English Learners in kindergarten and grades one through five may receive narratives instead of progress indicators and/or grades for their first two marking periods of enrollment in a U.S. school. They will receive progress indicators and/or grades for all subsequent marking periods.

Explanation of Progress

Letter grades and progress indicators are to reflect academic progress based on what students know, understand and are able to do. Likewise, grades and progress indicator are not to be adjusted by student personality factors or behaviors.

Progress Indicators

Progress indicators will be used in:

1. Kindergarten and Grade One for ALL subjects
2. Grades two through five for Spelling, Handwriting, Art, Integrated Arts, Health, Information Literacy, Computer Science, Music, and Physical Education.

	Progress Indicator	Description of Progress Indicators	Percentage Range	Entered into PS as:
CE	Consistently Evident	Student consistently demonstrates and applies understanding independently in a variety of settings.	87.5-100%	4
DEV	Developing	Student demonstrates some understanding and applies understanding in a variety of settings with support.	62.5-87.4%	3
HD	Having Difficulty	Student is unable to demonstrate and apply understanding even with support.	50-62.4%	2

Letter grades will be used in grades two through five for all other content areas:

Grade	Description	Percentage Range
A	Excellent mastery of knowledge and skills; the quality of work is superior.	89.5-100%
B	Good mastery of knowledge and skills; the quality of work is above average.	79.5-89.4
C	Satisfactory mastery of knowledge and skills; the quality of work is average.	69.5-79.4
D	Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance.	59.5-69.4
E	Failure in mastery of knowledge and skills; the student does little or none of the work required, and the quality is unacceptable.	50-59.4
I	Incomplete work due to excessive lawful absences from school.	

In an effort to equalize the influence of a failing score upon a student's grade, no scored assignment will receive a score of less than 50 percent. The actual percentage (if lower than 50 percent) and comments must be added in the Score Inspector section of the gradebook to provide instructional feedback.

Determining Grades and Progress Indicators

The pacing of recorded grades and progress indicators must be timely and reflective of a variety of assignments throughout the marking period. Student behaviors (effort, participation, adherence to class rules, etc.) are not to be used. Cooperative group opportunities may only be used as a scored assignment through the determination of evidence of achievement by each student.

Homework, class participation, notebooks, practice opportunities, and projects/presentations/reports completed outside of school are examples of practice activities and are not to be included in the PowerSchool grade book.

Make-up Work

- Regardless of the absence code, a minimum of 2 class days will be allowed for each day of absence for the completion of make-up work. During this allotted time, teachers will provide any practice opportunities and scored assignments missed by the students. Practice opportunities can occur at school or home. Scored assignments must be given at school, graded, and entered into the PowerSchool grade book. There is no academic penalty for scored assignments completed as make-up work and students will be given full credit for the scores earned.
- If scored assignments are to be given beyond a time teachers deem as too far from the classroom instruction (similar to the idea of not giving a retake beyond 10 school days), these assignments can be exempted.
- If the absence(s) occur at the end of the marking period, a grade of incomplete may be issued.
- Teachers must allow and grade late scored assignments.
- Late work may be a sign that an English Learner needs more support to be able to access the content, understand the directions, and/or complete the task.

Retake Opportunities

Retake opportunities for scored assignments may occur. These should reflect an accurate, authentic performance of student understanding and learning.

- Only assignments in content areas receiving letter grades are eligible for retake.
- Assignments can only be retaken once.
- Students will retake the assignment within ten school days after the initial assignment has been graded, entered into PowerSchool Grade book, and returned to the student.
- Students will retake the assignment at a mutually agreeable time during the school day.
- The higher of the two grades will be recorded in the grade book. The original score will be added in the Score Inspector section of the grade book.

Recording Grades

The following charts show the minimum number of grades and/or progress indicators required for each content area per marking period. Up to two (2) additional scored assignments may be administered per content area. The PowerSchool grade book will include all work that has received a grade/progress indicator. Every effort should be made to record a scored assignment within seven school days of the assignment being collected.

Prekindergarten

Student progress monitored using the Early Learning Assessment Form.

Kindergarten			
Content Areas receiving Progress Indicators	Assessed in Marking Period(s)	Assessed by	Number of Scored Assignments*
Art	3, 4	Special teacher	4
Computer Science	4	Special teacher	4
Health	3	Special teacher	4
Information Literacy	3	Special teacher	4
Integrated Art	3, 4	Special teacher	4
Mathematics	1, 2, 3, 4	Classroom teacher	5
Music	3, 4	Special teacher	4
Personal and Social Development	1, 2, 3, 4	Classroom teacher	4
Physical Education	3, 4	Special teacher	4
Reading-Writing 3 assignments collected in Reading 3 assignments collected in Writing	1, 2, 3, 4	Classroom teacher	6
Science	3, 4	Classroom teacher	4
Social Studies	2	Classroom teacher	4

*Two grades may be taken from one writing assignment; writing proficiency and content knowledge.

Grade 1			
Content Areas receiving Progress Indicators	Assessed in Marking	Assessed by	Number of Scored

	Period(s)		Assignments
Art	1, 2, 3, 4	Special teacher	4
Computer Science	4	Special teacher	4
Handwriting	1, 2, 3, 4	Classroom teacher	4
Health	3	Special teacher	4
Information Literacy	1, 2, 3	Special teacher	4
Integrated Arts	1, 2, 3, 4	Special teacher	4
Mathematics	1, 2, 3, 4	Classroom teacher	6
Music	3, 4	Special teacher	4
Physical Education	1, 2, 3, 4	Special teacher	4
Reading	1, 2, 3, 4	Classroom teacher	6
Science	1, 3	Classroom teacher	6
Social Studies	2, 4	Classroom teacher	6
Spelling	2, 3, 4	Classroom teacher	4
Writing* 1 assignment completed in Science or Social Studies and one completed in Math	1, 2, 3, 4	Classroom teacher	5

* Two grades may be taken from one writing assignment; writing proficiency and content knowledge.

Grades Two through Five

* Two grades may be taken from one writing assignment; writing proficiency and content knowledge.

Grades 2 through 5			
Content Areas receiving Letter Grades	Assessed in Marking Period(s)	Assessed by	Number of Scored Assignments*
Mathematics	1, 2, 3, 4	Classroom teacher	6
Reading	1, 2, 3, 4	Classroom teacher	6
Science	1, 3	Classroom teacher	6
Social Studies	2, 4	Classroom teacher	6
Writing* 1 assignment completed in Science or Social Studies and one completed in Math	1, 2, 3, 4	Classroom teacher	5
Content Areas receiving Progress Indicators	Assessed in Marking Period(s)	Assessed by	Number of Scored Assignments
Art	1, 2, 3, 4	Special teacher	4
Band (optional for Grades 4 and 5)	1, 2, 3, 4	Special teacher	4
Computer Science	2, 4	Special teacher	4
Handwriting	1, 2, 3, 4	Classroom teacher	4
Health	3	Special teacher	4
Information Literacy	1, 3	Special teacher	4
Integrated Arts	1, 2, 3, 4	Special teacher	4
Music	1, 2, 3, 4	Special teacher	4
Physical Education	1, 2, 3, 4	Special teacher	4
Spelling	1, 2, 3, 4	Classroom teacher	4
Strings (optional for Grades 4 and 5)	1, 2, 3, 4	Special teacher	4

* Two grades may be taken from one writing assignment; writing proficiency and content knowledge.

Determining Progress Indicators for Students Receiving Special Education Services

For students receiving special education services, a progress report will accompany each quarterly report card and will report progress on IEP goals.

Interim Reports

Interim reports, reflecting current grades in all subjects, will be issued at the midpoint of each marking period to all students in grades two through five.

Written Narratives

Written narratives provide parents with more individualized feedback and information on the progress of their child. Narratives are helpful in commending students for outstanding progress and for making general statements concerning a student's progress to those parents who have not attended a conference.

Learner Behaviors

Learner behaviors are the skills related to the characteristics of a successful student. Learner behaviors are observed, not assessed, by the classroom teacher. These behaviors impact learning, and are reflective of the student's current behaviors and work habits within the classroom. Learner behaviors will be reported by the classroom teacher on report cards at the end of each marking period and interim reports in marking periods 2-4. Since the first six weeks are often spent establishing routines and building relationships as we establish a classroom community, Learner Behaviors will not be reported for the first interim period.

Comments for Report Cards & Interim Reports

The use of comments is encouraged for all areas and must be used for HD (Having Difficulty) and grades of D and E. In the event where no grade is assigned, a comment is required.

Recognition of Academic Achievement

Elementary students in grades two through five, who have demonstrated outstanding academic performance, should be recognized for their achievement in a manner determined by the school. Any combination of A's and B's is an indication of outstanding academic performance. Students may have one C as long as one A is also earned. Content areas receiving progress indicators - CE, DEV, and HD - are not to be considered when determining academic achievement. Students may be recognized for excellent work in specific subjects or when they demonstrate academic improvement across marking periods. Schools are encouraged to recognize the academic achievement of students who do not meet the criteria for outstanding achievement but whose performance is improving. Pre-kindergarten, kindergarten and grade one students are not recognized with academic awards.

Communication

Communication with the student and the parents/guardians is an essential component of a good educational program. This communication includes but is not limited to written notes, emails, telephone conversations, interim reports, and conferences. Conferences may be initiated by both parents/guardians and teachers. A decline in student performance should be addressed by the teacher with some form of communication to the parent/guardian.

Non-promotion

Educators are well aware that the vast majority of education research indicates that grade retention has rarely been an effective intervention for an underachieving student. Prior to consideration for non-promotion, appropriate instruction, placement, and intervention must be provided to address individual student learning needs.

A student may be considered for non-promotion if the:

- Student is failing or is demonstrating having difficulty overall in two or more of the following subjects: mathematics, reading, social studies, science, and writing.
- Student is absent from school in excess of 17 days. Specific information regarding guidelines for student attendance can be found in Regulation JED-RA "Student Attendance and Punctuality."

A parent/guardian whose student is "at risk" for non-promotion must be contacted by the teacher and a conference held before the end of the third marking period.

Parent/guardian of students for whom non-promotion is determined must be afforded a conference during the last three weeks of school. Parents sign the "Non-Promotion" form and receive their copy (signature indicates a copy has been received and does not indicate agreement). Parents have the right to appeal the decision in writing to the Executive Director of Elementary School Education within ten calendar day of signing.

Students may be "placed" not promoted in the next grade based on evidence of insufficient progress. A student "placed" in the next grade must meet at least one of the following criteria:

- Has been retained at least once in the previous grade and has continued to make little or no progress.
- Has been seriously considered for non-promotion in the current grade and for whom the decision has been made not to retain. Being "placed" in the next grade level indicates the student may be "at risk" for achieving success.