

GRADING AND REPORTING AT THE ELEMENTARY LEVEL

Procedures for grading and reporting and homework will be applied consistently within and among schools. Local schools will ensure school-level processes that are in alignment with Board Policy IKA, *Grading and Reporting*, and Board Policy IKB, *Homework*. Local schools will also ensure school level processes are in alignment with evidence-based best practices.



**CLEAR AND TIMELY
COMMUNICATION**




Consistency within and among schools

Grading and Reporting in Grades Pk-5

- Classroom grading procedures are distributed in writing and explained thoroughly by each teacher to students during the first week of school.
- Parents are informed of classroom grading procedures either by Friday Folder or at functions such as Back to School Night.
- No grade assigned by a teacher shall be changed without notification of that teacher, the student involved, and his parent or legal guardian.
- Written notice of unsatisfactory work (D or below) shall be sent to parents in advance of regular end-of-term reports. A student may not receive an F or be denied credit unless the teacher has provided appropriate notification to the student and his parent or legal guardian in time that the deficiency could have been corrected.
- Students receive timely and specific feedback on their performance.
- *Students and parents receive regular and frequent information which may include:*
 - ✓ *Teacher comments on assignments*
 - ✓ *Conferences*
 - ✓ *Interim or progress reports*
 - ✓ *Phone calls*
 - ✓ *Infinite Campus Student and Parent Portal*
 - ✓ *Parent Report Card Folder*

Homework in Grades PK-5

- Each school develops specific written homework guidelines in accordance with Board Policy IKB. These guidelines should encourage consistency among teachers at the same grade levels, within the same subject areas, or within the same programs (i.e., ESL).
- Each year, schools notify parents of their written homework guidelines.
- Schools within feeder systems meet to address consistency of homework guidelines and expectations.
- Teachers use a variety of techniques for providing meaningful feedback on homework to students.
- Principals and teachers address parent concerns and mitigate undesirable homework loads.
- The general guideline for homework when assigned at grades K-3 is an average of 10-30 minutes a night in addition to independent and/or family reading.
- The general guideline for homework when assigned at grades 4-5 is an average of 30-50 minutes a night in addition to independent and/or family reading.

 <p>ALIGNMENT WITH CURRICULUM</p>	<p>Grading and Reporting in Grades PK-5</p> <ul style="list-style-type: none"> ▪ The report card uses numbers 1-4 to communicate proficiency level as compared to essential learnings; letter grades may be used at grades 4-5. ▪ The student’s final rating/grade reflects performance on agreed upon district-level assessments and rubrics where available and other components of a body of evidence. ▪ Ratings/grades should not be an average of points/ratings over the course of a trimester, but reflect the level of student achievement at that point in time. <p>Homework in Grades PK-5</p> <ul style="list-style-type: none"> ▪ Homework is an instructional activity and should be planned carefully as other instructional activities. It consists of quality assignments with clear learning objectives for students. ▪ Across different programs, it is the degree of difficulty and complexity that distinguishes assignments rather than amount of work given. Building homework guidelines should address the issue of reasonable homework expectations in all programs.
 <p>ACCURATE REFLECTION OF STUDENT ACHIEVEMENT</p>	<p>Grading and Reporting in Grades PK-5</p> <ul style="list-style-type: none"> ▪ The report card uses numbers 1-4 to communicate proficiency level as compared to essential learnings; letter grades may be used at grades 4-5. ▪ Homework evaluated for learning may count for a portion of the proficiency rating/grade. ▪ Participation that demonstrates learning can be included in the proficiency rating/grade. ▪ Nonacademic factors are reported in the <i>Characteristics of Successful Learners</i>. ▪ Accurate records of pupil achievement based on an appropriate body of evidence shall be kept by each teacher and used to determine achievement during the marking period. ▪ <i>Teachers will record grades with the precision appropriate for the assessments (e.g., percentage, points earned, rubric score).</i> ▪ <i>Student progress will be reported each trimester.</i> <p>Homework in Grades PK-5</p> <ul style="list-style-type: none"> ▪ <i>Teachers determine the extent to which the two categories of homework count toward the marking period rating/grade. There are two categories of homework:</i> <ul style="list-style-type: none"> ✓ <i>Homework checked for completion is recorded in the Characteristics of Successful Learners category.</i> ✓ <i>Homework checked for learning is recorded as part of the proficiency rating/grade for each essential learning.</i>
 <p>EQUITABLE REPRESENTATION OF STUDENT ACHIEVEMENT</p>	<p>Grading and Reporting in Grades PK-5</p> <ul style="list-style-type: none"> ▪ Ratings/grades are based on many tasks during the marking period, including projects, tests, quizzes, reports, performance, and participation or homework that demonstrates learning. ▪ Teachers assess student learning in a variety of ways over time. ▪ <i>Teachers take action with the information gleaned from an assessment.</i> ▪ <i>Extra credit may not be used in determining a student’s rating or grade.</i> ▪ <i>Grades or ratings will not be used as punishment or reward.</i> ▪ <i>Teachers equalize the influence of each grade in the overall summary grade for the course and respond in ways that leads to learning (equitable grading scale).</i> ▪ <i>Teachers look for patterns and trends in grades; triangulate data; evaluate performance again when data conflict to confirm a pattern or trend.</i> ▪ <i>Teachers rely on the most recent, most comprehensive, most essential learnings to determine the rating/grade.</i> ▪ <i>Teachers engage in group scoring, range finding, and discussions with colleagues about evidence of student learning, including questions about proficiency or mastery.</i> ▪ <i>Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes student learning. Teachers communicate achievement standards to students, plan instruction to meet learning targets, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.</i> ▪ <i>Reteaching occurs when students are not meeting essential learnings.</i> ▪ <i>Reteaching, relearning, and reassessment opportunities will be offered at every grade level.</i> ▪ <i>Reteaching and reassessment procedures promote effective learning and are fair and manageable.</i> ▪ <i>Teachers exercise professional judgment, within the parameters of required procedures, for reteaching, reassessment, and collecting evidence of student learning to maximize student achievement.</i>



**EQUITABLE
REPRESENTATION
OF STUDENT
ACHIEVEMENT
(continued)**

- *When tasks are reassessed, they may be reassessed partially, entirely, or in a different format as determined by the teacher.*
 - *Summative assessments that indicate a final measure of learning and may not be reassessed include:*
 - ✓ *End of course or semester exams;*
 - ✓ *Assessments that end an instructional unit or period of study;*
 - ✓ *Final research paper, reports, or essays; and*
 - ✓ *Culminating projects or performances.*
 - *When a task/assignment is reassessed, all students may be reassessed, regardless of grade on an original assignment/task, if they meet the following requirements:*
 - ✓ *Complete the original task or assessment;*
 - ✓ *Complete the required assessments; and*
 - ✓ *Complete the reteaching/relearning activities as determined by the teacher.*
 - *The rating/grade on a reassessment replaces the original grade.*
- Homework in Grades PK-5**
- Homework assignments take into consideration individual differences of students related to disability conditions, English language proficiencies, and/or specific abilities.
 - Homework practices are fair and assignments are manageable for student and teachers.
 - *Homework is an extension of classroom learning.*

Items in plain text are from Board Policy IKA, IKA-R and Board Policy IKB, IKB-R; items in italics represent evidence-based best practices.

Students receiving intervention services will be afforded all accommodations and modifications as document by Individual Literacy Plans, Advanced Learning Plans, and/or Individualized Education Program.