

**GRADING AND REPORTING:  
PREKINDERGARTEN THROUGH GRADE 5**

Effective: July 1, 2019

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**I. Dissemination**

The principal is directed to inform all students, parents and staff of the provisions of this policy annually and at other times as appropriate. This includes, but is not limited to the following:

- A. Making announcements via the public address system at the beginning of the school year.
- B. Publishing the information in school newsletters and websites.
- C. Publishing the information in staff/student handbooks, etc.
- D. Posting the information on a bulletin board.
- E. Making the information available to new students and their parents through the registration process.

**II. Grading**

- A. Grades indicate students' progress on curriculum standards.
- B. Grades in Prekindergarten-5 are derived from a compilation of what students know and/or can do from the entire marking period.
  - 1. Evidence of what students know and/or can do includes the following:
    - a. Classwork
    - b. Tests and quizzes
    - c. Projects
    - d. Observations of students
  - 2. Student performance within curriculum standards is indicated by a teacher assessment of the evidence noting the following:
    - a. The "L" notation means that the student is making limited or no progress toward meeting expectations for the curriculum standard in the identified quarter. The "L" notation is accompanied with comments about the specific challenges or progress that has not been made.

- b. The “P” notation means that the student is making progress towards meeting the expectations for the curriculum standard in the identified quarter.
- c. The “M” notation means that the student meets expectations for the curriculum standard in the identified quarter.

C. Learning Behaviors

In Prekindergarten-5, teachers will report on the learning and personal work habits of students.

Behaviors will be assessed using the following rubric:

- a. 1 – Meeting expectations consistently and independently.
- b. 2 – Progressing toward meeting expectations.
- c. 3 – Demonstrating limited or no progress towards meeting expectations.

D. Comments

Prekindergarten-5 teachers may comment on performance on curriculum standards, social and emotional learning, and personal work habits.

E. I (Incomplete) Codes

- 1. I codes will only be issued, upon approval of the principal/designee, when a student has not been able to complete required course work due to legal absences or other extenuating circumstances.
- 2. I codes will be converted to the appropriate letter grade no later than the end of the succeeding marking period, except in unusual circumstances as approved by the principal/designee.

F. Instructional Text Levels

K-5 teachers will report students’ instructional text levels. This level indicates the books students work with during instruction.

### III. Reporting

A. Interim/Progress Reports, Prekindergarten-5

- 1. At the midpoint of each marking period teachers have a responsibility to notify the parent in writing concerning student progress. All students will receive interim/progress reports.

2. Teachers will also notify the parent, when appropriate, of unsatisfactory progress throughout the marking period.
- B. Report Cards, Prekindergarten-5
1. Report cards are distributed at the conclusion of each marking period.
  2. Final report cards will be distributed at the end of the school year.

#### **IV. Academic Intervention**

When a K-5 student performs below grade/curriculum expectations, the teacher/grade level team will, with the knowledge and appropriate participation of parents, provide additional assistance and opportunities for the student to improve his/her performance.

- A. Interventions may include the following:
1. Differentiated instruction delivered within the regular classroom/school day
  2. A change in class/subject placement
  3. The involvement of a multidisciplinary student support team (including IEP team for special education students)
  4. The involvement of support staff
  5. Participation in supplemental academic activities (e.g., before/after school tutorials, tutoring, instructional seminars, mentoring)
  6. Enrollment in summer school.
- B. In addition, for students who are receiving an intervention in reading and/or mathematics, the teacher and/or grade level team will develop a plan to improve and monitor achievement.
- C. Grade level teams will review and modify student plans with the appropriate grade level teams for the following year.

#### **V. Promotion, Retention, and Accelerated Grade Placement**

- A. Consideration for Promotion
1. The principal will, promote a student who achieves curriculum expectations.
  2. A student receiving special education will be assessed based on the provisions of the student's Individualized Education Program (IEP).
  3. Parents may appeal a decision to promote to the appropriate Superintendent/designee.

B. Consideration for Retention

1. With input from the appropriate school/grade team and parent input, the principal can retain a student who fails to meet curriculum standards. The principal may also retain a student who is recommended by a school/grade team or parent for other reasons. The principal will consider whether the needs of the student are best met through retention and offer the parent an opportunity to be included in the decision-making process.
2. The principal will make a decision to retain based on a number of factors, which may include, but are not limited to the following:
  - Academic achievement level
  - Demonstrated progress in response to academic interventions
  - Age of the student
  - Previous retention(s)
  - Attendance record
  - Parental concerns
  - Social and emotional developmental learning
  - Health factors
  - Report Card
  - IEP
  - 504 Plan
3. The IEP team will consider retention of a diploma-bound special education student with an IEP.
4. The provisions of this policy do not apply to a certificate-bound special education student with an IEP.
5. Students considered for retention may be recommended to attend summer school.
6. Parents may appeal a decision regarding retention to the appropriate Superintendent/designee.
7. If a student is retained in the current grade, the instructional team for that grade will review any academic interventions provided to the student during the current academic school year and make revisions designed to accelerate the student's pace of learning for the following year.

C. Consideration for Accelerated Grade Placement

1. A principal will, upon the recommendation of a school/grade team or parent, consider accelerating a student to an advanced full grade level when the student consistently demonstrates the ability to achieve at a higher level

than expected in the curriculum standards as measured by quarterly, teacher-made and other assessments, and by teacher observations.

2. The principal will decide whether to move the student to an advanced full grade level based on a number of factors, which may include, but are not limited to the following:
  - Academic achievement level
  - Age of the student
  - Previous accelerations
  - Attendance record
  - Parental concerns
  - Social and emotional developmental learning
  - Health factors
  - Report card
  - IEP
  - 504 Plan
3. Students will not be accelerated to advanced grades against the wishes of their parent.
4. Parents may appeal a decision denying accelerated grade placement to the appropriate Superintendent/designee.

## **VI. Homework**

- A. Homework assignments may include the following but are not limited to:
  1. Reading assignments
  2. Tasks, problems, or prompts
  3. Work on larger, long-term projects
  4. Papers
  5. Studying
- B. Homework will be purposeful, appropriate, informational, and flexible.
  1. Purposeful: Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
  2. Appropriate: Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations will be provided as outlined in students' IEPs and Section 504 Plans on homework.
  3. Informational: Homework enables parents to be included in their child's day-to-day school experiences.

4. Flexible: Assignments can be successfully completed within timeframes that have flexible deadlines when possible.
- C. Homework processes will be communicated with all stakeholders.
1. Each school year principals will ensure that teachers provide information to parents about the school's homework procedures.
  2. Teachers are required to ensure that homework is accommodated/modified as necessary in accordance with students' IEPs and Section 504 Plans.
  3. Teachers will provide feedback on homework assignments.
  4. No mandatory homework assignments are to be given to students electronically only.
  5. No homework assignments will be due on a day schools are closed due to inclement weather.
  6. There will be no mandatory homework given over the summer for all grade levels, nor winter or spring breaks for students in grades Prekindergarten-5.
  7. A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of days to complete make-up work.

## **VII. History**

ADOPTED: June 27, 1991  
REVIEWED: July 1, 2012  
MODIFIED: August 16, 2012  
February 14, 2019  
June 13, 2019  
REVISED: June 10, 1999  
May 25, 2000  
June 14, 2001  
July 13, 2001  
January 27, 2005  
August 23, 2018  
EFFECTIVE: July 1, 2019

**A. Implementation Timeline**

1. In order to ensure a smooth transition from the prior grading procedures, the following staggered implementation schedule will be used:
  - a. The learning behaviors described in Section II.C. in the Implementation Procedures will be implemented at all grade levels, Pre-K-5, beginning with the 2019-2020 school year.
  - b. The prior grading procedures described in Appendix A. Section B. below will be followed until the new grading procedures are implemented at that grade level.
  - c. The new grading procedures described in Section II.B. in the Implementation Procedures will be implemented in grades Pre-K – 2 beginning with the 2022-2023 school year and grades 3-5 beginning with the 2023-2024 school year.
  - d. Appendix A will be removed at the end of the 2023-2024 school year.
  
2. The table below provides a summary of the implementation phase-in schedule:

	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Reporting of Learning Behaviors</b>	Implement (all elementary grades)				
<b>Reporting of Curriculum Standards</b>				Implement (grades Pre-K-2)	Implement (grades 3-5)

**B. Prior Grading Procedures**

1. Grading – The grading system used to reflect student achievement for Pre K-5 includes letter grades, effort codes/comments, and instructional levels.
  - a. Grades

Grades reported on interim/progress reports and on the report card at the end of each marking period in Pre K-5 are derived from a compilation of

assessments from that entire marking period up to the point of the progress report or report card.

- i. Grades in Pre K-2 are the following:
  - I – Independent
  - W- With assistance
  - N - Not apparent at this time
  
- ii. Grades in 3-5 are the following:
  - A (90-100%) - Outstanding level
  - B (80-89%) - High level
  - C (70-79%) - Satisfactory level
  - D (60-69%) - Low level
  - E (59% or lower) - Failure

Percent scores are rounded to the nearest whole number. Anything below .5 rounds down, and anything .5 and above rounds up.

Ex.1: 89.49% rounds to 89. Ex. 2: 89.50% rounds to 90.
  
- iii. Student grades may not be subject to a percentage grade reduction for lateness to class, absence, behavior or disciplinary action. Such actions could impact the final grade, however, in an indirect manner because of missed work and incomplete assignments.
  
- iv. In computing numerical averages from letter grades, the following equivalents will be used:
  - A = 4, B = 3, C = 2, D = 1, E = 0

2. The instructional levels for reading and math are as follows:

- a. For 1-5 reading, the following instructional levels are assigned based on objectives from the essential curriculum:
  - i. For 1-2 reading, the instructional level (above, on, or below grade level) is based on the student's current level of reading performance as determined by approved assessments in word identification and comprehension.
  
  - ii. For 3-5 in reading, the instructional level is based on the following:

#### ABOVE GRADE LEVEL

If, in general, the student

- Reads a variety of materials independently that are on and above grade level.
- Demonstrates comprehension by earning, at minimum, twos on a zero to three rubric for written responses to reading questions.



- Responds orally with adequately developed answers to reading questions.
- Performs at the satisfactory or excellent level on county mandated reading assessments.
- Performs at the proficient or advanced level on state mandated reading assessments.

#### ON GRADE LEVEL

If, in general, the student

- Reads a variety of materials independently that are on grade level.
- Demonstrates comprehension by earning mostly twos on a zero to three rubric for written responses to reading questions.
- Responds orally with adequately developed answers to reading questions.
- Performs at the satisfactory level on county mandated reading assessments.
- Performs at the proficient level on state mandated reading assessments.

#### BELOW GRADE LEVEL

If, in general, the student

- Is unable to read grade level materials independently.
- Fails to demonstrate comprehension by earning mostly zeros or ones on a zero to three rubric for written responses to reading questions.
- Responds orally with undeveloped answers to reading questions.
- Performs at the not-yet-satisfactory level on county mandated reading assessments.
- Performs at the basic level on state mandated reading assessments.

- b. For 1-5 in mathematics, the instructional codes/comments (above, on, or below grade level) are assigned as follows:

#### ABOVE GRADE LEVEL

If, in general, the student

- Demonstrates satisfactory performance on the above-grade level objectives from the HCPSS Curriculum by scoring at least 70% on assessments following instruction.
- Performs at the satisfactory or excellent level on county mathematics assessments.
- Performs at the proficient or advanced level on state mandated mathematics assessments.

#### ON GRADE LEVEL

If, in general, the student

- Demonstrates satisfactory performance on the grade level objectives from the HCPSS Curriculum by scoring at least 70% on assessments following instruction.

- Performs at the satisfactory level on county mathematics assessments.
- Performs at the proficient level on state mandated mathematics assessments.

#### BELOW GRADE LEVEL

- If, in general, the student
- Demonstrates unsatisfactory performance on the grade level objectives from the HCPSS Curriculum by scoring consistently lower than 70% on grade level assessments following instruction.
- Performs at the not-yet-satisfactory level on county mathematics assessments.
- Performs at the basic level on state mandated mathematics assessments.