

# Deeper Root Academy

## GRADING PROCEDURES



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## Philosophy

Students will attain academic proficiency as defined by local, state, national, and international standards. Students will have many opportunities to internalize and demonstrate their understanding of newly acquired information, skills, and processes that are tied to rigorous academic standards and powerful literacy.

The grading procedures will form a foundation for consistent grading practices. Grades will accurately communicate what students have learned, and each student will be an active participant in learning and assessment processes. Teachers will use various assessments to evaluate the level of student proficiency and to assign grades according to district policy. Therefore, grading practices will be thoroughly understood by administrators, teachers, students and parents.

## General Guidelines

All students will be held accountable for the Standards of Learning (SOL) and grades in a manner consistent with the guidelines set forth in this document.

Grades will be based on student achievement in a prescribed time frame. The classroom teacher is responsible for evaluating the academic performance of students and for determining grades. Teachers are expected to use a variety of methods in evaluating students. Teacher-made tests should be appropriate for the subject matter as well as for the age and/or maturity level of the students and should support the SOLs.

Special education students receiving instruction in the general education curriculum are graded as other students unless the IEP indicates alternative grading procedures.

Teachers will clearly describe and communicate (in writing) to both parents and students the criteria used to calculate grades. If a student believes that an error has been made, the student and/or parent may request a grade review.

- Teachers will follow school guidelines for computing quarterly grades. Teachers will follow school curriculum pacing guides.
- Grades will be posted in the myschoolworx according to guidelines.

### Grading Scale: Grades 2-8

The following assessment scale will be used in evaluating and reporting student achievement in the academic skill areas:

<b>Grade</b>	<b>100% Scale</b>	<b>Definition</b>
<b>A</b>	<b>90-100</b>	Designates the status of a student who consistently demonstrates a thorough understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
<b>B</b>	<b>80-89</b>	Designates the status of a student who demonstrates a high degree of understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
<b>C</b>	<b>70-79</b>	Designates the status of a student who demonstrates a satisfactory understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
<b>D</b>	<b>60-69</b>	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the content area (e.g., SOL and curriculum objectives for the grade/course level).
<b>F</b>	<b>59 and below</b>	Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified and requires additional practice and instructional experiences in order to succeed (e.g., SOL and curriculum objectives for the grade/course level).

### Means for Reporting Grades

Grades will be reported periodically throughout the school year to denote student achievement. Academic grades will reflect student learning/performance in a content area. Work and behavior habits will be reported separately from achievement grades. Teachers will be responsible for providing students and parents with the written criteria by which academic performance will be assessed. This will be provided at the beginning of each year, semester, project, and/or course. Parents can also monitor their student's performance in core content areas electronically through the online gradebook. Additionally, grades will be provided by teachers on a regular basis throughout the instructional process. Grades will be provided on report cards and on informal progress reports as outlined below:

☐ **Kindergarten - Grade 1:** Students receive 4 progress reports and 4 report cards per year.

☐ **Grades 2 – 8:** Students receive 4 progress reports and 4 letter-grade report cards.

### Use of Grades

Grades will not be used to punish or reward students but to reflect student learning. Academic grades will be used to:

- ☐ Communicate the teacher's assessment of a student's knowledge of and proficiency in a subject
- ☐ Provide a record of student achievement over time
- ☐ Serve as part of the criteria for student promotion to the next grade level ☐ Provide information for advisement and counseling regarding future course/program selection
- ☐ Provide criteria for honor roll selection

### Assessment Methods & Strategies for Determining Grades

Performance expectations should be made clear at the beginning of instruction and remain consistent throughout the teaching and learning process. Students' grades are an accurate representation of content mastery only. Grades should be impartial and represent a teacher's professional judgment of performance.

Curriculum guides and companion documents provide assessment and measurement suggestions for evaluating student progress. Evaluation information should be gathered by teachers on a regular basis from a variety of sources to determine a student's level of learning and mastery. The following strategies have proven successful in assessing student performance:

### Teacher Observations:

Recording instruments which can assist teachers in systematic, focused data collection on student performance should include but not be limited to:

- Anecdotal notes Rubrics
- Scoring Guides Checklists
- Journal Entries Reading
- Writing Portfolios Interviews
- Conferences
- Running Records Content Portfolios

### Student Products:

A performance portfolio will be collected to include samples of student work that will show gradual or marked improvement or decline in progress.

### Teacher-Made Tests/Quizzes:

Both tests and quizzes can provide valuable feedback for making instructional decisions and assessing student progress. Quizzes alert teachers to student readiness for further instruction and/or the need for re-teaching. Formative assessments should focus on the mastery of instructional objectives that have been taught.

Instructional programs or texts that provide ready-made tests should be screened carefully to ensure that they are in line with district curriculum and instructional objectives. Some of these tests may require modification before they can be used to accurately and effectively measure what has been taught.

### Posting of Grades

**Elementary Level (Grades 2 thru 5)** – A **minimum** of 1 to 2 posted grades per current content bi-weekly – not including homework. However, the monitoring of the number and posting of grades will be at the discretion of the principal.

**Secondary Level (Grades 6 thru 8)**– A **minimum** of 1 to 2 posted grades per content bi-weekly – not including homework. However, the monitoring of the number and posting of grades will be at the discretion of the principal.

Homework will be reviewed, marked, and returned within a reasonable period of time.

## Grading Parameters

To ensure that grades awarded to students are equitable and consistent, grading parameters are used. The rationale for these parameters is for teachers to use a variety of assessments that promote higher levels of thinking while engaging students in meaningful learning activities.

## Pre-Kindergarten and Kindergarten

### Pre- Kindergarten

Pre-kindergarten parents receive a **Prekindergarten Parent Conference Form** in the fall, spring, and at the End-of-Year reflecting progress in the following areas:

- ☑ Initiative
- ☑ Social Relations
- ☑ Creative Representation
- ☑ Music and Movement
- ☑ Language and Literacy
- ☑ Mathematics and Science

### Kindergarten

The following assessment codes will be used to evaluate and report student achievement in academic skill areas:

**S Satisfactory** The student has successfully demonstrated the skill at least three separate times.

**W Working On** The student has been introduced to the skill and is still learning and/or practicing. The skill has not yet been evaluated for mastery.

**N Needs Improvement** The student has been introduced to the skill and is experiencing difficulty which requires additional assistance.

**U Unsatisfactory** The student is not able to apply the skill.

### Kindergarten Portfolios

**Reading:** Teachers will communicate student progress with parents. By the end of the year, students should be at a **DRA (Developmental Reading Assessment) Level 4**.

**Writing:** Teachers must place a scored writing sample in portfolio folders each quarter. By the end of the year, the students must be at writing proficiency 5 out of 6.

Progress Reports

**Grades K - 1**

The assessment codes listed below will be used for the **Progress Report** for **Grades K-1** and for evaluating and reporting student achievement in the Work Related Skill Performances.

**S - Satisfactory**--The student demonstrates average performance.

**W- Working On**-- The student is introduced to skill and still learning.

**N - Needs Improvement**--The student demonstrated below average performance.

**U- Unsatisfactory**--The student demonstrates unacceptable performance.

**Grades 2-8**

Grades 2-8 will use the previously stated **A, B, C, D, or F** assessment codes for the Progress Report.



### English Grading Parameters

Grades 2-8 Reading	
Category	Examples
<b>Tests</b>	<ul style="list-style-type: none"> <li>• Bi-weekly</li> <li>• Monthly, unit</li> <li>• Formative Assessments</li> </ul>
<b>Classwork/Participation</b>	<ul style="list-style-type: none"> <li>• Practice activities</li> <li>• Written Responses</li> <li>• Independent activities</li> </ul>
<b>Alternative Assessments*</b>	<ul style="list-style-type: none"> <li>• <b>Activities centered around five reading dimensions:</b> phonics, phonemic awareness, vocabulary, fluency, &amp; comprehension</li> <li>• Journal writing</li> <li>• Prompt responses</li> <li>• Presentations</li> <li>• Projects</li> <li>• Graphic organizers</li> <li>• Word Study</li> <li>• Comprehension and Vocabulary</li> </ul>

Grades 2-8 Writing	
Category	Examples
<b>Test</b>	<ul style="list-style-type: none"> <li>• Weekly, bi-weekly</li> <li>• Monthly, unit</li> <li>• Grammar tests</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Composition Evaluations</li> </ul>
<b>Classwork/Participation</b>	<ul style="list-style-type: none"> <li>• Practice activities</li> </ul>
<b>Alternative Assessments</b>	<ul style="list-style-type: none"> <li>• Journal writing</li> <li>• Prompt responses</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Quizzes</li> </ul>

### History/Social Studies Grading Parameters

<b>Grades 2-8</b>	
<b>Category</b>	<b>Examples</b>
<b>Unit Assessments</b>	<ul style="list-style-type: none"> <li>• Weekly, bi-weekly, monthly, unit</li> </ul>
<b>Classwork</b>	<ul style="list-style-type: none"> <li>• Teacher modeled/mentored writing prompts</li> <li>• Text-based questions</li> <li>• Journal writing</li> <li>• Formative assessments</li> <li>• Daily warm-ups</li> <li>• Vocabulary activities</li> <li>• Computer based programs</li> </ul>
<b>Alternative Assessments</b>	<ul style="list-style-type: none"> <li>• Independent writing prompts</li> <li>• Performance Based Assessments</li> <li>• Individual/Group</li> <li>• Oral presentations</li> <li>• Essays</li> <li>• Research Paper/Assignments</li> </ul>
<b>Quizzes</b>	<ul style="list-style-type: none"> <li>• Formative Assessments</li> </ul>

### Mathematics Grading Parameters

<b>Grades 2-5</b>	
<b>Category</b>	<b>Examples</b>
<b>Test</b>	<ul style="list-style-type: none"> <li>• Bi-weekly</li> <li>• Monthly</li> <li>• Nine weeks</li> <li>• <b><i>Not diagnostic</i></b></li> </ul>
<b>Classwork</b>	<ul style="list-style-type: none"> <li>• Summaries</li> <li>• Daily Math Review</li> </ul>
<b>Alternative Assessments</b>	<ul style="list-style-type: none"> <li>• Student products</li> <li>• Open-ended, performance and observational assessments</li> <li>• Journal, exit-slips</li> <li>• Oral assessments</li> <li>• Accountability quiz</li> </ul>

<b>Grades 6-8</b>	
<b>Category</b>	<b>Examples</b>
<b>Tests</b>	<ul style="list-style-type: none"> <li>• Bi-weekly</li> <li>• Monthly</li> <li>• Nine weeks</li> <li>• <b><i>Not diagnostic</i></b></li> </ul>
<b>Classwork</b>	<ul style="list-style-type: none"> <li>• Summaries</li> <li>• Daily Math Review</li> <li>• Independent assignments</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Practice activities</li> </ul>
<b>Alternative Assessments</b>	<ul style="list-style-type: none"> <li>• Student products</li> <li>• Open-ended, performance and observational assessments</li> <li>• Journal, exit-slips</li> <li>• Mini-assessments</li> <li>• Accountability</li> </ul>

#### Science Grading Parameters - Elementary

<b>Grades 2-5</b>	
<b>Category</b>	<b>Examples</b>
<b>Tests</b>	<ul style="list-style-type: none"> <li>• Bi-weekly, Monthly, Unit, Non-diagnostic</li> </ul>
<b>Alternative Assessments</b>	<ul style="list-style-type: none"> <li>• Labs/Projects</li> <li>• Science Fair</li> <li>• Science Investigations</li> <li>• Models/Experiments</li> <li>• Design Briefs</li> <li>• Science Reports</li> <li>• Problem-based Learning tasks</li> </ul>
<b>Classwork</b>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Journal writing</li> <li>• Exit tickets</li> <li>• Response to prompts</li> <li>• Oral presentations</li> <li>• Interactive notebooks</li> </ul>

**Science Grading Parameters – Middle School**

<b>Grades 6-8</b>	
<b>Category</b>	<b>Examples</b>
<b>Tests</b>	<ul style="list-style-type: none"> <li>• Test (Unit, Bi-weekly, Non-diagnostic)</li> </ul>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Practice activities</li> </ul>
<b>Alternative Assessments</b>	<ul style="list-style-type: none"> <li>• Labs</li> <li>• Projects</li> <li>• Papers</li> <li>• Practicum</li> <li>• Models</li> <li>• Web Quests</li> <li>• Presentations</li> <li>• Journal Writing</li> <li>• Essays</li> <li>• Quizzes</li> <li>• Formal lab reports</li> </ul>
<b>Classwork</b>	<ul style="list-style-type: none"> <li>• Class work</li> <li>• Warm-up</li> <li>• Closure</li> <li>• Interactive Notebook entries</li> <li>• Class participation</li> </ul>

### Procedures Governing Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic gradebook with “I” placed in the grade book for any incomplete or missing assignments. **Teachers are expected to provide multiple opportunities for students to make-up assignments to avoid assigning zeroes. Administration will ensure these opportunities are provided for all students.**

1. Students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students.
2. Students have a **maximum of 3 (three) school days** to make-up incomplete or missing work. **However, the period of time allowed to make-up work may be extended at the discretion of the principal working with the teacher.**
3. Teachers will communicate (via telephone, e-mail, or in writing) with students and/or parent/guardian regarding incomplete work, missing assignments, or unsatisfactory course/class work.
4. Make-up work completed within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.
5. After 3 days, if work is not completed the **(I)** will become a zero grade (0). It is expected that students will make-up incomplete or missing assignments. An **incomplete (I)** may not be given as a final grade.

### Homework and Grading

Homework is an extension of class assignments at an independent level, students should be held accountable for completing homework assignments. Homework should be reviewed, marked, and returned within a reasonable period of time. Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Assignments should not be “busy work”.

Because of the variety of assignments that may be included as homework, some homework assignments may receive grades and some may receive checks for completion. The way in which homework is evaluated will be based on teacher discretion and should be clearly communicated to parents and students. In order to ensure that grading and accounting for homework assignments will be consistent across the district the following have been developed:

### Grading Exceptions

#### Exceptions:

1. Certain students with disabilities have **Individual Education Plan (IEP)** teams who have determined that they will be graded according to their progress toward meeting their IEP goals.
2. Students without an IEP may receive accommodations as needed.