

East Greenwich School District
District Grading Policy

Why do we need a grading policy?

The district desires to establish consistency between all grade levels regarding assignment of student grades.

A Grading Committee was formed during the 2013-2014 school year to make recommendations on the following areas:

- components of a grade
- weighted values of grading components
- letter vs. numeric grading system
- Grade Recovery program
- Future Report Card Format

What makes up a final grade?

A final grade is made up of a graded work recorded in Realtime™ from the following three categories:

Supportive Assessments

Secondary Assessments

Primary Assessments

How much weight is given for each grading component:

Grades 2 - 6

Language Arts, Mathematics, Science, Social Studies

	Grades 5/6	Grades 2, 3, 4
Supportive Assessments	10%	20%
Primary Assessments	50%	45%
<u>Secondary Assessments</u>	<u>40%</u>	<u>35%</u>
Total Assessments	100%	100%

**District Grading Policy
Types of Assessments**

Category	Rationale and Sample	Assessment Ranges by Subject Area	Related Arts
Practice/ Supportive Assessments	<p>Purpose: to reinforce instruction and facilitate comprehension.</p> <p>Examples Grades B-2 Homework, guided practice, outlines, center work, binder checks/notebook checks...</p> <p>Examples Grades 3-6 Homework, guided practice, outlines, center work, binder checks/notebook checks, spelling quizzes, and home-based projects.</p>	<p>Beginners/1st grade minimum of 4</p> <p>Grades 2-6 Science minimum of 5 Language Arts minimum of 8 Math minimum of 8 Social Studies minimum of 5 Writing (Grades 5,6) minimum of 5</p>	<p>The Related Arts will use a standards-based rubric that reflects skills, concepts and products for that grade level. A rubric for each content area showing what the student needs to accomplish to be assigned an M, W or N will be distributed to students at the beginning of each marking period. The interim progress report will reflect only academic and behavioral comments while the end of the marking period will reflect both comments and an assessment of progress toward the standard.</p>
Formative/ Secondary Assessments	<p>Purpose: ongoing or formative assessments to guide instruction.</p> <p>Examples Grades B-2 Quizzes, graded practice, smaller labs, minor writing responses, journal entries, outlines, smaller home-based projects, spelling quizzes, timed math facts quizzes.</p> <p>Examples Grades 3-6 Quizzes, graded practice, smaller labs, minor writing responses, journal entries, outlines, projects, essential question journals, timed math facts</p>	<p>Grades B-6 Science minimum of 3 Language Arts minimum of 5 Math minimum of 5 Social Studies minimum of 3 Writing (Grades 5-6) minimum of 3</p>	
Summative/ Primary Assessments	<p>Purpose: Summative assessments to evaluate mastery/comprehension</p> <p>Examples Grades B-2 Unit assessments, performance based assessments, major projects (school based), extensive labs, model curriculum assessments, writing process pieces, timed writing prompts</p> <p>Examples Grades 3-6 Unit assessments, performance based assessments, tests, major projects (school based), extensive labs, writing process pieces, timed writing prompts</p>	<p>Grades B-6 Science minimum of 3 Language Arts minimum of 3 Math minimum of 3 Social Studies minimum of 3 Writing (Grades 5-6) minimum of 3</p>	

All assessments will be spread throughout the marking period, i.e.: there will be a minimum of one (1) primary assessment prior to the midpoint of the marking period. Assessment grades will be recorded in Realtime within seven (7) calendar days of taking the assessment.

Traditional

2nd – 6 th Grade Report Card Symbols	
A	92 +
B	83 - 91
C	74 - 82
D	65 - 73
F	0 - 64

Standards Based

Beginners, Grade 1 & Related Arts	
M	92+
W	74-91
N	73-Below

Grades that are reported on a Standards Based Report Card (letter grades) are:

M = Masters the standard

W = Working towards standard

N = Not meeting standards

- Standards-based report cards measure mastery at a given point of time, not an average of grade

Notes Regarding District Grading Policy

Primary & Secondary Assessments will be spread out throughout the marking periods

- One week notification to parents & students for primary assessments
- At least one primary assessment will be given seven days prior to mid-marking period

Primary & Secondary Assessments to be similar or same by grade/subject

A grade of a primary assessment will only be assigned after an item analysis is conducted. Should a question be incorrectly answered by more than 50% or more of the students that item will count towards the assigned grade but will be re-taught and be a tested item again on the next assessment. Students will be notified of such items when the corrected test is given back.

All authentic assessments will be graded with a rubric. Students and parents will have access to the rubric.

Lowest possible grade reported is a "50" unless a child is found to be cheating or no attempt is made to complete assignments/assessments.

- If a grade is calculated below a 50, (although not recorded in gradebook,) the teacher will contact the parent. If a child is caught cheating or no attempt is made to complete an assignment or assessment, the parent will also be contacted.

Standard grading symbols 0, 50-100 are the only gradebook symbols to be used except for Beginners, 1st grade and Related Arts.

Related arts will use the following grades:

- M – Masters the standards
- W – Working towards standards
- N – Not meeting standard

Portfolios consisting of a compilation of work for each student will be kept to serve as the baseline for the assignment of a grade

- Please reference grading policy for standard and rubric expectations
- Related arts teachers will not use the gradebook but rather only use comment codes for interim reports and will manually assign a final grade based on placement on the rubric.

Study packets will be given to students a minimum of one week prior to primary assessments with the exception of reading/writing as a study packet may not be appropriate for these subjects. Parents should ask to see this study guide should they desire to help their child study for the assessment.

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