

Joseph Neal STEAM Academy Grading Reform Policy 2023-2024

Grading Scale

<i>Elementary Grading Scales</i>				
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Specials</i>	<i>Standards-Based</i>
2 Meets 1 Approaches	A 90–100% Excellent B 80–89% Above Average C 70–79% Average D 60–69% Below Average F 50–59% Emergent W Working on standards below grade level		E Exceptional Progress S Satisfactory Progress N Needs Improvement	4 Exceeds 3 Meets 2 Approaches 1 Emergent

Infinite Campus Gradebook Category Weighting

- Summative Assessments (90%)
- Formative Assessments (10%)

<i>Formative: Assessment for Learning</i>	<i>Summative: Assessment of Learning</i>
<ul style="list-style-type: none"> ● Used by educators and students during instruction to provide actionable feedback and inform ongoing teaching and learning strategies. ● Low stakes; carries little to no weight in the Grade Book. ● Includes informal classroom-based assessments (e.g., exit tickets, classwork, quizzes, observations, checklists). ● Excludes universal screeners, diagnostics, or the District interim assessment (e.g., MAP Growth). 	<ul style="list-style-type: none"> ● Used to measure mastery of standards after learning has occurred. ● High stakes; the majority of the student’s grade is based on summative evidence. ● Includes formal classroom-based assessments (e.g., unit tests, projects, presentations, performance tasks, semester exams). ● Excludes District and state cumulative assessments (e.g., SBAC, ACT, CTE, NAA, WIDA).

Missing/Late Work Policy

- Formative and summative assessments not submitted by their original due date will be considered missing/late. The mark of “M” will be used and carries a weight of 50%. **This mark will be replaced with the earned grade once the formative or summative assessments are submitted.**
- Grades are posted to “Progress” every three weeks. At that time, the Progress Report will reflect the impact the missing/late assessments have on the students’ overall grades.
- If a student does not submit the missing/late work by two weeks prior to the end of each semester, and the teacher is unsuccessful in eliciting evidence of the student’s learning, the score will remain a 50% due to no evidence.

Reassessment Policy/Communication to Students and Families

- Grades will be posted to “Progress” every three weeks on Infinite Campus.
 - Parents will receive notification when grades are posted.
- Students can retake summative assessments if they do not meet standards.
 - Students who score below a 70% have not met standards.
 - Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity.
- Once students receive their summative assessment score, they, or their parents, have three days to inform the teacher whether they will be retaking the assessment.
 - Summative assessment scores are posted in Infinite Campus and parents can communicate, through ClassDojo, email, or phone call, whether they would like their child to reassess.
- The teacher will provide daily, differentiated instruction focusing on the standard being reassessed and the student will inform the teacher when he/she is ready to reassess.
- Reassessments are designed as a mirror of the original assessment.
- The reassessed score will replace the original score in Infinite Campus.
 - Parents will be notified when the reassessed score is posted.
- Students can reassess until two weeks prior to the end of each semester.

Homework

- Teachers work collaboratively with their grade-level/course team to set a common school expectation for homework.
 - Homework expectations must be in accordance with [Policy 6143](#) and [Regulation 6143](#).
 - In alignment with these expectations, homework is not required for each subject and content area.
 - Educators must consider the actual time it takes for students to complete homework rather than their estimation of what can be completed. Refer to [Regulation 6143](#).
- Homework should be used for practice or an extension of learning.
- Completion status of homework must carry no weight in the Grade Book; progress must be reported as a learner behavior/habit of work not as an academic grade.

Reporting Behavior

- Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- Learner behaviors/habits of work are measured using a school-based behavior rubric.
 - Refer to [elementary exemplar behavior rubrics](#).
 - Schoolwide behavior rubrics are clearly communicated with students and families.
- Behavior and other nonacademic measures are reported separately in the Grade Book.
 - Elementary: Successful learner behaviors section.
- Teachers notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
 - Teachers clearly communicate schoolwide behavior expectations.
 - Teachers work collaboratively with students and families to improve student behavior.

- On a regular basis (e.g., weekly), educators identify students who need additional behavioral supports.
 - Identified students receive supplemental behavioral intervention aligned to the school's MTSS framework.
- Incidences of cheating/forgery/plagiarism are addressed in alignment with the [CCSD Pre-Kindergarten–12 Student Code of Conduct](#). Students are provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.