



2023-2024 Craig ES Schoolwide Grading Policies

Lois Craig Grading Scale

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
<i>Kindergarten</i>	2 Meets	1 Does Not Meet
<i>Grades 1-5</i>	A 90-100% Excellent B 80-89% Above Average C 70-79% Average	D 60-69% Below Average F 50-59% Emergent
	E Exceptional Progress S Satisfactory Progress	N Needs Improvement
	4 Exceeds 3 Meets	2 Approaches 1 Emergent

Lois Craig Infinite Campus Gradebook Category Weighting

Formative: 0%

Summative: 100%

Missing Work

- A. Scores are not reduced on assignments and assessments submitted past the due date.
- B. The mark “M” in Infinite Campus is used to document an assessment that is missing and hasn’t been submitted.
 - a. The mark “M” is a score of 50 percent for elementary schools and 0 percent for secondary schools in the Grade Book, communicating the lowest possible grade.
 - b. Once the missing work is submitted, the “M” is replaced with a score reflecting the student’s academic performance and the “L” late flag is added to the assignment to monitor student behavior separate from the academic grade.
 - c. If a student does not submit the missing work within five school days and the teacher is unsuccessful in eliciting evidence of the student’s learning, there is no further action from the educator, keeping the “M” in the Grade Book.
 - d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
- C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (e.g., within three days of the missed due date).
 - a. Educators must clearly communicate the deadline for the acceptance of missing work.
 - b. Educators must clearly communicate that missing work not submitted by the common deadline established by the school results in 50 percent due to no evidence.
 - c. Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).



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- d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with [Regulation 4100](#).
- D. **On a regular basis (e.g., weekly)**, educators must generate a *Missing Assignments* report within Infinite Campus to identify students with excessive missing work.
 - a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Supports (MTSS) framework.
 - b. Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs. Review the Reassessment Opportunities section for more information on assessment methods.
 - c. Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the Instructional Strategies For Diverse Learners for additional strategies to equip all students with tools to be successful throughout the learning process.
 - d. Ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments and new accommodations to address student behavior are considered, as appropriate.
 - e. For more information on how to generate this report, visit the Infinite Campus Best Practice in Grading FAQ.

Homework

GRADE LEVEL AVERAGE DAILY HOMEWORK & READING TIME

Grade Level	Reading Log	Math Practice
Kindergarten	5-10 minutes	enVisions Math Homework
1st Grade	10 minutes	enVisions Math Homework
2nd Grade	20 minutes	enVisions Math Homework
3rd Grade	30 minutes	enVisions Math Homework
4th Grade	40 minutes	enVisions Math Homework
5th Grade	50 minutes	enVisions Math Homework



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Homework (Schoolwide Policy in Alignment with District Guidelines)

- A. Educators work collaboratively with their grade-level/course team to set a common school expectation for homework.
 - a. Homework expectations must be in accordance with Policy 6143 and Regulation 6143.
 - b. In alignment with these expectations, homework is not required for each subject and content area.
 - c. 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.
- B. Homework should be used for practice or an extension of learning.
- C. 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 Behaviors

- A. Academic grades do not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, responsibility).
- B. Learner behaviors/habits of work are measured using a school-based behavior rubric.
 - a. Refer to elementary exemplar behavior rubrics.
 - b. Schoolwide behavior rubrics are clearly communicated with students and families.
- C. Behavior and other nonacademic measures are reported separately in the Grade Book.
 - a. Elementary: Successful learner behaviors section.
- D. Educators notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
 - a. Educators clearly communicate schoolwide behavior expectations.
 - b. Educators work collaboratively with students and families to improve student behavior.
- E. On a regular basis (e.g., weekly), educators identify students who need additional behavioral supports.
 - a. Identified students receive supplemental behavioral intervention aligned to the school's MTSS framework.
- F. 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.

Reporting Behaviors and Learner Behavior Expectations



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Lois Craig Elementary School Citizenship Rubric

Learner Behaviors	Needs Improvement	Satisfactory	Exceeds
Following the PBIS principles of being respectful, responsible, and safe	The student follows the PBIS occasionally.	The student follows the PBIS principles.	The student follows the PBIS principles, understands it is important, and models for others.
Follows Classroom Rules	The student needs occasional reminders of classroom rules.	The student follows classroom rules.	The student follows classroom rules consistently and models for others.
Follows Directions	The student follows directions after reminders are given or a consequence is stated for not choosing to follow directions	The student follows directions without redirection from the teacher.	The student consistently follows directions without redirection from the teacher and assists others with directions.
Accepts Responsibility	The student needs to be occasionally reminded of his/her responsibility.	The student accepts responsibility with minimal reminders from the teacher.	The student consistently accepts responsibility without any reminders from the teacher.
Works Independently	They can work independently with occasional redirection.	They work independently.	They work independently with ease and determination. The student demonstrates strong focusing skills.
Work Cooperatively	The student willingly participates in the group and needs only occasional assistance from the teacher regarding appropriate group behavior.	The student is an active participant in the group and completes tasks assigned in a cooperative manner.	The student is consistently an active participant in the group, completes tasks assigned in a cooperative manner, and engages others.
Quality of Work	Student quality of work is consistently below expectations	Student quality of work mostly meets expectations	Student quality of work consistently meets expectations.



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Reassessment Opportunities (Schoolwide Policy in Alignment with District Guidelines)

Academic grades shall use multiple means to assess student mastery levels and include opportunities for reflection, revision, and reassessment to ensure mastery of the NVACS/NVACS Connectors and District curriculum for all students. [Pacing guides](#) identify essential standards to be assessed throughout the school year. District guidance for each grade level/content area is utilized to ensure consistency amongst schools.

Reassessment Is	Reassessment Is Not
<ul style="list-style-type: none"> ● An opportunity for students to show new mastery of a skill or content honoring students learn at different rates. ● Prioritized for identified standards. ● Coupled with a timeline and new learning that addresses student deficits. ● Only for learning targets/standards students did not master. ● Using an alternate method of assessment based on student needs. ● A natural part of learning, as the curriculum spirals through the year. ● Preparing students for workplace practices where tasks must be redone until they represent acceptable quality. 	<ul style="list-style-type: none"> ● A way for students to game the system by redoing assessments repeatedly until they are satisfied with their grade. ● Provided for every assessment on every standard. ● Retaking the test right away without any preparation or deadlines. ● Doing all parts of the assessment again. ● Taking the same test until answers have been memorized. ● Making ten different assessments for each standard. ● Making students irresponsible and unprepared for the real world.

A. Reassessment Elementary Guidelines

- a. Schools must establish reassessment opportunities for students who have not met standards within the identified NVACS/NVACS Connectors and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families.
 - i. **At Lois Craig ES in grades kindergarten through fifth grade, students who have not met standards will have 10 school days to participate in reassessment opportunities within the identified NVACS/NVACS Connectors and District curriculum. Teachers will provide reteaching opportunities through one of more of the following resources before reassessments.**
 1. **Edulastic**
 2. **Tier I ELA Program**
 3. **Envisions**
 4. **Smarty Ants**
 5. **Actively Learn**
 6. **Small group instruction led by classroom teacher, prep by-out tutoring teachers, or Teacher Family Assistants**



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- b. Students who have met standards within the identified NVACS/NVACS Connectors and District curriculum may request a reassessment opportunity. Schools will put a plan in place to support these requests. Students and families may request and participate in a reassessment opportunity in a timely manner (based on the schoolwide policy) after receiving assessment results to collaboratively develop a plan for new learning.
- i. **At Lois Craig ES in grades kindergarten through fifth grade, students who have not met standards will have 10 school days to participate in reassessment opportunities within the identified NVACS/NVACS Connectors and District curriculum. Teachers will provide reteaching opportunities through one of more of the following resources before reassessments.**
 1. **Requests for reassessment will be through student/teacher or parent/teacher conference in person, email, teacher reassessment Google Form, or other two-way communication.**
 2. **Teachers will provide reteaching opportunities through one or more of the following resources before reassessment.**
 - a. Tier I ELA
 - b. Envisions
 - c. Edulastic
 - d. Smarty Ants
 - e. Active Learn
 - f. **Small group instruction led by classroom teacher, prep buy-out tutoring teachers, or Teacher Family Assistants**
- c. An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning. Various assessment methods are considered (e.g., performance assessment, personal communication, selected response, and/or written responses).
- d. A student's grade must accurately reflect new learning. The current higher proficiency level of the student replaces previous evidence.
- e. Summative reassessments are limited. Summative reassessments must be completed no later than two weeks prior to the end of the term unless the summative is administered in the last two weeks of the term.
- f. Educators should recognize when curriculum spirals and standards are revisited throughout the year; separate reassessments opportunities may not be needed since they are already embedded in the curriculum design (e.g., Kindergarten foundational skills).
- g. Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.



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<i>Elementary School Reassessment Stakeholder Responsibilities</i>			
<i>Administrators</i>	<i>Educators</i>	<i>Students</i>	<i>Families</i>
<ul style="list-style-type: none"> ● Establish a schoolwide reassessment policy that aligns with the District Reassessment Guidelines. ● Communicate the schoolwide reassessment policy to educators and families. ● Provide translations of the schoolwide assessment policy, as needed. ● Engage educators and families in professional learning opportunities to enhance their understanding of reassessment. ● Monitor implementation of schoolwide reassessment policy. ● Provide space for discussions when facilitating the scheduling of PLCs to ensure reassessment is addressed. ● Engage in conversations with educators, students, and families to support reassessment practices. 	<ul style="list-style-type: none"> ● Participate in professional learning opportunities to enhance understanding of reassessment and schoolwide reassessment policies. ● Align classroom expectations based upon schoolwide expectations and communicate with students and families. ● Meet with PLCs to identify students who need additional learning. ● Offer reteaching opportunities to identified students by designing guided discourse and/or modeling lessons. ● Reteach and reassess the standard(s), ensuring alignment, as part of Tier I instruction if most students are not successful on a summative assessment. ● Use various assessment methods aligned to the standards to capture new evidence of learning. ● Replace old evidence of learning with new evidence of learning in the Grade Book in a timely manner. 	<ul style="list-style-type: none"> ● Engage in practicing classroom expectations. ● Be involved in the reassessment process by actively participating in learning. ● Be a reflective learner. Complete a reassessment reflection (example) after each summative assessment the student may want to reassess. ● Optional: Communicate reassessment request to the teacher (example). ● Advocate for an opportunity to demonstrate additional learning by retaking assessments for identified grade-level standards. ● Actively participate in additional learning opportunities (e.g., completing aligned formative assignments) and self-reflect on progress to ensure new learning has taken place before reassessment. 	<ul style="list-style-type: none"> ● Support the school's reassessment policy through active participation in the student's educational journey. ● Regularly check grades in Infinite Campus/Canvas to be aware of student progress. ● Communicate with educators about reassessment opportunities for skills a student has not mastered. ● Assist students at home with new learning on identified standards or learning targets.