Elementary School District 6

Grading and Report Card Protocols
(Updated August 2024)

Purpose of Grading & Report Cards in Zion ESD 6

The purpose of grading in Zion District 6 is to describe **student mastery toward specific grade-level learning goals**. District report cards and progress reports aim to communicate student progress to their parents and guardians in mastering these learning goals.

District Grading Scale

Grade/Score	Meaning of Grade/Score
Extends **4 / A**	The student excels and extends mastery beyond what is taught in class
Mastery **3 / B**	The student demonstrates mastery through the Application of Skills taught in class
Developing Mastery **2 / C**	The student demonstrates partial understanding through the application of skills taught in class
Not Mastering **1 / D**	The student demonstrates little or partial understanding but needs assistance to apply skills taught in class
Insufficient data **NY / F**	The student has not met the minimum requirements and/or insufficient data is available to assess

Grading for Mastery Expectations

Mastery Assessment Description	**Mastery-Based Grading** Mastery-based grading is a system for assessing students while promoting deeper learning. The focus of Mastery-Based Grading is to communicate a student's mastery of standards, skills, or objectives. A student's overall grade is based on his or her mastery of those elements. Master-based grading utilizes only assessments provided when a teacher deems that skill mastery should have been achieved to determine a student's grade. **Mastery Assessments** Mastery Assessments are activities conducted by a student to measure how well a student has mastered a specific skill taught. These assessments are often given to determine how well the student learned the material and acts as a gauge to determine the skill levels of a student in meeting a learning goal. Mastery Assessments can often be given multiple times to encourage continuous learning and internalization. Questions to Consider when entering grades for Mastery: ● Does this assessment come at the end of a learning process? ● Does this assessment evaluate student mastery of the learning goal? **Formative Assessments** Formative assessments, often thought of as practice, should be given, graded, and given feedback to enhance student learning. These assignments can be entered in the grade book to show students and parents how students are performing on skill-based assessments, but they will not count toward the student's grades on their report cards.
MINIMUM Quarterly Mastery Assessment Expectations	**Kindergarten** ● Minimum of 2 mastery assessments per standard per quarter ○ Kids Assessment serves as the first entry **1-5 ELA/SLA** ● Minimum of 4 mastery assessments per domain per quarter ○ ELA/SLA- Domains (Reading for Literature, Reading for Information Text, Reading Foundations, Writing, Speaking & Listening, Language) **1-5 Math** ● Minimum of 4 mastery assessments per domain taught per quarter ○ Math- Domains (Operations & Algebraic Thinking, Number & Operations Base Ten, Number & Operations-Fractions, Measurement & Data, Geometry) **Dual Language ELA/Math** ● Minimum of 2 mastery assessments per standard per quarter for each domain listed above. **K-5 Specials** ● 2 mastery assessments per quarter per standard **Middle School** ● 4 mastery assessments per quarter per standard
Reassessments	● In a Mastery-based grading system, students will be provided multiple opportunities to show mastery or improve upon an already taken mastery assessment. ● Teachers should create a system or routine in their classroom for how reassessments occur. ● Mastery assessments may be completed by the end of the unit or quarter (whichever comes first) to show their level of mastery of a skill.
Missing Assessments	● Missing Assessments should be flagged as MISSING in PowerSchool by selecting the orange button and should be left blank to ensure parents are aware that students missed that assignment. ● At the end of the grading period, the teacher should indicate an NA or an F for assessments that the student did not complete.

Exempt	• An assignment can be marked as exempt if a child did not receive instruction as it relates to (I.e):
	  ○ Joining a class late
	  ○ Recently transferred
	  ○ Excused absences
	• If a final grade needs to be exempt: Add X (Exempt)

Grading Processes & Procedures

Characteristics of Successful Learners

- Teachers are expected to input data on student learning characteristics in every progress report and reporting period.
- In evaluating progress on student learning characteristics, they will use the following reporting scales and evaluate statements based on learning characteristics from their specific grade band.:

Grades K-2	Grades 3-8
M- Meeting D- Developing I- Initiating	M- Meets G- Goal for Improvement

Missing Progress Report or Report Card Grades

- 10 days before each reporting period, building administrators will receive reports of any students who have missing grades or missing standards from the District Office.
- Building administrators will work in their building with teachers to ensure the data is populated correctly in PowerSchool.
- Teachers must complete their grades and comments by the designated day on the Assessment & PD calendar.
- Building Admin will receive another report about missing grades and review report cards after that due date to ensure they are ready to send out to parents.
- District Administration will send out reports to parents.

Comments on Progress Reports & Report Cards

- Teachers are expected to make comments on report cards for progress reports and report card reporting times.
- Teachers should default to the comment bank within PowerSchool.
- Teachers may write their comments. However, if teachers write their comments, they must translate them.
- Submit comments that need translatioscheduleschool's translator. Copy and paste translated comments into PowerTeacher

Truancy

- Truant students must-have assignments in PowerSchool marked as *missing* along with a NA or F grade.
- Truant students will receive progress reports and/or report cards that reflect the missing assignments and scores of NA or F which clarify that not enough data was available to assess.

Recently Enrolled Students

- Students who start school within ten school days of the progress reports being sent out will not receive a progress report.
- Students who start school within ten school days of the end of a quarter should be provided assignments within the class but will NOT receive a report card for that quarter

	as there is inadequate data to assess the child comprehensively and generate a final grade. ● If a grade is not available, teachers put NA or F in their grade book.
Student Services	SPED Students ● SPED students participating in core instruction (ELA or Math) with sped teachers will be rostered and receive their core grades from their SPED teacher. ○ Based on scheduling in a K-5 building, they may also participate in Tier 1 instruction with their classroom teacher, but the grade on their report card will be indicated as Resource and will come from the SPED teacher. EL Students ● EL Students that receive instruction in the bilingual or dual program will receive grades from the teacher that is directly instructing them. ○ If 3 dual language teachers divide the subjects and one teaches Math, one teaches Spanish Language Arts, and one teaches English Language Arts they will have rosters for each class and give grades only for the subject that they are teaching. **Clarifying the Grade Level of Students in SPED & EL** ● SPED & EL teachers should follow the same protocols above in regards to grading, but the grade level they are working on might differ based on the specialized curriculum provided by each department. ○ To distinguish that on our report cards, the title of the courses will be Resource or Bilingual and parents will be made aware.
Medically Homebound	● Medically homebound students will receive a N/A. A medically bound student may only receive a grade in a core subject if they have received specific tutoring on that subject.