



## Elementary Grading Practices Guide

### H.U.S.D.

This guide has been designed to provide teachers with information regarding elementary teachers' grading practices. Please utilize the information in the guide to support grading decisions for report cards. For additional support, please contact the Director of Elementary Education, Lauren Armijo.

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### Important Information

- Grading practices are informed by [Board Policy 5121](#) and [Administrative Regulation 5121](#).
- "A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussions as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately." (BP 5121)

### Grading Marks

"Academic marks shall be based on the competency level of each student and subject area as it relates to standards. Student shall achieve the level of meeting content-area standards by the end of the grading terms when a final grade mark is recorded (at the elementary level final grade marks are issued at the end of the year." (AR 5121)

| Mark                      | Description                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                         | <b>Exceeding Content-Area Standards:</b> Student performance in a cluster of standards for the reporting period <b>consistently exceeds grade-level expectations</b> as demonstrated by a body of evidence that shows depth of understanding and flexible application of grade-level concepts as determined by formal, informal, oral, and/or written assessments, and teacher observation.                               |
| 3                         | <b>Meeting Content-Area Standards:</b> Student performance in a cluster of standards for the reporting period <b>consistently meets grade-level expectations</b> as demonstrated by a body of evidence that shows independent understanding and application of grade level concepts as determined by formal, informal, oral and/or written assessments, and teacher observation.                                          |
| 2                         | <b>Approaching Content-Area Standards:</b> Student performance in a cluster of standards for the reporting period is <b>approaching grade-level expectations</b> as demonstrated by a body of evidence that shows partial/inconsistent understanding and application of grade level concepts as determined by formal, informal, oral and/or written assessments, and teacher observation.                                 |
| 1                         | <b>Beginning Progress Towards Content-Area Standards:</b> Student performance in a cluster of standards for the reporting period is <b>beginning to demonstrate progress towards grade-level expectations</b> as demonstrated by a body of evidence that shows limited understanding and application of grade level concepts as determined by formal, informal, oral and/or written assessments, and teacher observation. |
| <b>Not Assessed (N/A)</b> | A Not Assessed (N/A) shall be given only when a standard may have been taught but has not been assessed.                                                                                                                                                                                                                                                                                                                  |
| <b>No Mark (NM)</b>       | A No Mark (NM) shall be given only when a student has been enrolled less than 10 days and no transfer grades are available only for final semester grades.                                                                                                                                                                                                                                                                |

\* Once a standard is assessed, the same grading mark for that standard will follow in subsequent reporting periods. If a student shows improvement or mastery of the standard from additional instruction, the grade the following quarter should reflect the growth. If a student begins to show a lower level of proficiency on a standard, the grade should be modified to reflect the reduction in mastery. All boxes on the report card should have a grading mark by the final report card.

## Absences

"Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she may turn in the assignment **without penalty** for being late within a **reasonable amount of time**. The teacher shall evaluate and assign a grade/credit **based on the quality of the work**." (BP 5121)

Student absences affecting progress should be indicated on the report card by checking the appropriate box.

## What Can Teachers Use to Determine Grades?

Report card grades should reflect a student's current level of proficiency on a set of standards or a cluster of standards. Teachers should use the recent scores from multiple measures to determine the appropriate grade to be placed on the report card. **Averaging all grades from a quarter does not depict the growth a student has demonstrated or the current level of proficiency.**

- ★ Mild/Moderate Special Education students should be graded according to the student's level of proficiency on grade-level standards, using the same metrics and guidelines as General Education students. Moderate/Severe students should be graded on their mastery of the skills taught in the alternative curriculum using the Unique Benchmarks.

| Language Arts               |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard Cluster            | Assessments                                                                                                                                                                                                                       | Other Grading Methods                                                                                                                                                                                                                         |
| Reading Foundational Skills | <ul style="list-style-type: none"> <li>95% Weekly Sound Spelling Assessments</li> <li>95% Unit Assessments</li> <li>Phonics Screener for Intervention</li> <li>Acadience Screener Data</li> <li>Fluency Passages</li> </ul>       | <ul style="list-style-type: none"> <li>Classwork</li> <li>Class Discussion</li> </ul>                                                                                                                                                         |
| Reading for Information     | <ul style="list-style-type: none"> <li>Weekly or Unit Benchmark Assessments</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Informational Text Close Read/Listening #1 &amp; #2- Work Samples</li> <li>History/Science Close Reading Work Samples</li> <li>Class Discussion</li> </ul>                                             |
| Reading for Literature      | <ul style="list-style-type: none"> <li>Weekly or Unit Benchmark Assessments</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>Narrative Text Close Read/Listening #1 &amp; #2- Work Samples</li> <li>Class Discussion</li> </ul>                                                                                                     |
| Writing                     | <ul style="list-style-type: none"> <li>Writing Prompt Response (opinion, informative/explanatory, narrative)</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>Close Read - Constructed Response</li> </ul>                                                                                                                                                           |
| Language                    | <ul style="list-style-type: none"> <li>Writing Prompt Rubric (grammar, capitalization, punctuation, spelling, etc...)</li> <li>Oral Presentations (grammar)</li> <li>Unit Benchmark assessments (vocabulary questions)</li> </ul> | <ul style="list-style-type: none"> <li>Informal writing prompts/journals (grammar, capitalization, punctuation, spelling, etc...)</li> <li>Student oral responses (grammar)</li> <li>Close Read–Vocabulary</li> <li>95% Morphology</li> </ul> |

| Math                                           |                                                                                                                                                                    |                                                                                                                   |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Standard Cluster                               | Assessments                                                                                                                                                        | Other Grading Methods                                                                                             |
| Counting & Cardinality                         | <ul style="list-style-type: none"><li>• Eureka Mid-Module Assessments</li><li>• Eureka End-of-Module Assessments</li><li>• Topic Quizzes</li></ul>                 | <ul style="list-style-type: none"><li>• Student Work Samples</li><li>• Zearn</li><li>• Class Discussion</li></ul> |
| Operation & Algebraic Thinking                 |                                                                                                                                                                    |                                                                                                                   |
| Number in Operations Base Ten                  |                                                                                                                                                                    |                                                                                                                   |
| Number and Operations-Fractions                |                                                                                                                                                                    |                                                                                                                   |
| Measurement & Data                             |                                                                                                                                                                    |                                                                                                                   |
| Geometry                                       |                                                                                                                                                                    |                                                                                                                   |
| Science                                        |                                                                                                                                                                    |                                                                                                                   |
| Knowledge of science content & concepts        | <ul style="list-style-type: none"><li>• Summative Assessment</li><li>• Scenario-based Assessment</li></ul>                                                         | <ul style="list-style-type: none"><li>• Projects</li><li>• Class Discussion</li><li>• Investigations</li></ul>    |
| Process skills in problem-solving              | <ul style="list-style-type: none"><li>• Summative Assessment</li><li>• Scenario-based Assessment</li></ul>                                                         | <ul style="list-style-type: none"><li>• Projects</li><li>• Class Discussion</li><li>• Investigations</li></ul>    |
| History-Social Science                         |                                                                                                                                                                    |                                                                                                                   |
| Knowledge of social studies content & concepts | <ul style="list-style-type: none"><li>• Lesson Stop &amp; Check</li><li>• Lesson Report Your Findings</li><li>• Lesson Assessment</li><li>• Chapter Test</li></ul> | <ul style="list-style-type: none"><li>• Projects</li><li>• Class Discussion</li></ul>                             |
| Applies critical thinking                      | <ul style="list-style-type: none"><li>• Chapter Inquiry Projects</li></ul>                                                                                         | <ul style="list-style-type: none"><li>• Projects</li><li>• Class Discussion</li></ul>                             |
| ELD (English Language Development)             |                                                                                                                                                                    |                                                                                                                   |
| Part I: Interacting in Meaningful Ways         | <ul style="list-style-type: none"><li>• <a href="#">ELD Rubrics</a></li><li>• Acadience Data</li></ul>                                                             | <ul style="list-style-type: none"><li>• Class Discussion</li><li>• Student Work Samples</li></ul>                 |
| Part II: Learning About How English Works      |                                                                                                                                                                    |                                                                                                                   |

## Defining Important Words

| Word                                   | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Multiple Measures of Assessment</b> | Teacher teams should reflect on their assessment methods and work towards including multiple measures to determine if the student is proficient including, but not limited to, tests, projects, portfolios, and/or class discussions as appropriate.                                                                                                                                                                                                                                            |
| <b>Proficiency Level</b>               | Proficiency should be determined by the grade-level team. The team should review each assessment opportunity to determine how many questions are directly aligned with the standard and determine a scale for proficiency.                                                                                                                                                                                                                                                                      |
| <b>Reasonable Amount of Time</b>       | A reasonable amount of time is the professional judgment of the teacher. The verbiage “reasonable amount” is directly from Educational Code 48205b. Grade-level teams or sites can calibrate on the definition of a reasonable amount of time.                                                                                                                                                                                                                                                  |
| <b>Final Marks</b>                     | Final marks are based on the student’s mastery of the standard at the end of the grading period and are not an average of the assessments given during the grading period.                                                                                                                                                                                                                                                                                                                      |
| <b>Mastery of Standard</b>             | Mastery of the standard is the level of achievement/proficiency on a standard demonstrated by student evidence.                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Not Assessed (N/A)</b>              | Once a standard is assessed, the same grading mark for that standard will follow in subsequent reporting periods. If a student shows improvement or mastery of the standard from additional instruction, the grade the following quarter should reflect the growth. If a student begins to show a lower level of proficiency on a standard, the grade should be modified to reflect the reduction in mastery. All boxes on the report card should have a grading mark by the final report card. |

## Resources

- [Elementary Grading Practices Training](#)
- [Elementary AERIES Gradebook Setup](#)
- [EdTech AERIES Support Website](#)
- [Elementary Report Cards](#)
- [Elementary Report to Parents Dates](#)