



Traut Core Knowledge Elementary School Grading Policy (Approved May 1, 2003) Revised 03_11_21

I. Background

The Covenant states that the mission of the school is accomplished by the teaching of the common foundation of organized knowledge based on the core knowledge sequence and learning skills (Core Knowledge). The Site-Based Management Council has adopted a curriculum based on the Core Knowledge and applicable state standards. The Covenant also states that grades should be based on the assessment of knowledge and skill, not behaviors and attitudes.

The Covenant also states the principal determinants of individual academic success are individual ability and effort. The policies of the school (grading, discipline, homework, and pedagogy) must support the student's adoption of a personal quest for academic growth (using the clearly marked path of expectations) in knowledge, skill, and character. The guiding philosophy of the school acknowledges that children can and should be held accountable for their own schoolwork and behavior.

II. Responsibilities of Students, Parents and Teachers

The students' primary responsibility is to learn the Core Knowledge, to apply the Core Knowledge in assigned work, and to respond constructively to feedback from their teachers.

The teachers' primary responsibility is to teach the Core Knowledge, measure the students' status, and provide feedback to the students and parents.

The parents' primary responsibility is to support and encourage the students and teachers in their respective learning and teaching of the Core Knowledge.

III. Written Definition; Communication

The teacher will provide grades for each student in each subject at the end of each report card period on a report card. The report cards for the various grades will use the report card models and definitions in Appendix A. The school district will determine the length of the report card period.

At the beginning of each academic year, and anytime changes are made, the teacher will provide the students and parents with a written definition for each subject corresponding to the applicable report card model describing the teacher's expectations for the students.

The written definition need only consist of specific curriculum maps and checklists related to appropriate grade-level skills. The teacher is encouraged to use definitions that are easily understood by the students, that are reasonably accurate, that emphasize objective criteria over subjective criteria, and that assess the students status in learning.,

The written definition may vary from grade to grade. Teachers may vary the written definition during the academic year, provided it does not change the grading templates established at the beginning of the academic year. The teachers are encouraged to identify key aspects of the written definition to be consistent within a grade level as a best practice. The teacher may not vary it from student to student except to comply with law or district policy, for example, to implement Individual Education Plans (IEPs), or on an individual basis after notification of the principal and the notification and agreement of the individual's parents. Teachers who choose to vary assignments within a class, for example, by using subgroups, or providing extra credit work must address this within the written definition, if necessary.

Parents are encouraged to keep abreast of their child's progress and assignments via Friday Folders, newsletters, internet information sources and any other communication provided by the teachers. The teachers are encouraged to communicate any significant concerns outside the normal report card communication, and, if possible, timed such that remedial action may be taken.

IV. Advancement; Privacy; Dispute Resolution

Parents or teachers may raise the question of whether a student is sufficiently prepared to advance to the next grade level at the end of the year. The principal, the teacher and the student's parents will decide these questions after a careful consideration of all factors. Remedial steps may be required.

Grades associated with individual students, whether on report cards or on individual assignments, are private communications between the teacher, the student, the student's parents and the school administration. The teacher may allow the students to grade each other's individual assignments, however, results must be communicated to the teacher privately. Volunteers assisting with grading may only provide results to the teacher.

Any concerns or issues regarding the implementation of this policy may be resolved by use of the Conflict Resolution Process.

Appendix A

The report card will also include any administrative reporting the school administration finds appropriate. The following report card models are available:

321 Model:

3	Meeting Expectations
2	Approaching Expectations
1	Beginning Expectations
NA	Not Applicable

4321 Model

4	Consistently shows a thorough understanding of the concepts or skills or extends understanding beyond the requirements or the standards.
3	Shows a complete and correct understanding of the concepts or the ability to perform the skills as articulated in the standards.
2	Shows partial mastery of prerequisite knowledge and limited or incomplete understanding of the concepts or skills as articulated in the standards.
1	Shows a beginning understanding of the concepts or performance of the skills as articulated in the standards.

The following categories will use the report card models assigned in the Report Card Model Usage Table below.

Report Card Model Usage Table

	Emotional and Social Growth; Work Skills	Academic Achievement - Effort	Academic Achievement – Achievement Education	Academic Achievement – Achievement – Art, Music, Physical Education
K	321	321	4321	4321
1	321	321	4321	4321
2	321	321	4321	4321
3	321	321	4321	4321
4	321	321	4321	4321
5	321	321	4321	4321