

Grade Weightings for Grades 3-5 Anderson One

Minimum Number of Grades:

- ☐ The required minimum number of grades per nine-week reporting period for each content area is listed in parentheses. Please note the reduced number of required grades for Science and Social Studies.

Lowest Grade Possible:

- ☐ The lowest grade possible to be recorded in the teacher grade book at the end of the nine-week period should be 50/F.
 - ☐ Actual grades below a 50 should be entered, but the final average should be changed if below a 50.
- ☐ Traditional procedures of assigning grades to students may not be appropriate for MLs dependent on English proficiency. The lowest average at the end of the nine-week period should be no lower than 60/D.
 - ☐ Actual grades below a 60 should be entered, but the final average should be changed if below a 60.

Variety of Grades:

- ☐ Teachers should utilize a variety of assessment/assignment types that will be factored into the student's final grade. For example, minor grades collected for math should not be all weekly reviews.

Comments:

- ☐ Teachers should provide specific and informative comments on the school report card relative to the child's academic progress and behavior (i.e. Is the child reading below, on or above grade level, etc.)

Science and Social Studies:

- ☐ A final grade for both Science and Social Studies should be recorded for each 9-week period.

Belief Statements in Regard to Assessment/Grades:

- ➔ *We believe* that all students can learn at high levels.
- ➔ *We believe* that the end-of-period grade should accurately reflect the child's ability in that specific content area.
- ➔ *We believe* that collaborative teams that function at a high level should use the results team-developed common formative assessments (CFAs) to design and implement a systematic response to support those students who have not yet mastered essential skills/standards and those students who have already mastered essential skills/standards.
- ➔ *We believe* that final grades should not be viewed as punitive in nature, but rather reflective of the child's "current reality" while also providing hope for future success.
- ➔ *We believe* that consistent communication with parents/guardians in regard to academic progress and behavior is vital to the overall well-being of the children we teach.

The assignments listed are only examples or suggestions for minor and major grades. Please feel free to use your own ideas in collaboration with your school leadership.

ELEMENTARY – for grades 3 to 5

	Minor	Major
<u>Reading/ELA</u>	(a minimum of 7) 60% Comprehension strategies and skills; cold read assessments; responses in literature; language/grammar assessments; writing process; research process; writing prompts; word study; multiple choice writing assessment	(a minimum of 2) 40% Unit tests Extended writing response scored with state rubric
<u>Math</u>	(a minimum of 7) 60% Grades based on daily activities/class assignments/including subject specific content knowledge; quizzes; performance assessments	(a minimum of 2) 40% Unit tests
<u>Science</u>	(a minimum of 4) 60% Grades based on activities/assignments including subject specific content knowledge; process skills; quizzes; science lab participation; science lab/class journal entries; writing assignments; observation; checklists; presentations; performance assessments; portfolios	(a minimum of 1) 40% Unit tests; culminating projects; performance assessments; grades should be based on subject-specific content knowledge; thinking/reasoning skills
<u>Social Studies</u>	(a minimum of 4) 60% Grades based on activities/assignments including quizzes, writing assignments; grades may be based on subject specific content knowledge; observation, presentations, portfolios; thinking/reasoning skills; communication skills	(a minimum of 1) 40% Unit tests; culminating projects and performances; grades may be based on subject-specific content knowledge; thinking/reasoning skills; communication