

**Elementary Grading Policy
2016-2017**

Introduction: Standards-based grading provides a focus on measuring student proficiency on grade level learning outcomes, based upon the California state standards.

Implementation: To ensure that each student is evaluated based upon mastery of grade level appropriate skills and concepts, teachers will assess, instruct, and evaluate student learning and performance. Each student's semester report card grade marks will include the following criteria:

- **Accuracy:** Student's grade marks are based on assessments of student learning of standards-based grade level skills/concepts, as demonstrated by teacher observation of performance during live instructional sessions, evaluation of student coursework, performance on assigned assessments, etc. Non-academic factors, such as effort and behavior, are essential, however they should not impact students' academic grade marks.
- **Consistency:** Learning outcomes are based on rubrics, answer keys, and teacher-communicated performance expectations that describe exactly what the student should know and be able to demonstrate in each skill/concept.
- **Meaningful:** Grade marks should clearly communicate student achievement levels and growth that has taken place throughout each grading period.
- **Supportive of Learning:** Grade marks focus on demonstrated proficiency, and provide feedback to ensure that all students are given opportunities for enrichment and/or intervention so that every student has the opportunity to reach his/her full academic potential.

Rubric: Student grade marks will be based upon ILP assignments, utilizing the following rubric. Each grade level report card will indicate the standards being measured in each content area.

<i>Progress Towards Standard Mastery</i>	<i>Description</i>
4	Student consistently demonstrates exceptional mastery of grade level standard being measured, with in-depth inferences and applications.
3	Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2	Student is approaching mastery of grade level standard being measured, but has some errors/omissions.
1	Student demonstrates little or no understanding of grade level standard being measured.
Not Measured (X)	Standard was not assessed during grading period.

Non-academic factors include the following:

- Work and study habits
 - Completes online coursework consistently and on time, as indicated on the ILP/syllabus
 - Completes offline assignments neatly and submits on time, as indicated on the ILP/syllabus
 - Demonstrates organizational skills
 - Works independently and is a self-directed learner
 - Attends assigned live instructional sessions regularly
 - Contributes to classroom discussions and activities
 - Engages in self-evaluation/reflection of learning
- Responsibility for learning
 - Communication skills
 - Participates in class discussions
 - Listens attentively and follows directions
 - Asks for help when needed
 - Effectively presents knowledge and ideas when speaking
 - Effectively presents knowledge and ideas when writing
 - Collaboration skills
 - Works well with others
 - Respects rights and property of others
 - Accepts responsibility for learning and classroom behavior

These factors will be evaluated upon the following rubric:

<i>Indicator</i>	<i>Description</i>
Outstanding (O)	Student consistently meets classroom and coursework expectations with little or no additional support.
Satisfactory (S)	Student generally meets classroom and coursework expectations, but may require additional support and on-task prompting.
Needs Improvement (N)	Student requires significant additional support to meet classroom and coursework expectations.