

Grading Policy

The school year is divided into four marking periods. Each marking period is approximately nine weeks long. Some marking periods may be longer or shorter depending on vacation days and content of material to be mastered. Your child will receive a report card the week after the marking period ends. Reports will be sent home via the “take-home” folder. Parents are to sign and return the report to the teacher within three days of it being issued.

Subjects That Will Be Graded

- Mathematics
- Language Arts: Grammar, Writing, Mechanics, Penmanship
- Reading
- Spelling

Students in **grades three through five** will receive report cards based on the following scale for academic grades.

Grade	Grade Range	Description
A	90-100	Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills.
B	80-89	Above Average Progress Often demonstrates in-depth understanding of concepts, processes, and skills
C	70-79	Average Progress Demonstrates a developing understanding of concepts, processes, and skills.
D	60-69	Lowest Acceptable Progress Demonstrates a beginning understanding of concepts, processes, and skills.
F	0-59	Non- completion of important components of tasks. Demonstrates little or no understanding of concepts, processes, and skills.
I		Incomplete- working towards completion of work

Incomplete Grades: If a student has been absent for an extended period of time or has not fulfilled the required coursework, an Incomplete (“I”) grade may be given on the progress report. Incomplete work must be finished within two weeks of the issuance of the progress report. If this is not done, the “I” becomes an automatic “F.” If the “I” is assigned at the end of a school term, it automatically becomes a failure at the end of two weeks. In unusual hardship cases the teacher may get permission from the administration to give an extension of time. It is the student’s responsibility for completing the work on time.

Assessment Types

There are three types of assessments teachers use to monitor student learning. Below is a chart of the types of assessments with explanations of each type.

	Diagnostic	Formative	Summative
Purpose	to assess knowledge prior to instruction	to monitor and guide a process/product while it is still in progress	to determine how much a student has understood concepts
Time of Assessment	prior to initial instruction	during the learning process	at the end of a unit

Diagnostic assessments and homework are not counted in a student's grade.

Grade Dispersion

- **Homework-** This type of work consists of reading logs, workbook pages, additional worksheets, and memorization work. This is a time when students are learning to master a skill independently. At this level, they are still *working towards mastery*. Incomplete homework will be done during recess.
- **Formative Assessment –Classwork/ Quizzes** - During classwork time, students are exposed to new concepts and then asked to *practice* those concepts. This type of work includes floor work, memorization work, worksheet pages, workbook pages, projects completed in class, and writing done in class. Not every experience will be graded. Assignments that represent the value of a given concept will be used for grading. Floor work is critical in the development of concrete experiences that lead to abstraction. Most classwork is when students are working *towards mastery*. Any classwork not completed on time that has a specific due date will receive a grade of 0.
- **Summative Assessments-Tests/Projects/Quizzes** - Tests and projects will have specific dates that are on the HOMEWORK & TESTS page on the class website. For students in grades three through five, a test/project date is the responsibility of the student. Please check these dates frequently so that you are aware of upcoming tests/projects. Most tests will have a review in class the days before the test. The only exceptions are spelling tests and reading tests. All spelling tests are on Fridays. Saxon math tests are given weekly on Thursdays. Saxon math tests require an overall average test grade of 80% to be promoted to the next grade level in mathematics. Quizzes will be unannounced. Projects will have a rubric and a due date. Any projects that are clearly the work of someone other than the student will receive a grade of 0.
- **No extra credit work will be given for a student to “make-up” a grade due to incomplete/unfinished work.** Giving students extra work to make up grades is unfair to students who have worked hard to complete assignments and turn them in on time.

Grading Notation

You will notice several notations on student work. Most work is corrected in red pen/pencil. Below is a key to help you understand specific notations. Not all work will have all notations.

Checkmark \checkmark	Student arrived at the answer correctly on the first attempt.
Circle \bigcirc	Answer is incorrect.
Circle with a checkmark through it 	Student has arrived at the correct answer after a second attempt. If a student does not answer the question correctly after the second attempt, teacher questioning will be given to guide the student to the correct answer.
“concrete”	Student work is from a “hands-on” work in the classroom.
“abstract”	Student is working at the abstract level.
“teacher assistance”	Student was working with teacher as this work was completed. This type of work may be introductory work or work the child still needs assistance in order to complete successfully.
“independent”	Student was working independently to accomplish this work.
“group work”	Student was working in a group with a teacher or other students to accomplish this work.
“checkerboard”	multidigit multiplication Montessori material
“stamp game”	+,-, x, \div to the thousands, Montessori (representational) material
“golden beads”	+,-, x, \div to the thousands, Montessori material
“racks & tubes”	division Montessori material

Retention/Promotion of Grade Levels

The primary factor in retention is the student’s welfare. Retention/Promotion to the next grade level will be an administrative decision based on classroom performance, grades, teacher observation, and standardized test results. In order to be promoted in second through fifth grades a student must have a *cumulative* grade of C in all subject areas. Any grade of F on any report is grounds for retention.