

Elementary Progress Report

Everett Public Schools

Grading Guidelines

Last revised January 2016

1. What are the guidelines for giving a '3' or a '4' in the general education classroom?

What a '3' is: A '3' means the student is meeting the grade-level expectations, i.e., standards, GLEs / PEs. Woohoo! A cause for celebration!

What a '3' is not: A '3' is not for a student who is almost there. Just a little longer and they will have it. This student would be a '2', approaching standard.

What a '4' is: A '4' means the student's work is exceeding grade-level expectations. This work may be at the advanced level of proficiency up to a grade level above the standard.

What a '4' is not: A '4' is not for a student who did extra "level-3" work for extra credit, or got 100% on tests made up of all level-3 items. Without evidence that the student's work exceeds the grade-level expectations, the student would receive a '3'.

2. What about for students in the Highly Capable Program? What are the guidelines for giving a '3' or a '4' to these high-performing students?

What an 'HC 3' is: The grade-level expectations are the same in all areas except the (standards) in Reading and Mathematics for students in the Highly Capable Program are one grade-level higher. A student meeting these expectations would receive a '3'.

What an 'HC 3' is not: A '3' is not for a student who is almost there, or is meeting the regular classroom grade-level expectations but not the Highly Capable Program grade-level expectations. This student would be a '2', approaching HC Program grade-level expectations.

What an 'HC 4' is: The grade-level expectations are the same in all areas except the (standards) in Reading and Mathematics for students in the Highly Capable Program are one grade-level higher. A '4' means the student's work is exceeding HC grade-level expectations. This work may be at the advanced level of proficiency up to a grade level above the HC standards.

What an 'HC 4' is not: A '4' is not for a student who did extra "HC level-3" work for extra credit, or got 100% on tests made up of all "HC level-3" items. Without evidence that the student's work exceeds the HC Program grade-level expectations, the student would receive a '3'.

3. How do we grade a student on an IEP who is performing below grade-level expectations but is performing at his/her achievement level?

For example, a third-grade, IEP student is reading at the first-grade level.

- (1) Does the regular classroom teacher record a '1' on the progress report and let the Resource Room teacher report the student's progress toward his/her IEP Annual Goals,
or
- (2) Does the regular classroom teacher modify the grade on the progress report to show how the student is performing on his/her IEP Annual Goals?

The answer is #1.

Regular Classroom The regular classroom teacher would report progress on the grade-level expectations (in this example, a '1').

SpEd Resource Room The Special Education Resource Room teacher would report progress on the student's IEP Annual Goals. This is Special Service's policy and should not be a surprise to parents.