

Elementary Progress Report

Everett Public Schools

Grading Guidelines

Last revised September 2011

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

<u>What a ‘3’ is:</u>	A ‘3’ means the student is <u>meeting</u> the grade-level expectations, i.e., GLEs / PEs. Woohoo! A cause for celebration!
<u>What a ‘3’ is not:</u>	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’, <u>approaching</u> standard.
<u>What a ‘4’ is:</u>	A ‘4’ means the student’s work is <u>exceeding</u> grade-level expectations. In fact, this work is often at least one-year above grade level.
<u>What a ‘4’ is not:</u>	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?

<u>What an ‘HC 3’ is:</u>	The grade-level expectations (GLEs & PEs) in Reading and Mathematics for students in the Highly Capable Program are one grade-level higher. A student <u>meeting</u> these expectations would receive a ‘3’.
<u>What an ‘HC 3’ is not:</u>	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’, <u>approaching</u> HC Program grade-level expectations.
<u>What an ‘HC 4’ is:</u>	A ‘4’ means the student’s work is <u>exceeding</u> even the HC Program’s grade-level expectations by one-year. In Reading and Mathematics, this means the student’s performance is exceeding the already one grade-level higher expectations by one-year (two years above grade level).
<u>What an ‘HC 4’ is not:</u>	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 by one year, the student would receive a ‘3’.

3. How about a student who is a ‘4’ at semester but then the performance expectation rises throughout the year to catch up with his/her level. Does that student remain a ‘4’ or drop to a ‘3’?

For example, a student enters Kindergarten knowing all of her letters. Is she a ‘4’ at first semester? How about at the end of the year, when the grade-level expectation is for all students to know their letters, is she dropped to a ‘3’? If so, won’t that come across as a drop in performance to her parents?

Skills vs. Standards: This often appears as a Kindergarten or First Grade issue where a finite number of skills are being measured and reported. Should this student receive a ‘4’ at first semester?

It is the grade-level expectation that students know all of the letters. If a student is meeting that expectation, albeit early, she should get a ‘3’. As one Kindergarten teacher recently told me, “There are 26 letters. It’s not like they can know more than 26 letters, or know them better or deeper.” We need to be practical in our pursuit of consistency. In this example, if she knows all of the letters (skills), give her a 3 and move on to new expectations where she applies her skills for new learning.

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4. 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.