

**Grading Policy**

Grades are an important part of our job as educators. Teachers need to provide accurate and prompt feedback to students about their current progress as it relates to current objectives. Grades and reports are generated through Power School. Teachers are required to manage and monitor their own grade book. **Grade books should be updated bi-weekly**. When all grades are submitted, the Office will print report cards.

* **Summative data**: this is data that is used to measure what a student has learned (called Assessment ***of*** Learning); typically end of unit tests, chapter tests, book reports, quizzes, certain class work, projects, presentations, etc. These items are typically those that are turned in to be marked, and a grade is assigned in the grade book.
* **Formative data**: this is data that is collected during the learning process to help and assist a student in the acquiring of the new knowledge or skill (called Assessment ***for*** Learning); these items are often anecdotal observations, but can also include class work and homework, group activities/projects. **NOTE:** Feedback alone should be used with formative assessments. Formative assessments are generally not graded.

CCAUE uses Power School as its electronic grading program, and teachers should be familiar with how subject grade books are created, setup, and maintained on a regular basis. Teachers should make grade entries **on a BI-Weekly** basis so you are well informed of students’ progress and parents can be well informed of their child’s most recent achievement.

Common Summative Assessments at each grade level are provided for in the Curriculum Crafter, Study Island, ANet, and/or resources/programs that we utilize in the academy.

For each Common Summative Assessment, there must be a pre- and post-assessment given to students. Before administering a pre-assessment, look at the standards to decide what is going to be assessed. Information from pre-assessments is essential to be able to inform lesson planning and differentiation in the classroom. The assessments will determine which students are at Mastery (90-100) Progressing (70-89)or Unsatisfactory (0-69). A post-assessment should be given at the end of when the standards have been taught to ensure academic growth. **This post-assessment should mirror the pre-assessment.**

* **As a general rule 1 assessment and 1 classwork grade per subject, per two week period should be put in the grade book (Science and Social Studies 3 weeks). Reading will include one comprehension test and one based on CCSS each month.**
* **Each assessment that is indicated on your lesson plans, should be found in the grade book. All assessments will be labeled with all CCSS or GLCE that the assessment covers.**
* **Please keep track of the number of students who are considered unsatisfactory (0-69). 75-80% of your students should be considered progressing before moving to a new standard/unit. If only a small percentage of students are unsatisfactory, centers time for math and reading are appropriate times to help students “catch-up”.**

**Report Cards**

* Every quarter
* Each quarter is a separate grading period
* BE sure to update weighting for each marking period
* Modified report cards will be issued for one-on-one students
* Special Ed students receive a sticker noting that instruction and assessment was modified
* GRADES MUST BE FINALIZED IN EACH QUARTER BEFORE YOU SEND THEM!

Please enter comments for any grade below a “C” to indicate why the students is underperforming.

\*\*To send grades, please check the box to finalize grades for that marking period.

**Grading Scale**

94 A

90 A-

87 B+

84 B

80 B-

77 C+

74 C **Grade Book Weighting Scale for Content Areas**

70 C- Assessments = 60% Classwork/ Projects = 40%

67 D+ Spelling (place in writing)= 5-10% (writing classwork will be 30%)

64 D Vocabulary= 10% of reading (classwork will be 30%)

60 D-

59 F

Grades are reported to parents a minimum of eight times during the school: four end of term Report Cards and four mid-term Progress Reports. These reports are generated through Power School.

Collaboration between general education and special education teachers is required for both progress reports and report cards: case managers collaborate on grades and the social worker collaborates on conduct and work/social habits. **Classroom teachers cannot assign final grades in any term until after they have consulted with the collaborative teachers.**

Particular students may require reporting on a more frequent basis, as determined by means of a conference between the teacher, the parent(s), and other necessary stakeholders. The type and frequency of such reports is determined on a per case basis.

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| Progress Report Due Dates | Report Card Due Dates |
| October 2nd | October 31st |
| November 26th | January 16th |
| February 27th | April 3rd |
| May 8th | June 11th |