

If a teacher has a concern about a student attending a scheduled class field trip, this concern should be discussed with the School Leader before any mention is made to a parent. No teacher has permission to deny a student attendance on a field trip without the authorization of the School Leader.

Trips should be scheduled to depart from the school no earlier than 8:30 a.m. and return no later than 2:15 p.m.

Field trips are also an extension of the school. Students should be aware that the same rules of conduct and behavior apply on trips and in the bus (if used). Jeans and school uniform shirt are Field Trip attire. ALL students should have a sticker with the school number and address for safety concerns.

GRADING, RECORD KEEPING & REPORTING

Teachers are expected to collect, record, analyze, and disaggregate data in their classroom on a regular and on-going basis. It is no longer enough to say that "Data Drives Instruction": it has to be "Informed Data Drives Instruction" This means that teachers have to utilize tools to collect data and use the results collected to take meaningful steps to improve both teaching and learning in the classroom. In this process, teachers can collect two different kinds of data:

- **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 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.

CCAD 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 (Just a suggestion, but keep a hard copy of your grades in case technology shuts down). Teachers should make grade entries on a **WEEKLY BASIS** so you are well informed of students' progress and parents can be well informed of their child's most recent achievement. **Gradebook feedback will be provided EVERY Wednesday for your review.**

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

For each standard/skill taught, there must be a pre- and post-assessment given to students. Before administering a pre-assessment, look at the standard/skill 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. As a result, pre-assessments are non-negotiable. 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 the standard/skill being taught to ensure academic growth. **This post-assessment should mirror the pre-assessment.**

- **As a general rule, there should be at least 2 formative assessments per week (1 formative for Science and Social Studies) and at least 1 summative assessment every 3-4 weeks depending on the standards being taught.**
- **Each assessment that is indicated on your lesson plans, should be found in the grade book. All assessments will be labeled with 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 standards/unit. If only a small percentage of students are unsatisfactory, centers time for math and reading are appropriate times to help students “catch-up”**

HOMWORK

Homework should be a review of the day’s lessons or prior knowledge. It should support instruction. It should **never** be a new concept. Homework must be differentiated depending on the child’s level and mastery of the skill. Do not send work home that the student cannot do.

Homework is not an authentically reliable assessment, and so it is not a valid way to monitor progress. It is basic practice.

Students should not be assigned a grade for Homework submitted. However, students completing and turning in Homework may receive credit for doing so.

In Power School, Homework should be listed as a skill and not a letter grade.