

## Elementary School SPP&G – Board Mock Up

### Draft of Key Changes for 2015-16

1. **Components of Academic Grades** - section on **pg. 6 and 7** of the draft. Proposed Changes:
  - a. From “No one component may count for more than 40 percent of the total academic grade” to maximum percentages for each category (Student Engagement – 20%, Student Progress – 30% and Student Mastery – 50%)
  - b. Explicit expectation that each Category must include two or more components
  - c. Clarification that teachers may add to the **suggested** components listed in the SPP&G

### **Components of Academic Grades**

Teachers will use a **balanced approach** in evaluating student mastery of standards and in determining grades. Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and must include at least two of the suggested components from each of the following categories. No one component may count for more than 40 percent of the total academic grade, and no one category may count for more than 60 percent of the total academic grade.

Categories of Academic Grades	Suggested Components for Each Category
Student Engagement With Standards	Participation, group work, class discussion, journals/logs/notebooks, teacher observation, student reflection, or other measures of student interaction
Student Progression Toward Standards	Homework, problem solving, class assignments, quizzes, anecdotal records, student self-assessment, or other measures of student progress
Student Mastery of Standards	Tests, proficiency assessments, projects, performance assessments, presentations, or other measures of student mastery

## Components of Academic Grades

Teachers will use a **balanced approach** ~~by using three grading categories (Engagement, Profession, and Mastery) to determine grades. in evaluating student mastery of standards and in determining grades.~~ Academic grades reflect what the student knows and is able to do. Academic grades are based on standards and reflect what the student knows and is able to do. Each of the three categories must be represented, and each category must include at least two components. Each component used must include multiple (two or more) grades/assignments. Participation points are not attendance points, and academic grades are not reduced as punishment for misconduct. ~~must include at least two of the suggested components from each of the following categories. No one component may count for more than 40 percent of the total academic grade, and no one category may count for more than 60 percent of the total academic grade.~~

<u>Categories of Academic Grades</u> <u>Categories of Academic Grades</u> <u>(must include all three)</u>	<u>Suggested Components for Each Category</u> <u>Component for Each Category</u> <u>(Examples include, but are not limited to, the following.</u>
Student Engagement With Standards <ul style="list-style-type: none"> <li><u>Shall count for no more than 20% of the total academic grade</u></li> </ul>	Participation, group work, class discussion, journals/logs/notebooks, <u>projects</u> , teacher observation, student reflection, or <u>other measures of student interaction (must include two or more)</u>
Student Progression Toward Standards <ul style="list-style-type: none"> <li><u>Shall count for no more than 30% of the total academic grade</u></li> </ul>	<del>Homework, p</del> Problem solving, class assignments, quizzes, anecdotal records, student self-assessment, or <u>other measures of student progress (must include two or more)</u>
Student Mastery of Standards <ul style="list-style-type: none"> <li><u>Shall count for no more than 70% of the total academic grade.</u></li> </ul>	<del>Tests, Proficiency</del> <u>Test/Proficiency</u> assessments, <del>projects</del> , performance assessments, presentations, or <u>other measures of student mastery (must include two or more)</u>
<ul style="list-style-type: none"> <li><u>Teachers must use all three categories listed above when setting up categories in their gradebook in Infinite Campus or other electronic gradebook.</u></li> <li><u>No one assignment can count for more than one-third of an entire category (i.e. Engagement, Progression, and Mastery.</u></li> </ul>	

A copy of the teacher's grading procedure must be supplied to the students, parents/guardians, and the principal.

2. **Standards-Based Grading** - pg. 8 of the draft. Proposed addition:

The purpose of this chart is to make connections between the proposed grading scale and the 4 point Standards-Based approach for schools piloting or using Standards-Based Grading.

### **Standards-Based Grading**

For schools using standards-based grading, the following conversion chart should be used to connect the standards-based grading scale to the JCPS grading scale:

Letter Grade	Standards-Based Grading Marks	Grading Scale	Performance Description
A	4	93–100	Above Standards
B	3	86–92	Meets Standards
C	2	79–85	Approaching Standards
D	1	70–78	Below Standards
U	–	Below 70	Substantially Below Standards

3. **Grade Reporting** - pg. 8 of the draft. Proposed changes:
- a. Reflect four grading periods instead of six
  - b. Clarify language concerning process to be followed when a student is not making satisfactory progress
  - c. Clarification and additional guidance for parents - steps they can take if they have concerns about their child's academic progress or about their child's report card grade(s).

## **Reporting Student Performance, Progress, and Process**

Communication with students and parents is critical. The reporting process needs to be clear, consistent, and ongoing. Through conferences, the teachers and parents can evaluate the growth and achievement of the student and the progress to be expected. Parents/Guardians who have concerns about their child's progress should first contact his or her teacher. Then, if necessary, they should schedule a conference with the principal and/or counselor. If a student is not making satisfactory progress in meeting assessment benchmarks, interventions must be implemented. Communication among the designated administrator, teacher(s), and the parent/guardian is essential.

Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, a conference with a counselor is scheduled. If it is still not resolved, a conference with the principal is scheduled. If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the achievement area assistant superintendent for a review. A written response stating the achievement area assistant superintendent's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. Admissions and Release Committee (ARC) procedures should be followed for students in the Exceptional Child Education (ECE) Program.

The ICPS District-approved report card is distributed to students every six weeks during the school year. Report card grades are recorded on the student's permanent record at the conclusion of each six-week grading period. Report cards are issued at the end of weeks 6, 12, 18, 24, 30, and 36 of school.

## Reporting Student Performance, ~~Progress,~~ and ~~Process~~ and Grade Reporting

Communication with students and parents concerning student progress is critical. ~~The reporting process needs to be clear, consistent, and ongoing. Through conferences, the teachers and parents can evaluate the growth and achievement of the student and the progress to be expected. Parents/Guardians who have concerns about their child's progress should first contact his or her teacher. Then, if necessary, they should schedule a conference with the principal and/or counselor. If a student is not making satisfactory progress in meeting assessment benchmarks, interventions must be implemented. Communication among the designated administrator, teacher(s), and the parent/guardian is essential.~~ Report card grades are determined and recorded at the end of weeks 9, 18, 27, and 36 of the school year. The JCPS District-approved report card is distributed to students following every nine-week grading period. If a student is not making satisfactory progress, parent/guardians must be notified, by phone or in writing, by the teacher at least two weeks prior to the end of the grading period. Parent contact must be documented by the teacher. An intervention plan must also be developed and implemented to assist struggling students.

Parents/Guardians who have concerns about their child's academic progress should first contact his or her teacher and schedule a conference, if needed. Then, if necessary, the parent may contact the principal, assistant principal, and/or counselor.

Concern about any grade should be directed to the student's teacher first. If the concern is not resolved, ~~a conference with a counselor is scheduled~~ the parent may contact the principal, assistant principal and/or counselor. ~~If it is still not resolved, a conference with the principal is scheduled.~~ If the parent/guardian wants to appeal the principal's decision, a letter should be sent within ten days to the achievement area assistant superintendent for a review. A written response stating the achievement area assistant superintendent's final decision shall be forwarded to the parent/guardian. This is the last step in the appeal process. Admissions and Release Committee (ARC) procedures should be followed for students in the Exceptional Child Education (ECE) Program.

~~The JCPS District approved report card is distributed to students every six weeks during the school year. Report card grades are recorded on the student's permanent record at the conclusion of each six-week grading period. Report cards are issued at the end of weeks 6, 12, 18, 24, 30, and 36 of school.~~



4. Transfer of Student (Intra District) – Grade Reporting - pg. 11 of the draft. Proposed addition which provides direction for sending and receiving schools relative to student transition/transfer.

## **Transfer of Students (Intra-District)—Grade Reporting**

When an elementary student transfers from one JCPS location to another, the sending school shall complete the JCPS Withdrawal and Release Form (form is available through JCPS online) indicating the student's academic progress for the current grading period. One copy of this form shall be placed in the student's folder, one shall be sent to the receiving school, and one shall be given to the student/parent at the time of withdrawal. Attendance and other pertinent demographic information shall be recorded as well.