



CUMBERLAND
KNIGHTS

**Cumberland Academy Elementary
Grading Policy
2017-2018**

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Roles and Responsibilities

Students, parents, and teachers all share responsibilities in the grading and reporting process.

Students are expected to:

- Complete work on time and with their best effort
- Return completed work to the teacher by the established time
- Carefully consider the time required to complete long-term assignments and projects so that they are completed successfully and within the time frame established
- Ask questions when he/she does not understand an assignment or clarification is needed

Parents are expected to:

- Provide a quiet, comfortable place for students to complete assignments at home
- Help their student to organize their time so that assignments can be completed successfully
- Monitor assignments completed at home but allow the child to complete the work on their own
- Help maintain clear lines of communication with the teacher
- Provide the necessary supplies and materials to help their child successfully complete an assignment

Teachers are expected to:

- Provide meaningful assignments that reinforce classroom learning and provide meaningful practice towards mastery of skill and concepts taught
- Create authentic assessments that accurately measure the student's mastery of skills and concepts taught
- Assign homework that provides extended practice of previously taught skills and that can be completed in a reasonable period of time based on the student's age and grade level
- Consider age and grade level appropriate time requirements and access to resources when assigning extended projects and long-term assignments

Assessments

Assessments are designed to evaluate the progress of students towards mastery of learning goals and objectives. Assessments may vary in length and scope and include not only written assessments but also performance-based measures and compositions.

Written Tests

Types of examinations include Curriculum-Based Assessments (CBAs); designed to measure progress towards curriculum mastery, and benchmark assessments, designed to provide practice in the state examination format. Specific examples of these types of assessments include:

- Unit tests
- Nine-week assessments
- Semester exams
- STAAR benchmark (simulation) assessments

Performance Assessments

Performance assessments are measures of a student's progress toward mastery of the TEKS and district curriculum objectives that differ from traditional paper and pencil assessments.

These may include:

- Classroom participation and discussion
- Research projects
- Checklists of skills
- Student portfolios
- Written responses
- Enrichment activities
- Lab experiments
- Group work/projects
- Teacher observation
- Written compositions

Daily Grades

Teachers take grades on assignments, activities, and projects completed in class that are designed to measure progress towards mastery of the TEKS and district curriculum. Some examples of these grades may include:

- Daily class work
- Worksheets
- Quizzes
- Group work
- Book reports
- Projects

Homework

The District endorses homework as a valued extension of learning beyond the classroom and an integral part of the instructional program. Depending on the course content, homework may be addressed in short-term and/or long-term assignments.

Purpose

To be effective, homework should:

- Be meaningful, purposeful, and directed toward specific learning objectives
- Build upon concepts and skills previously introduced in the classroom
- Encompass a variety of activities
- Encourage independent learning, responsibility, and self-discipline
- Require students to apply various thinking skills
- Be assigned at the student's ability level

Practical Considerations

Teachers should systematically assign homework, offer direction, and evaluate student work. Parents should support homework by frequently reviewing assignments, providing a convenient time and place free from distractions, and encouraging excellence in student work. Students should make every effort to complete their own work. If an assignment is found to present difficulty, assistance should be sought from the teacher. In any case, students should not copy answers or have someone else do the work.

Short-Term Homework Assignments

Short-term homework assignments should rarely exceed three days from the date of assignment to the due date. The assignments are designed to:

- Reinforce concepts and skills learned in class
- Provide non-guided practice for newly learned skills
- Allow make-up work because of an absence
- Review material in preparation for tests and other class work
- Complete work begun in class

Long-Term Homework Assignments

Long-term homework assignments would normally require a week or more for student planning and development. They should provide opportunities for the student to:

- Extend in-depth learning beyond the classroom
- Learn to organize and schedule independent work over time
- Explore individual interests and needs
- Integrate skills and concepts in new and different ways

Length and Difficulty of Homework

The length and difficulty of a homework assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Homework should be assigned when appropriate in any class. Assignments should be appropriate to the developmental and ability levels of the student. Homework should be reasonable in terms of student time and available resources. Assignments should be made with consideration given to a student's total schedule and should be coordinated across subject areas at each school to avoid overloading students at any particular time.

Homework should be introduced in the early grades with meaningful tasks requiring short amounts of time in Kindergarten, and be increased gradually to a maximum of 60 minutes per day in fifth grade. Independent reading should be part of every child's daily routine. Ideally, students will read independently 20-30 minutes each evening.

Due to its importance in the overall learning process, homework is to be evaluated and may be applied to the student's grade report. This grade application is to be employed for each nine-week grading period. At the primary and elementary grade levels, homework may not be used or averaged for minimum mastery. Homework may either raise or lower a student's grade once a minimum of 70 has been achieved by observable means. Homework may not constitute more than 10% of a child's grade in any subject.

Grading

Required Number of Grades

Kindergarten:

Teachers shall test mastery of skills twice a nine-week grading period. Daily classwork will offer multiple opportunities for a student to master a skill prior to documentation on the report card. The Kindergarten report card is based on a continuum of learning rather than based on a 0-100 grading scale, and will reflect the skills Mastered (M) and Still Developing (D).

Grades 1 – 5:

Teachers shall record a minimum of 9 daily grades and 3 assessments for each core subject (Reading, Language Arts, Math, Science and Social Studies) per nine-weeks grading period. Teachers are encouraged to exceed the minimum requirements for grades recorded to reflect multiple opportunities for students to demonstrate mastery of the TEKS and district curriculum.

Percentage of Grades Used for Reporting Purposes

For purposes of reporting grades for each nine-weeks grading period, the following scale shall be used:

Daily Grades - 70%

Assessments - 30%

Make Up Work

Students shall be permitted to make up assignments and tests following any absence. All students will receive credit for satisfactory makeup work after an absence, including excused and unexcused absences and absences due to suspension from school. A student will be allowed **at least** two calendar days for each day of absence to make up missed classwork or assignments. The two day period will begin at the point the student receives the assignments from the teacher. The make-up work shall be determined by the teacher based on the instructional objectives for the subject and the needs of the individual student mastering the TEKS. If a student does not complete the work assigned after the allotted number of days has passed, the actual grade will be recorded in the grade book.

Teachers are not required to provide assignments prior to an absence. Students should not be required, on the day of returning to school, to take a quiz or test that was announced during the student's absence.

Late Work

Students who turn in late work that is not related to an absence shall be penalized as follows:

- 1st day late - maximum grade value of 90%
- 2nd day late - maximum grade value of 80%
- 3rd day late or later - maximum grade value of 70%

Teachers reserve the right to not allow credit for an assignment that is excessively late and several attempts to collect work have been made.

Transfer Grades

Students new to the district or who enroll in a school after the start of a grading period shall be treated fairly in awarding grades. Grades shall be computed using a combination of grades from the former school and grades earned for the time the student has been enrolled in the new school.

Honor Roll Eligibility

Students in grades 1-5 are eligible for honor roll distinction at the end of each nine-week grading period based on the following criteria:

Academic All-A Honor Roll

- Student must have all "A's" in letter grade subjects and at least all "S's" in subjects graded "E", "S", "N", or "U"
- Conduct grades are not counted in Academic All-A Honor Roll consideration

Academic A-B Honor Roll

- Student must have at least one "A" and all other grades no lower than a "B" in letter grade subjects and at least all "S's" in subjects graded "E", "S", "N", or "U"
- Conduct grades are not counted in Academic A-B Honor Roll consideration

Students will be recognized for honor roll each nine-week grading period at the Campus Awards Assemblies.

Curriculum Mastery

Mastery of Texas Essential Knowledge and Skills (TEKS)

Cumberland Academy provides a well-balanced curriculum based on state prescribed Texas Essential Knowledge and Skills (TEKS). Students who participate in this curriculum will have the opportunity to master the knowledge, skills and competencies established by the district curriculum and the state standards. Cumberland Academy utilizes ongoing mastery assessment to determine which students are in need of remediation (reteaching). The use of Benchmark tests, teacher-made tests, performance assessments, and teacher observations helps to determine which students are not mastering instructional objectives.

Procedures for Reteaching and Reassessment

1. Teachers will monitor and identify students who need reteaching.
2. Teachers will provide reteaching as necessary.
3. Students will be reevaluated after reteaching has occurred. Reevaluation may include, but is not limited to, oral examination, special assignments or a formal test.
4. A grade of 70 shall be the highest grade recorded on reevaluation to designate the student's mastery of the TEKS.

Intervention

Intervention is an integral part of the elementary instructional program and is an ongoing process. Frequent evaluation, both formal and informal, will determine the need for intervention.

Reasons for Intervention

- Provides frequent reinforcement and review so that a student does not get behind in the curriculum
- Occurs at the time the need is identified
- Allows the student to progress systematically through content without experiencing extended, frustrating periods of non-achievement
- Offers a variation in instructional approach – uses a new technique, strategies, materials, opportunity for review, and practice
- Includes, but is not limited to, targeted small-group instruction, tutorials, and summer school

Tutorials

Each teacher shall provide the opportunity for students to participate in tutorial programs at least once a week for a total of 30 minutes. Sessions may be of varying amounts of time to meet the needs of the students. The program shall target students scoring below 70 or in jeopardy of scoring below 70 in a subject. All parents will be notified of the availability of tutorial assistance. The classroom teacher is responsible for communicating with the parent regarding placement of a student in tutorials and providing follow-up information on the student's progress as well as recommendations for parental assistance and support. Each progress report and report card shall include the teacher's recommendation if a student needs to attend tutorials.