Grading Practice for Hilton Head Island Elementary
2018-2019

At Hilton Head Island Elementary we believe that to best meet the needs of students, we need to use assessments that provide feedback on the learning process. We provide evidence of student learning over time through careful record keeping. We have a system for reporting student progress aligned with the assessment philosophy of the IB Programme and the district requirements. Our assessment philosophy is comprised of the elements detailed below.

Assessment: The ways we choose to determine student learning. Pre-assessments are used to determine what the student knows prior to teaching; ongoing assessments are used to guide instruction; and post-assessment is used to discover what the students know and have learned. Assessment tools include rubrics, checklists, exemplars, continuums and anecdotal records. Assessments are differentiated and criteria are known in advance.

Recording: The ways we choose to collect, store and analyze data.

Reporting: The ways we choose to communicate levels of performance and progress. We assess, record and report learning through units of inquiry, the Learner Profile and the essential elements of the program, student and parent end of unit reflections, student portfolios, conferences, district/state assessments, and exhibition. Assessment is designed to engage students in their own learning. Parent input on assessment is welcomed and valued.

Assessment Categories: Each assessment falls into a designated category and is then weighted based on the following scale: Formative 40% and Summative 60%.

Formative		
• Standards Based Assessments/Ongoing Evidence		
• 40% of the overall grade		
Purpose	**Examples**	**Frequency**
Formative assessments are used to monitor student learning and provide a benchmark of student progress toward learning targets and goals. They provide ongoing feedback to both student and teacher, which can be used to improve instruction and learner outcomes. Formative assessments help identify areas of strength as well as areas to be refined for students, allowing for timely intervention. ***Not every formative assessment is graded.***	Pre-assessments; Anecdotal records; KWL Chart; Graphic Organizers; Class work; Exit slips; Skill specific checklists; Journaling; Science activities; Word study/spelling activities; Vocabulary activities Interactive notebooks *(only components that assess student content knowledge/not the gluing or coping of notes)*; Quizzes; Labs	**Math and ELA:** Minimum of 6 per quarter **Science and Social Studies:** Minimum of 4 per quarter
Summative		
• Cumulative Assessments		
• 60% of the overall grade		
Purpose	**Examples**	**Frequency**
Summative assessments aim to evaluate student learning and mastery at the end of a unit of study. They are often high	Unit/chapter tests; Post assessment; In-School projects; Performance assessments	**Math and ELA:** Minimum of 2 per quarter

stakes and thus count more significantly in the calculation of a student's grade.		**Science and Social Studies:** Minimum of 1 per quarter as it relates to the unit of instruction

School and District Benchmark Assessments
• Provide cumulative information in relation to grade level standards
• Not included in overall grade

Purpose	Examples	Frequency
These assessments are required as part of the BCSD Instructional Program and are not graded. They are used as information to inform teachers' instructional delivery decisions.	NWEA's MAP reading and math (all grades); SCREADY/PASS Exam-State assessments (grades 3 – 5); Fountas and Pinnell reading assessment (all grades); APPLL-Language Proficiency Assessment in Chinese and Spanish; ACCESS-Language Proficiency Assessment for English Language Learners; OLSAT/CogAT/PTA-for gifted and talented identification;	**MAP:** Minimum twice yearly (Fall, Winter and/ or Spring) **SCPASS and SCREADY** Once a year (spring) **APPLL** Once a year (spring) **ACCESS** Once a year (winter) **OLSAT/PTA** Determined on an individual basis; not to exceed once per year **CogAT and IOWA** Once a year (fall of 2nd grade) **Fountas and Pinnell** Fall, Winter, Spring

Homework: Homework is viewed as an extension of classroom activity. Homework will be in harmony with the child's needs and abilities and will not be given for disciplinary reasons. Teachers recognize that home and outside activities have educational value and therefore should not overburden students with homework. Assignments must be carefully planned, appropriate to the student's grade level and be well understood by the student before he/she leaves school. Allowances should be made for individual differences in interests and abilities. Although all homework assignments need not be formally graded, teachers are expected to evaluate the student's homework performance to assess the student's needs and/or level of mastery.

Homework Guidelines			
	Approximate Time for Reading per Day	Approximate Time for Homework Practice per Day (excluding reading)	Total Homework Time
1st grade	10 minutes	10 minutes	Not to exceed 30 minutes*
2nd grade	15 minutes	10 minutes	
3rd grade	20 minutes	15 minutes	Not to exceed 60 minutes*
4th grade	20 minutes	20 minutes	
5th grade	30 minutes	20 minutes	

* Parents can communicate via agenda, if student was unable to complete in allotted time.

Make-Up/ Missing Work:
- Excused (lawful) absences - Students will be granted the opportunity to make-up any missed assignments and /or work due to lawful absence(s). This will include quizzes, test, writing assignments etc. The period for making up the work will be one (1) class day for each class day missed to a maximum of one week.
- Unexcused (unlawful) absences - Students may be given the opportunity to make up work at the discretion of the principal and teacher during make-up sessions; however, the unexcused absence remains in the student's attendance record.
- Incomplete or missing work - Students will receive an "incomplete" or "missing" in gradebook as appropriate. Students will be given an opportunity to turn in incomplete and/or missing work for a grade. Teachers will use their professional judgement about the amount of time provided to make up missing work. All missing or incomplete work must be completed prior to the end of the quarter in which it was assigned.

Grading Scales:

For all content areas, teachers follow the BCSD Uniform Grading Scales as listed below.

Grading Scale	Academic Letter Grades 3-5	Academic Letter Grades 1-2	Effort Rubric	Effort Grade
90-100	A	E	5	E
80-89	B	G	4	G
70-79	C	S	3	S
60-69	D	N	2	N
59 and Below	F	U	1	U

For all special areas, specialist teachers will assign grades based on the effort and participation rubric found in Appendix A.

Academic Achievement Recognition: Students in grades 4 and 5 can earn recognition for meeting the following criteria:
- Principal's Honor Roll: All A's in content areas and special areas are all E's and/or G's
- Honor Roll: All A's and/or B's in content areas and special areas are all E's and/or G's

Professional Responsibility for Grading Expectations:
- Grades are reported in the PowerTeacher Pro electronic gradebook and should be updated weekly. At a minimum, teachers will include one grade per week for both Language Arts and Math, and biweekly for Science or Social Studies. Assessment grades will be entered within 5 calendar days of administration. Students and parents/guardians can access student grades via the PowerSchool Portal at any time 24 hours a day, 7 days a week. Visit the BCSD webpage, then Parents, then Parent Portal for more information.
- No summative grades will be entered in PowerSchool that are below 60% without re-teaching and/or intervention and contacting a parent to discuss a plan of action. If a student achieves less than 60% on a summative assessment, re-teaching and practice will occur and the student will take another assessment, which may be modified at teacher discretion. The grade recorded will be the grade earned on the re-take assessment, not an average of the two assessments. Re-takes must be completed at school. If a student achieves less than 60% on a formative assessment, the grade will be recorded and re-teaching and practice will occur. Parents will be notified whenever a student achieves less than 60% on an assessment.
- Assignment of student grades is the purview of the teacher. Grades cannot be changed without following BCSD established procedures which include explicit consent of the teacher. Teachers develop research-based grading and assessment practices to guide the recording and reporting of student progress under the supervision of the Principal. The BCSD follows the South Carolina

guidelines for grading/assessment. As such, no school leader or teacher will engage in grading practices that violate state policy. All grade changes made after report cards are sent home must be approved through administration and revised by Sherol Pheiffer. Any change to the grading policy, categories or weights need to be approved by Sarah Owen.

- The adopted grading policy is reviewed at least two times a year by the assessment committee. The committee includes a representative from each grade level, administration, coaches and the PYP coordinator. All staff members are updated on policy changes and are invited to provide input at the staff review of policies at the beginning of the school year and/or throughout the year.

Reporting of Learning

Learner Profile - A personalized comment will be provided quarterly on the report card using the child's name regarding reading, math and general progress. Comments should also utilize the PYP Learner Profile. First and 2nd grade students will use the grade level reflection on the learner profile to self-asses their growth and understanding of the attributes. These reflections will be conducted at the end of each unit of inquiry. 3rd-5th grade students will use the Essential Elements and Learner Profile reflections at the end of each unit of inquiry. In all grade levels, the reports will need to be shared with parents. Parent reflections are encouraged.

Conferences - At HHIE, conferences are a time to share information among teachers, students and parents. We strive to ensure that every child, parent and teacher participates in a conference in the fall and spring semesters. The fall semester conferences are three-way conferences or student led conferences, depending on the age and needs of the child. The spring conferences are combined with a portfolio sharing. These are all student led conferences. Additionally, conferences between teachers and students occur regularly to support and encourage student learning and help in teacher planning. Teachers and parent conferences are held as needed.

Exhibition - Fifth graders at HHIE participate in the PYP exhibition. The exhibition is a celebration of student learning. Students are required to use all five essential elements of the program (knowledge, concepts, skills, attitudes, action) and to demonstrate the attributes of the learner profile. The exhibition takes place under any transdisciplinary theme. Each year, the theme is chosen using student and teacher input.
All students are required to:
- Engage in deep, collaborative inquiry
- Demonstrate independence and responsibility for their learning
- Explore multiple perspectives
- Synthesize and apply their knowledge from previous years
- Provide input into the process for assessing the process and the product
- Take action or plan to take action as a result of their learning
- Share the exhibition with the greater school community and public
- Celebrate their completion of the PYP program their move to the MYP

Assessment of the exhibition includes:
- Daily checklists for self-reflection and teacher conferences using the inquiry model as a guide
- Mentor checklists-including a space for comments and reflection
- Teacher/student formative checks
- Summative assessment on the process and the product

References:
What is the PYP perspective on assessment?
Making the PYP Happen, 2009
Sample Assessment Policy, IBO
Beaufort County School District Assessment Guidelines
Sample Beaufort County Assessment Policies

11/07/2018

Portfolios - All students will have a portfolio. The portfolio provides a place for reflection, documentation of growth over time and evidence of development of the whole child in all subject areas.

What is a portfolio?
Essential agreement: A portfolio is a purposeful collection of a learner's work designed to demonstrate success, growth, higher-order thinking, creativity, and reflection. It is an exhibition of a student's mind at work, one who is actively preparing to be a caring international citizen.

Why do we keep a portfolio?
Essential agreement**:** A portfolio is kept for:
- The teacher – provides evidence of student's progress, needs and abilities.
- The student – provides a concrete source of self-assessment and reflection.
- The parents – provides concrete indicators of their child's abilities, growth and needs, as well as providing samples of classroom activities.

How do portfolios work?
Essential agreement:
- Involves a collect, select and reflect process
- 6 – 9 double-sided sheet protectors should hold samples collected from (no more than 18 pages included):
    (a) ELA sample (1 reading sample, 1 writing sample with reflection)
    (b) Math Sample with written reflection
    (c) Unit work – an item from each unit, cross-curricular samples, student self-assessments, unit assessments, or Learner Profile/Essential Elements reflection, etc. (6 items/ 3 sheet protectors)
    (d) Specials – student selection of one piece with reflection (1 item)
    (e) A second language (Spanish/Chinese) work sample (1 item)
    (f) A technology sample (The technology sample may be evident in one of the samples above. If no technology sample has been included, teachers should add at least one additional technology example.) (1-2 pages)
- The portfolio will be used for conferencing on many levels.
- First and 2nd grade portfolios may select developmentally appropriate variations on the samples
- Working portfolios contain examples spanning a spectrum from areas needing improvement to successful mastery.
- Each year – self-portrait updated and saved in portfolio
- Digital portfolios are another way to showcase learner's work.

How often do we put pieces in the portfolio?
Essential agreement: A continuous selection process with end of term or term deadlines. Interim working portfolios may also be kept, used in conferencing and as collections to review for the final portfolio. (Portfolios should be updated at the end of each quarter and/or after every two units.)

Who selects what goes in?
Essential agreement: Grades 1 through 5 – selection will include the teacher and/or student.

Where is it kept and how is it transferred from year to year?
Essential agreement:
- The portfolio will be kept in the classroom.
- The students and class teacher will have open access to their portfolios.
- Final portfolios will be forwarded to the next grade. Fifth grade portfolios are sent home.

Who has access to it?
Essential agreement: Access for student, teacher, parent, specialist teachers, and administration. **The portfolio belongs to the student and family.**

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Appendix A

	1/U/ Unsatisfactory	2/N/ Needs Improvement	3/S/ Satisfactory	4/G/ Good	5/E/ Excellent
Specials and Effort Rubric					
Effort	•Very little effort •Poor & unfinished tasks •Assignments almost always late	•Inconsistent effort •Partially or barely adequate completion of tasks •Assignments frequently late	•Good effort •Generally completes tasks with care •Assignments completed mostly on time	•Makes a very good, consistent effort •Completes tasks with thoroughness •Assignments consistently completed on time	•Works to the best of their ability •Produces a high quality finished product •Assignments always completed on time
Contribution	•Impedes the learning of others •Questions/ comments often distract from learning •Often disrupts group work	•Rarely asks questions or offers ideas in class •Seldom contributes to group work	•Offers ideas and asks questions on occasion which help to clarify discussion for self •Good group work skills	•Offers ideas and asks questions in class which help to clarify discussion for all •Very good group work skills	•Consistently offers ideas and asks questions that clarify and extend discussions for all •Superior leadership qualities •Excellent group work skills
Attentiveness	•Almost never on task •Very little focus •Does not listen when others talk and interrupts when others speak	•Often not on task •Inconsistent focus •Listens inconsistently when others talk and will rarely have anything to add	•Regularly on task •Generally focused •Listens when others talk and will on occasion have something to add •Listens to remember	•Mostly on task •Often focused •Listens when others talk and will offer additional input •Listens for understanding	•Consistently on task •Very focused •Listens when others talk and will often incorporate/build on ideas of others •Listens for understanding and relevance
Attitude	•Often disrespectful to peers and teacher •Often makes inappropriate comments or questions only to challenge	•Shows inconsistent respect for peers and teacher •Occasionally makes inappropriate comments	•Generally shows respect for peers and teacher •Questions sometimes don't demonstrate respect intended	•Shows respect for peers and teacher most of the time •On occasion questions ideas in respectful way	•Consistently shows respect for peers and teacher •Often questions or challenges ideas in respectful way

Daily Grade Total: U: ≤ 11   N: 12 - 13   S: 14 - 15   G: 16 - 17   E: 18 - 20

Appendix B

Grading Practices Checklist and Guidelines

Item	Progress Report	Check	Report card	Check
Homework grades	Homework is used as practice and therefore is not included in the assigning of academic grades.		Homework is used as practice and therefore is not included in the assigning of academic grades but can be part of the effort grade.	
Class work grades	Up to date at time of Progress Reports- entered weekly per grade level agreements.		Up to date at time of Report Card- entered weekly per grade level agreements.	
All assessments	Up to date at time of Progress Reports- entered per PLC agreements.		Up to date at time of Report Card- entered per PLC agreements.	
Make-Up Work	Extenuating circumstances will be taken into consideration. (An exempt is put in grade book if student is unable to make up the classwork/discussion missed)		Extenuating circumstances will be taken into consideration. (An exempt is put in grade book if student is unable to make up the classwork/discussion missed.)	
Comments	• A personalized comment (2-4 sentences) using PYP language in homeroom section. • Add a comment for any grade below a 75 in Language Arts, Math, Science and/or Social Studies. • Positive personalized subject specific comments may be added as needed.		• A personalized comment (2-4 sentences) using PYP language in homeroom section. • Add a comment for any grade below a 75 in Language Arts, Math, Science and/or Social Studies. • Positive personalized subject specific comments may be added as needed. • Specialists will add a subject specific comment regarding activities. Personalized specific comments regarding effort and performance may be added as needed.	
If Science or SS has not been taught:	The focus of the current PYP unit is in (science or social studies); therefore, a grade has not been recorded in this area.		The focus of the current PYP unit is in (science or social studies); therefore, a grade has not been recorded in this area.	
Reading Level	No comment needed.		Recorded in Language Arts. (Based on Fountas and Pinnell Assessment) First and Fourth Quarter comment: At this time, your child is reading (above, at or below) grade level based on reading assessments. Your child's F and P Level is (letter), which equals ___grade ___quarter. At this time in the school year, the benchmark in ____ grade is a level (letter).	
Effort Grades	No effort grade on Progress Reports		Enter Effort Grades (Citizenship) in Language Arts, Math, Science and Social Studies (E, G, S, N, U) Refer to Specials and Effort Rubric (Appendix A).	
Excessive tardies and/ or absences (more than 5)	No comment needed		Include a comment such as the following in the homeroom section: "Frequent tardies/ absences impact learning."	
Students who receive resource instruction	No grade or comment needed		"Your child receives supplemental instruction in this subject area. Please see resource progress report for further information."	
Students in ESOL, SPED or with a 504 plan	Place an "Accommodations and/or Modifications per student 504, IEP or IAAP" comment **in the homeroom section.** A child being monitored by the Response to Intervention (RtI) team should not have accommodations or modifications listed unless he or she has a 504 plan, an IAAP or an IEP. However, you should note that the child receives literacy, math or ESOL support.		Place an "Accommodations and/or Modifications per student 504, IEP or IAAP" comment **in the homeroom section**. A child being monitored by the Response to Intervention (RtI) team should not have accommodations or modifications listed unless he or she has a 504 plan, an IAAP or an IEP. However, you should note that the child receives literacy, math or ESOL support.	

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