

SHELLEY BERKLEY BULLS



Berkley ES Grading Policy will align with District Regulation 5121, which includes the utilization of a balanced grading scale, separation of academic achievement and learner behaviors, and guidance for providing students additional opportunities to demonstrate mastery through reassessment opportunities.

Grading Scale

	<i>Meets Standards</i>	<i>Does Not Meet Standards</i>
Kindergarten	2 Meets	1 Does Not Meet
Grades 1 - 5	A 90-100% Excellent	D 60-69% Below Average
	B 80-89% Above Average	F 50-59% Emergent
	C 70-79% Average	
	4 Exceeds	2 Approaches
	3 Meets	1 Emergent

Grade Book Category Weighting

Formative Assessment - 15%

Summative Assessment - 85% (summative assessment must have a minimum of 5 questions)

Homework

Assigned homework will be in accordance with Policy 6143 and Regulation 6143. Homework will not be required for each subject area. Grade level teams will set and communicate a common expectation for homework. Homework will have two focuses; reading and mathematics. Homework will consist of skill based practice sheets (from adopted curriculum). Additionally, reading homework will consist of reading independently for practice and building stamina. Math homework will include learning basic math facts (+, -, and x). Kindergarten students will practice letters, sounds, and sight words.

Completion of homework will not carry weight in the Grade Book. Completion/progress will be reported as a learner behavior/habit of work in the Grade Book - not as an academic grade.

Learner Behavior

Learner behavior/non academic measures will be recorded separately in the grade book - the successful learner behavior section. [SBES Learner Behavior Rubric .pdf](#)

- Learner behavior/habits of work will be measured using a school-based behavior rubric.
- SBES will clearly communicate school wide behavior expectations.
- Educators will notify students and families of unsatisfactory behavior in a timely manner - within 3 days of consistent unsatisfactory behavior
- Educators will work collaboratively with families to improve student behavior.
- Incidences of unsatisfactory behavior will be addressed in alignment with CCSD PreK-12 Student Code of Conduct.



A. Reassessment

a. Schools must establish reassessment opportunities for students who have **not** met standards within the identified **priority** NVACS Standards and District curriculum, establish a timely opportunity for reteaching and relearning, and communicate expectations to students and families.

Students who have **not met standards** (69% and below) will be provided with opportunities for new learning and reassessment on identified priority standards. This ensures that students have the chance to improve their understanding in specific areas where they need it most, as outlined by the curriculum standards. Reassessment opportunities will be available within a 4-week timeframe, with dates communicated through a weekly newsletter or student planner.

It is important to note that parents/students **must request a reassessment within one week of the summative assessment date** and adhere to student and family reflective practices to support the reassessment process.

- Student and Family Reflective Practices:
- Students will participate in completing [a student checklist](#), setting improvement goals, addressing misconceptions, reviewing previous work, seeking feedback, planning practice, and/or writing reflections.
- Families will support students' reassessment efforts including completing [a parent checklist](#), providing a conducive study environment, assisting with practice and material review, regularly checking grades on the campus portal/Canvas, and maintaining communication with the teacher.

b. Students who have **met standards** (70% and higher) may request a reassessment opportunity **within one week from the date of the summative assessment**. This request can be made by either the student or the parent.

Following this, teachers and students will collaborate to review the assessment results, addressing any misconceptions and providing feedback for improvement. Afterward, students will receive a note informing parents/guardians about their conference with the teacher to discuss the assessment and how to further support their learning.

c. An alternative or abbreviated assessment at the same level of difficulty can be given to demonstrate evidence of newly acquired knowledge. This may involve various assessment methods such as a performance task where students showcase their understanding through practical application, personal communication where students discuss their comprehension with the teacher, selected response questions where students choose the correct answer from multiple options, or written responses where students articulate their understanding in writing.

d. A student's grade will accurately reflect new or deeper understanding. Therefore, the most current and higher proficiency level achieved by the student will replace any previous evidence, ensuring that their grade truly reflects their current level of mastery.

e. Summative reassessments are subject to limitations. There will be a designated timeline for addressing standards that were not initially met by the student.

- Students/Parents will have **one week from the date of the summative assessment to submit a request** to their teacher to initiate a collaborative plan for reassessment (via email or a written note).
- Reassessments must be completed **no later than two weeks prior to the end of the semester** except in cases where the summative assessment is administered during the final two weeks of the semester. The last day for summative assessment for the first semester is December 6, 2024. The last day for the summative assessment for the second semester is May 9, 2025.



f. In cases where the curriculum is designed with a spiral approach, separate reassessment opportunities may not be necessary because opportunities for revisiting and reinforcing skills are already built into the curriculum structure.

- For example, in kindergarten, foundational skills such as letter recognition, phonics, and basic numeracy concepts are often revisited and reinforced throughout various activities and lessons, eliminating the need for standalone reassessment opportunities.

g. Students with IEPs and/or Section 504 plans will be granted personalized accommodations for reassessment to address their individual learning requirements (e.g., extended time, modified assessments, visual supports, breaks, alternative testing environments).

B. Late Work

a. Scores are not reduced on assignments and assessments submitted past the due date.

b. The mark "M" in Infinite Campus is used to document an assessment that is missing and hasn't been submitted.

- The mark "M" carries 50% weight in the Grade Book.
- Once missing work is submitted, the "M" is replaced with a score reflecting the student's academic performance **AND** the "L" late flag is added to the assignment to monitor student behavior separate from the academic grade.
- If a student does not submit the missing work by the end of the month and the teacher is unsuccessful in eliciting evidence of the student's learning, there is no further action from the educator, keeping the "M" in the Grade Book.
- Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.

c. Educators must notify students/families of late work via Infinite Campus in a timely manner.

- Educators must clearly communicate the deadline for the acceptance of late work. Late assignment due date (last Friday of the month) will be communicated to the families via weekly classroom newsletter or student planner.
- Educators must clearly communicate that late work not submitted by the common deadline established by the school results in 50 percent due to no evidence.
- Educators must provide students and families with resources to complete late work (e.g., a copy of the classwork, rubric, related resource material).

d. On a regular basis educators must generate a *Late or Flagged Assignments* report within Infinite Campus to identify students with excessive late work. Progress reports (with missing work listed) will be generated and sent home (paper copy) the first Friday of the month. Grades will be posted within Infinite Campus bi-weekly.

- Identified students receive supplemental academic and/or behavioral interventions aligned to a school's Multi-Tiered System of Supports (MTSS) framework.
- Alternative methods of assessment (e.g., using personal communication rather than extended written response) are considered based on student needs. Review the [Reassessment Opportunities](#) section for more information on assessment methods.
- Accommodate the needs of all students, based on individual student needs, such as reduced number of items, extra time to complete the task, small-group administration, and chunking tasks. Visit the [Instructional Strategies For Diverse Learners](#) for additional strategies to equip all students with tools to be successful throughout the learning process.
- Ensure the student's IEP or Section 504 Plan accommodations are implemented across all learning environments and new accommodations to address student behavior are considered, as appropriate.