Grading Guidelines for Elementary Schools

K-12 Curriculum

Instructional Services 2012
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The goal of Volusia County Schools is to move all students to academic success. This assures high levels of learning for all students. There are four components that ensure student learning: 1) Highly effective core instruction is the foundation of a multi-tiered system of supports; 2) Educators systematically identify students’ level of success during instruction; 3) A multi-tiered system of supports ensures students learn; and 4) Reporting of progress is an accurate and meaningful representation of student achievement.

Section 1. Initial Instruction

Teachers and students must have clear expectations of the learning outcomes on measurement topics as defined in the Volusia County Schools curriculum maps or Florida course descriptions located at http://www.fl.doe.org/educators/coursedescriptions.asp

- Learning outcomes are clearly articulated (e.g., posted on board, described in rubrics, listed in syllabus)
- Instruction is scaffolded to develop learning to achieve the outcome at a proficient level
- Assignments and assessments are aligned with specific measurement topics and standards

Section 2. Assessments

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student’s achievement (summative assessment).

**Diagnostic** measures have two purposes. Screening assessments prior to instruction provide information on learner readiness. Diagnostic information can also be used to target areas of needed instruction for instructional intervention.

**Formative** measures involve ongoing assessment and grading feedback for the purpose of *instructional decision-making* and is vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction.

- Formative data provides evidence on recent performance and patterns of learning.
- Assessments should be intentionally designed to monitor progress toward learning outcome with a minimum of three formative assessments for each measurement topic per grading period.
- Formative information may be derived from pretests and other diagnostic tools.
- Response to student learning needs should be based on formative data (formal and informal).
- Practice work designed for completion outside of class should align with measurement topics/standards/benchmarks and reinforce learning.

**Summative** measures are essential to report card grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities,
promotion and retention decisions and may be used to identify students for evaluation for special programs and services.
- Multiple measures should be included to fully represent student learning including performance assessment, when applicable.
- Formative data may be used to provide evidence on the most recent pattern of performance when determining a borderline grade at the end of a marking period.

Comparison of Assessment Categories

<table>
<thead>
<tr>
<th></th>
<th>Diagnostic</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>To assess knowledge prior to instruction; to determine instructional needs in targeted areas</td>
<td>To monitor and guide a process/product while it is still in progress</td>
<td>To judge the success of a process/product at the end</td>
</tr>
<tr>
<td><strong>Time of Assessment</strong></td>
<td>Prior to initial instruction; after instruction to determine gaps in learning</td>
<td>During the process or development of the product</td>
<td>At the end of the process or when the product is complete</td>
</tr>
<tr>
<td><strong>Types of Assessment Techniques</strong></td>
<td>Informal observations, pre-tests, district accountability</td>
<td>Informal observations, quizzes, teacher questions, worksheets (more examples can be found in content curriculum maps located in Volusia Instructional Management System [VIMS])</td>
<td>Formal observation, tests, projects, term papers, exhibitions</td>
</tr>
<tr>
<td><strong>Uses of Assessment Information</strong></td>
<td>To plan and target instruction</td>
<td>To improve and change a process/product while it is still going on or being developed</td>
<td>To judge the quality of a process/product; grade, rank, promote</td>
</tr>
</tbody>
</table>

Section 3. Assessment Guidelines

Grades on both individual assessments and report cards should reflect students’ achievement of performance standards on intended learning outcomes.

- Defined by section 1003.437, Florida Statutes, a minimum proficiency level criterion for assessments is 70% which is a level two on the district standards-referenced grading rubric. This may vary depending on timing, frequency, and importance of each assessment in the overall learning and final grade. (Refer to rubric in section 10)
- Late submission or nonsubmission of student work should be dealt with by providing an opportunity to submit an alternative assignment of equal or greater rigor. This alternative is intended to ensure student learning/engagement and not to be punitive.
- Nonacademic behavior (conduct, late work and effort) should be reported separately from the achievement grade.
- Extra credit work may only be assessed if aligned to measurement topics/standards/benchmarks and is intended to extend/enhance student learning.
Section 4. Intervention and Remediation

The teacher identifies the area of deficiency (problem identification), determines why the problem is occurring (analysis of problem), and implements a plan for intervention (intervention design). Teacher provides intervention in the specific topic or benchmark and additional/alternate opportunity for students to demonstrate proficiency. Teacher and student determine how and when the work will be completed. Intervention in the specific topic or benchmark should occur within 3 weeks (15 school days) of the original assessment.

- Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
- For students who require additional instruction, a continuum of essential learning targets provides a means of reporting progress toward proficiency of grade level standards or course expectations.
- Teacher adjusts instruction in the classroom to differentiate for student needs.
- Teacher and student determine a plan for remediation; student demonstrates evidence of learning before additional/alternative opportunities for the student to demonstrate proficiency are provided or an assessment can be retaken.
- Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
- The student demonstrates evidence of learning prior to alternate means of assessing performance.
- Types of intervention can be found on page 2: Comparison of Assessment Categories.

Section 5. Retake Policy

Students are expected to meet the education curriculum standards in all courses. Each course uses the essential learning outcomes as defined in the curriculum maps. Students with a standards-referenced rubric score of two or lower may be reassessed using a summative assessment of the benchmark/standard after additional instruction/intervention has occurred. The assigned value of a retake is the grade earned. Scores should not be averaged.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original attempt Rubric Score</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Retake Rubric Score</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Assigned Value Rubric Score</strong></td>
<td><strong>3</strong></td>
<td><strong>1</strong>*</td>
</tr>
</tbody>
</table>

* In the second example, the higher score of 2 may be used if the teacher has documentation of formative data to support evidence of learning. Refer to page 7 for the SRG Rubrics.

For summative scores still falling below the determined level of proficiency after the retake, the teacher will use problem solving methods to identify more effective intervention measures.
• Identify essential learning required to move on to the next topic/grade level.
• Identify the specific benchmarks on which students performed poorly.
• Target interventions to specific benchmarks on which students performed poorly.
• Teacher and student develop a plan of more intensive intervention and determine the method of reassessment.

Section 6. Guidelines for Grading Exceptional Student Education

State and Federal Law Requirements:

• School districts must regularly inform parents of their child’s academic progress. Florida Statute 1008.25 outlines the requirements for public school progression, remedial instruction and reporting requirements. The law requires the monitoring of progress for students enrolled in Exceptional Student Education (ESE) programs and these students must receive reports of progress at least as often as general education students. Reporting must also include progress toward IEP goals, not solely IEP progress.
• Students with disabilities may not be discriminated against because of their disability in grading and reporting of progress.
• Schools will not arbitrarily assign lower weights to grades given in ESE courses.
• Students with disabilities participating in the general education curriculum must be consistently provided with all accommodations for instruction and assessment identified on IEP.

Determining Grading System based on Supports:

All Exceptional students should be given grades that reflect the level of work they are capable of completing, consistent with the IEP authorized accommodations and/or modifications (See Grading System below). When determining the grading system to be applied to ESE students, consideration should be given to the following: disabling condition, cognitive level of functioning, documented level of academic skills, scores and instructional testing levels. Based on this information, separate determinations are made by the general education and/or ESE teacher as to what grading system is to be applied in the various academic areas (Reading, Math, Language Arts, etc.)

ESE students taking standardized assessment:

• Able to complete grade level work without assistance: ESE students in general education classrooms are required to complete the same assignments as other students with the same objectives and using the same curriculum materials. The GRADING SYSTEM IS THE SAME AS GENERAL EDUCATION SYSTEM.
• Working toward grade level standards with accommodations*: ESE students in general education classrooms are to be provided all required accommodations to complete tasks including extended time on work/tests. GRADING SYSTEM IS SAME AS GENERAL EDUCATION.
• Below Grade Level Progress-ESE moderate students working in a (Supplanted) Curriculum: Some students in ESE separate class are not identified to take alternate assessment, however are significantly below grade level. In this case, it would be necessary to compare the student’s performance against the modified standards, but requires an intervention plan.
and frequent progress monitoring to move the student towards grade level standards as quickly as possible. **GRADING SYSTEM – GRADES ARE MODIFIED TO REFLECT PROGRESS TOWARD IEP GOALS/OBJECTIVES AT THE INSTRUCTIONAL LEVEL.**

- If the grade on the interim/report card is based on instructional level, the Statement below must be used in communication to parents:
  - At this time, (Child’s name) is not performing at (current) grade level as measured by (classroom) assessments. Your child is currently performing on (instructional level). An intervention has been developed to address the child’s needs in the following areas __________. Please call if you have further questions or feel you need a conference.

**ESE Students with Moderate and Severe Disabilities on Access points:**

- Students with disabilities who are unable to achieve grade-level benchmarks due to a significant cognitive disability will be taught alternate achievement standards (Access points) aligned to the Next Generation Sunshine State Standards and Common core standards.
- For students with moderate and severe disabilities who are served in the Multi-VE program, ESE teachers will use the District Reporting and Monitoring Documents to complete the standard report card. For students who participate in the Florida Alternate Assessment, course standards are listed at three different levels of complexity, based on a student’s level of functioning. Instruction and assessment are based on the level of complexity identified for each student, as found on the FLDOE CPALMS website: [www.floridastandards.org](http://www.floridastandards.org). With the approval of the school principal, a supplement to the standard report card may be used to report progress in more detail.

**Accommodations**

Students with disabilities may use accommodations during instruction and assessment. Accommodations meet the individual student needs documented on the IEP and ensure equal access to the academic content standards (Bureau of Exceptional Education and Student Services [BEESS], 2006, September). Accommodations are changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). The accommodations make it possible for students to work around their disabilities. An accommodation allows a student to complete the same assignment or test as other students, adjustment in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not alter significantly alter what the test or assignment measures. Accommodations that are appropriate for assessments do not invalidate assessment results. Accommodations are not the same as instructional interventions for academics or behavior. They help students access information and show what they know and are able to do.

**Classroom accommodations:** Teachers may make changes in the way they teach, the methodology used for a student to respond, or in the classroom environment. Examples of classroom accommodations are provided below:

- **Teaching methods or materials:** important ideas highlighted in text, materials provided in large print, concrete materials used, or word processor used
Volusia County Schools Elementary Grading Guidelines

- **Assignments or tests:** long assignments broken into parts, steps outlined for completing a task, or uncluttered worksheets with clear starting and ending points
- **Learning environments:** small group, adaptive furniture for students with special physical needs, or a study carrel to reduce distractions
- **Time demands and schedules:** additional time to complete classroom assignments and tests or breaks provided during classroom work time and tests
- **Assistive technology:** low tech options, such as pencil grips and visual schedules, and high tech options, such as talking calculators and text-to-speech technology

**Testing accommodations:** Students with a disability must also be provided accommodations that have been utilized by the student in classroom instruction during state and district assessments. Each student’s individual educational plan (IEP) must include a statement of any testing accommodations the student needs as determined by the student’s IEP committee. Examples of allowable FCAT accommodations are provided below.

- **Presentation:** test provided in large print, Braille, colored overlays
- **Responding:** responses dictated to a proctor, interpreter, or tape recorder; answers entered directly into test booklet, sign responses to an interpreter
- **Scheduling:** testing at a specific time of day, extended time, frequent breaks
- **Setting:** individual or small group, specially designed classroom, increased opportunity for movement
- **Assistive Devices:** adapted calculators, visual magnification, auditory amplification devices and technology for performance tasks or writing


**District Reporting Documents**

Teachers of ESE programs should use the District Reporting and Monitoring Documents and should follow guidelines for distribution of Interim/Report cards as established by district reporting calendar.

- When an ESE student is making sufficient progress toward all IEP annual goals, a letter stating sufficient progress **AND** a District report (interim or report card) must be utilized.
- When an ESE student is NOT making sufficient progress toward IEP annual goals, the ESE Progress Report must be sent home, **AND** the District report (interim or report card) must be utilized.
Section 7. Guidelines for Grading English Language Learners (ELL)

META Consent Decree Requirements:

- ELL students shall have equal access to educational programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.
- Teachers must be able to assure and document that ESOL strategies, accommodations, and/or modifications (if necessary) are being used and students are learning and progressing towards completion of the district’s student progression plan.

General Grading Guidelines for English Language Learners:

- Teachers will not assign lower weights to grades given in any subject area and/or course due to lack of English language acquisition or assistance from an ESOL teacher or paraprofessional.
- ELL students must consistently be provided with all strategies, accommodations, and/or modifications to curriculum, instruction and assessments in all subject areas in order to make it comprehensible to the student at his/her level of English language acquisition.
- ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district’s student progression plan. It is important for all English Language Learners to be given grades that reflect the work they are capable of completing for their English language proficiency level without penalty for strategies and accommodations and/or modifications (if necessary) consistent with the META Consent Decree stipulations.
- ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified (if necessary) to meet their language needs and documentation of such strategies, accommodations, and/or modifications (if necessary) are not available.

Strategies, Accommodations, and Modifications

Strategies

- Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language developmental level of the student and ensure that the student understands the instruction.

Accommodations

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses which provide access for an English Language Learner to participate in a course or assessment which does not fundamentally alter or lower the expected outcomes in relation to the state standards, assessments, and/or course expectations.

Examples:
Modifications

- Modifications are changes in course, standard, assessment, location, timing, scheduling, expectations, and/or student response, which provides access for an English Language Learner to participate in a course, standard, or assessment, which **does fundamentally alter or lower the standard** or expectation of the course, standard, or assessment.
- **Modifications should only be used in cases where the student comes with no English language and must start by learning the English language alphabet and is in a grade level where the curriculum is beyond this level.**
- The grading that should be used for students using curriculum modifications should reflect the student’s expected level of performance based on modified state standards and the English language acquisition level that the student is working on.
- For students who participate in a modified curriculum, the ELL/LEP Committee should determine that it is most appropriate to use grading procedures that reflect the student’s expected level of performance in relation to progress toward pre-established learning targets, which would be the modified state standards.

Examples:

- Instruction-utilizing specialized curriculum at a lower level such as teaching the English alphabet in grades other than kindergarten
- Materials- adapting or simplifying texts for lower level of understanding of English language, modifying content areas by simplifying vocabulary due to the student being a non-English speaker
- Assessments-Changing the test format due to the student being a non-English speaker

- Teachers will apply the accommodations and/or modifications as indicated on the ELL/LEP Plan and grade English Language Learners on the standards that students are working.

Grading ELLs in the areas of Reading and Language Arts/English:

- English Language Learners shall be graded according to the English Language Proficiency Guidelines for Common Core State Standards for their English Language Levels.
- **District Interim Assessments should not count for a grade for ELL students who are NES/BEG or LES/LIN.**
- Teachers should use instructional strategies, materials, and assessment instruments that will allow ELL students (classified LY on CrossPointe) to be able to access instruction according to their level of English proficiency.
- Instruction from an ESOL teacher is not considered an accommodation. It is considered part of comprehensible instruction as required by section 233.058, Florida Statutes.
- It is highly recommended that work and assessments completed with the ESOL teacher be calculated in the grades for the ELL student.

Grading ELLs in the Content Areas and Electives:

- ESOL instruction means that teachers should use instructional strategies, accommodations, and/or modifications (if required), materials, and assessment
instruments that will allow ELL students (classified LY in CrossPointe) to be able to academically achieve in the content areas and elective subjects according to their level of English proficiency.

- Assistance from an ESOL paraprofessional is not considered an accommodation to the curriculum. It is considered part of comprehensible instruction as required by section 233.058, Florida Statute.
- It is highly recommended that work and assessments completed with the assistance of the ESOL paraprofessional be calculated in the grades for the ELL student.

Section 8. The Use of In Progress (I)

One way teachers may designate progress is with traditional letter grades. A second option allows teachers to use the grade designation of “I”. The “I” is used when the teacher lacks enough evidence to determine proficiency (e.g. extended absence, incomplete work). Teacher and student agree to how and when the work will be completed.

- Overriding a grade with an “I” at the end of a marking period calculates as an “F” (0%) in Pinnacle Grade.
- The “I” marking may be kept for up to nine weeks (45 school days) after the end of the grading period. Principal or principal’s designee approval is required for extenuating circumstances beyond this timeframe.
- A student who transfers out of the school must have the “I” replaced by a letter grade at the time of withdrawal.
- All “I” grades must be reconciled prior to the end of the school year.

It is the goal of standards-referenced grading for all students to meet grade level standards. The scoring scale used with standards-referenced grading rubric helps teachers designate progress towards meeting standards. At the end of a grading period, a teacher may override the grade with the designation of “I” for those students who need more time to become proficient on grade level standards. The “I” is used to indicate a plan is in place to intervene. Best practice suggests that when students receive a D or F (or U in primary) there would also be a plan in place to address individual academic needs.

The following examples demonstrate that the “I” does not automatically designate below grade level achievement. The chart below illustrates the increasing level of concern for the student’s progress and a corresponding increase in the intensity of intervention/monitoring required to ensure proficiency is achieved.

<table>
<thead>
<tr>
<th>Reason for Marking “I” on Interim/Report Card</th>
<th>Intervention Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher lacks enough evidence to determine proficiency (extended absence, incomplete work).</td>
<td>• Teacher and student agree to how and when the work will be completed.</td>
</tr>
<tr>
<td>Student has not shown proficiency in a specific topic or benchmark during the marking period.</td>
<td>• Teacher provides intervention in the specific topic or benchmark and additional opportunities for students to demonstrate proficiency.</td>
</tr>
</tbody>
</table>
| Student is not proficient in multiple areas and requires supplemental intervention. | Teacher identifies areas of deficiency (Problem Identification)  
Determine why the problem is occurring (Analysis of Problem)  
Implement a plan for intervention (Intervention design)  
Frequently monitor students’ progress Response to Intervention (RtI)  
Set goals and timeline for improvement  
Provide additional opportunities and supports for students to demonstrate proficiency |
|---|---|
| Student has serious gaps on foundational skills. Student needs intensive instruction to accelerate learning in order to reach grade level skills and concepts. | Teacher with Problem-Solving Team identifies areas of deficiency (Problem Identification)  
Determine why the problem is occurring (Analysis of Problem)  
Implement a plan for intervention (Intervention design)  
Frequently monitor students’ progress Response to Intervention (RtI)  
Set goals and timeline for improvement  
Provide additional opportunities and supports as needed to ensure progress |

**No Grade Assigned (NG)**  
Student transferred from out of district within the last 15 days or a portion of the curriculum has been suspended.

**English Language Learners** (ELLs) are graded based on their English Language Proficiency level according to CELLA and appropriate English Language Proficiency Standards (ELPs). They should not be marked with an "I" if they are making adequate progress toward grade level standards based on their appropriate English Language Proficiency Standards.

**Exceptional Student Education: Grading Students with Disabilities**

<table>
<thead>
<tr>
<th>Reason for marking “I” on the interim/report card</th>
<th>Intervention plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher lacks enough evidence to determine proficiency (extended absence, incomplete work).</td>
<td>General education teacher and student agree to how and when the work will be completed.</td>
</tr>
<tr>
<td>Student has not shown proficiency in a specific topic or benchmark during the marking period. (i.e. Consultation/Support Facilitation students functioning close to grade level)</td>
<td>General education provides intervention in the specific topic or benchmark and additional opportunities for students to demonstrate proficiency.</td>
</tr>
</tbody>
</table>
| Even with accommodations and targeted instruction student is not proficient in multiple areas and requires supplemental intervention. (i.e. Support Facilitation) | General education and ESE teacher review data including Curriculum Based Measurement/Ongoing Progress monitoring (CBM/OPM) and identify areas of deficiency  
General education and ESE teacher refer to IEP to ensure deficiencies, goals, and objectives are accurate  
General education and ESE teacher adjust instruction/intervention in response to CBM/OPM data and implement accommodations  
General education and ESE teacher frequently monitor student progress (CBM/OPM) to... |
| Student needs intensive instruction through supplanted curriculum but is not making progress toward IEP goals, objectives, and/or instructional level curriculum. | determine if instruction is working
- If the student is still struggling, repeat process as needed
- ESE teacher reviews data including CBM/OPM and identifies areas of deficiency
- ESE teacher refers to IEP to ensure deficiencies, goals, and objectives are accurate
- ESE teacher adjusts instruction/intervention in response to CBM/OPM data and implements accommodations
- ESE teacher frequently monitors student progress (CBM/OPM) to determine if instruction is working
- Repeat process as needed if the student continues to struggle.

| Note: If a student in supplanted curriculum is making progress toward IEP goals, objectives, and instructional level material, an “I” may not be appropriate. The student would be graded on instructional level.

An alternate comment must be provided for parents – see section Determining grades based on supports in this document (i.e. Separate Class instruction for 1 subject or more) | No grade assigned (NG) | Student is a recent transfer within the last 15 days or a portion of the curriculum has been suspended.

Section 9. Grading Categories and Calculation Method

1. Assessments in Pinnacle Grade are set using the following values for SRG Pilot Schools:
   - Diagnostic Assessments are set with a weight of 1 but are not counted in the grade calculation.
   - Formative Assessments are set with a weight of 1 and count in the grade calculation.
   - Summative Assessments are set with a weight of 1 and will have more significance in the best score calculation method within Pinnacle Grade.

Pinnacle Grade utilizes Best Score, a calculation method that selects the scoring option that best represents a student’s demonstration of learning over time. Benchmark/standard “Best Scores” determine the Measurement Topic Score. Teachers will use the average of Measurement Topic scores to determine final marking period grades.

Assignment Descriptions in Pinnacle Grade allow teachers to specify events, sources, and activities for grading.
2. Assessments in Pinnacle Grade are set using the following values for Non-Pilot Schools:

- **Diagnostic Assessments** are set with a weight of 0 and are *not counted* in the grade calculation.
- **Formative Assessments** are set with a weight of 1 and *count* in the grade calculation.
- **Summative Assessments** are set with a weight of 2 and will have more significance in the final overall grade within Pinnacle Grade.

Assignment Descriptions in *Pinnacle Grade* allow teachers to specify events, sources, and activities for grading.

Pinnacle Grade utilizes the average of Assignment scores to determine final marking period grades.

**Section 10. Standards-Referenced Grading Rubrics**

**A. Kindergarten/First Grade Rubric**

<table>
<thead>
<tr>
<th>Report Card Progress Indicator</th>
<th>Rubric Scale In Pinnacle</th>
<th>Description in Pinnacle and on the Report Card</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>3</td>
<td><strong>Consistently demonstrates</strong> skills and concepts for current grading period</td>
</tr>
<tr>
<td>✓</td>
<td>2</td>
<td><strong>Developing</strong> skills and concepts for current grading period</td>
</tr>
<tr>
<td>Ø</td>
<td>1</td>
<td><strong>Not demonstrating</strong> current skills and concepts for current grading period (Interventions should be documented)</td>
</tr>
<tr>
<td>NG</td>
<td></td>
<td>Enrolled less than 15 days; curriculum suspended to provide state mandated intensive intervention in reading (section C in SPP)</td>
</tr>
</tbody>
</table>
B. Second Grade Rubric for Reading, Mathematics, Language Arts, Science, and Social Studies (Special Area will use the Kindergarten/First Grade Rubric and report card progress indicators)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Rubric Scale Equivalent to Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.5-4.0</td>
</tr>
<tr>
<td></td>
<td>3.0-3.49</td>
</tr>
<tr>
<td>B</td>
<td>2.5-2.99</td>
</tr>
<tr>
<td>C</td>
<td>2.0-2.49</td>
</tr>
<tr>
<td>D</td>
<td>1.0-1.99</td>
</tr>
<tr>
<td>U</td>
<td>0-.99</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

**Rubric Scale Description**

3.5-4.0 The student applies in-depth inferences and applications that demonstrate mastery of the concepts.

3.0-3.49 The student demonstrates knowledge of the concepts and work represents all the skills necessary for mastery.

2.5 The student demonstrates knowledge of the concepts and work represents most of the skills necessary for mastery.

2.0 The student demonstrates partial knowledge of the concepts and work represents some skills necessary for mastery.

1.0 The student demonstrates very limited knowledge of the concepts.

0.0 The student demonstrates insufficient knowledge of the concepts.
C. Third through Fifth Grade Rubric

<table>
<thead>
<tr>
<th>Grading Scale Translations</th>
<th>Rubric Scale Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade Scale</strong></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3.5-4.0 The student applies in-depth inferences and applications that demonstrate mastery of the concepts.</td>
</tr>
<tr>
<td></td>
<td>3.0-3.49 The student demonstrates knowledge of the concepts and work represents all the skills necessary for mastery.</td>
</tr>
<tr>
<td>B</td>
<td>2.5-2.99 The student demonstrates knowledge of the concepts and work represents most of the skills necessary for mastery.</td>
</tr>
<tr>
<td>C</td>
<td>2.0-2.49 The student demonstrates partial knowledge of the concepts and work represents some skills necessary for mastery.</td>
</tr>
<tr>
<td>D</td>
<td>1.0-1.99 The student demonstrates very limited knowledge of the concepts.</td>
</tr>
<tr>
<td>F</td>
<td>0-.99 The student demonstrates insufficient knowledge of the concepts.</td>
</tr>
<tr>
<td>I</td>
<td></td>
</tr>
</tbody>
</table>

District Grade Scale and Quality Point Value for Honor Roll can be found in the Student Progression Plan (SPP).