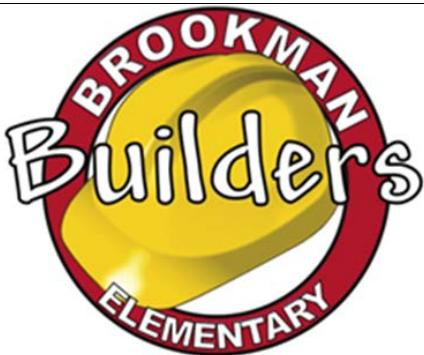


Brookman Elementary School

Schoolwide Grading Policy



Eileen B. Brookman Elementary School

Grades students receive in the gradebook should reflect the mastery of their grade level standards and be consistent for all students across all grade levels within the school. Although behaviors, effort, and attendance are essential to support students, removing them from grades and providing students with clear success criteria allows staff to see exactly where students are and how to assist them on their path to grade level success.

Grading Scale:

Brookman ES will utilize the grading scale, which is an equal interval balanced scale. Brookman ES reports student achievement to identify mastery of grade-level NVACS/NVACS Connectors and District curriculum in designated content areas ensuring equity and accuracy in reporting. Grades shall not be influenced by behavior or other nonacademic measures (e.g., late or missing assignments, attendance, participation, responsibility).

Brookman Elementary Grading Scale			
Kindergarten	Grades 1-5	Specials	Standards-Based
2 Meets 1 Approaches	A 90-100% Excellent B 80-89% Above Average C 70-79% Average D 60-69% Below Average F 50-59% Emergent W Working on standards below grade level	E Exceptional Progress S Satisfactory Progress N Needs Improvement	4 Exceeds 3 Meets 2 Approaches 1 Emergent

Infinite Campus Grade Book Category Weighting:

Brookman ES will establish consistent Weighting across all grade levels. Grades will be weighted as: all Formative Assignments 10 % and all Summative Assignments 90%.

Late Work/Assignments:

- 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.
 - a. The mark “M” is a score of 50 percent for elementary schools and 0 percent for secondary schools in the Grade Book, communicating the lowest possible grade.
 - b. Once the 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.
 - c. If a student does not submit the missing work by the common established school deadline (minimum of five school days) 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.
 - d. Procedures for scoring unsubmitted work past established deadlines must be in accordance with Regulation 5122.
 - e. Guidelines for athletic eligibility are available here to support consistency across all secondary schools.
- C. Educators must notify students/families of missing work via Infinite Campus in a timely manner (e.g., within three days of the missed due date). The Missing Work Guide for Families supports clear communication with parents/guardians.
 - a. Educators must clearly communicate the deadline for the acceptance of missing work.
 - b. Educators must clearly communicate that missing work results in a 50 percent for elementary schools and a 0 percent for secondary schools percent due to no evidence.
 - c. Educators must provide students and families with resources to complete missing work (e.g., a copy of the classwork, rubric, related resource material).
 - d. Additional communication (e.g., a cellular phone, approved electronic systems) may be used in accordance with Regulation 4100.
- D. On a regular basis (e.g., weekly), educators must generate a Missing Assignments Report within Infinite Campus to identify students with excessive missing work.
 - a. Identified students receive supplemental academic and/or behavioral interventions aligned to a school’s Multi-Tiered System of Supports (MTSS) framework.
 - b. 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.
 - c. 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.
 - d. 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.

Homework:

- A. Homework expectations are in accordance with Policy 6143 and Regulation 6143.
- B. Educators will work collaboratively with their grade-level team to set a common school expectation for homework.

- a. Homework is not required for each subject and content area.
- b. Educators must consider the actual time it takes for students to complete homework rather than their estimation of what can be completed.
- C. Homework should be used for practice or an extension of learning.
- D. Completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work not as an academic grade.

Reporting Behaviors:

- A. Academic grades will not include learner behaviors/habits of work (e.g., homework completion, attendance, late or missing assignments, participation, and responsibility).
- B. Learner behaviors/habits of work will be measured using the [Brookman ES behavior rubric](#).
- C. Behavior and other nonacademic measures will be reported separately in the Grade Book.
- D. Educators will notify students and families of unsatisfactory behavior in a timely manner (e.g., within three days of consistent unsatisfactory behavior).
 - a. Educators will clearly communicate the Brookman ES behavior expectations.
 - b. Educators will work collaboratively with students and families to improve student behavior.
- E. On a regular basis (e.g., weekly), educators identify students who need additional behavioral supports.
Identified students receive supplemental behavioral intervention aligned to the school's MTSS framework.
- F. Incidences of cheating/forgery/plagiarism are addressed in alignment with the CCSD Pre-Kindergarten–12 Student Code of Conduct. Students are provided with an opportunity to demonstrate their learning to ensure accuracy in academic reporting while also receiving targeted support to improve the behavior.

Communication to Students and Families:

- A. Timely communication regarding student progress is a vital component to ensuring students receive the support needed to be successful.
- B. Communication of grades via the Infinite Campus is always available.
- C. Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.
- D. Progress Reports will go home every 3 weeks with students. Every 6 weeks Unsatisfactory Progress, Progress Reports, the Brookman Behavior Scale, and Brookman Conference Log will go home with students.
- E. Teachers are available via email (see school website), phone call/voice mail, classroom communication method (specific to room, like class dojo), and by school appointment.

Brookman Retake Policy:

Students will have the opportunity to retake assessments in which they received a grade that they would like to improve.

A With the teacher's help, develop a Plan of Improvement that includes three activities that will reinforce the standard(s) to be mastered.

B. Complete the *Request to Retest* form.

- C. Attach evidence of the three activities you completed to improve your understanding to the *Request to Retest* form and submit to the teacher.
- D. Utilize previous formative assessments, homework, and other assignments to prepare for a retake.
- E. The highest grade is recorded in the grade book.
- F. The reassessment must be completed no later than two weeks prior to the end of the term unless summative is administered in the last two weeks of the term.