

# IMAGINE TOWN CENTER

## School Operations Policy

### Kindergarten Grading Policy

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#### Report Card Purpose Statement:

Our goal and purpose of report cards is to provide a clear and accurate description of each child's progress toward the learning goals for their grade level. It identifies students' levels of achievement with regard to these goals, areas of strength, and areas where additional time and effort are needed.

#### Process Statement:

We base student progress toward mastery on rubrics. We define rubrics as "a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria." (Brookhart, 2013) When assigning point values to performance levels on rubrics, calculation of percentages are objective and constant. We give students many opportunities to practice, attain, and demonstrate mastery of grade level expectations. We view grade level standards as an end destination, and each child's report card is evidence of growth throughout the school year.

#### Product Statement:

Teachers can measure mastery through a variety of measures, including but not limited to: discussions, demonstrations of skills, written and oral reports, performance on tests, end of unit projects, and application of skills and knowledge to new situations. Many times in primary grades, teachers can measure mastery through one on one assessments.

Mastery is measured by direct assessment in the classrooms, and supported by STAR assessment for mastery. Teachers and school leaders work together to ensure that classroom assessments are aligned to the rigor Florida Standards.

#### Guidelines Statement:

- Teachers will use a scale of 1-4 to report student progress toward mastery.
  - 1= Beginning
  - 2= Developing
  - 3= Mastery
  - 4= Advanced Mastery
- Since the goal of standards based reporting is summative in nature, teachers may override previous scores to represent the student's current level of mastery. Ultimately, mistakes made over a quarter are not labels of failure but steps on the way to success.
- Teachers may use an empty space as a placeholder to communicate with students and parents that assignments are missing. Teachers will communicate the efforts being made to complete the assignment in the comment section of the assignment. "Opting out" of assignments is not an option.
- Teachers give up to 2 weeks to complete missing work, however, individual situations and justice for each child should be considered. Teachers should keep in mind that the goal is to show understanding of the concept.
- Teachers and students use data notebooks and portfolios to show student growth.
- Teachers give many opportunities for feedback outside of grading.