



## **Hilton Head Island Elementary School for the Creative Arts**

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"Proudly A Title I School!"

## **Daufuskie Island Elementary School**

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# **2020-2021 Grading Practices**

## **Introduction**

The staff at Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary School believes that grades assigned to students are one way of communicating academic progress to parents. Grades given quarterly are a summary of content knowledge and skills based on learning targets that are connected to the South Carolina College-and Career-Ready Standards. We are providing you with the information on the grading practices we follow here at Creative Arts for grading and grade reporting. We do not have a grade floor and these practices reflect current educational research and best practices.

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.

Students respond more positively to the opportunity for success than to the threat of failure. Therefore, through learner objectives and its instructional program, the BCSD seeks to make the evaluation of student performance both recognizable and positive.

Teachers use a representative sample of student work to support grades given. Work completed, as well as quizzes, tests and projects are sent home throughout the quarter. Samples are also maintained and reviewed with parents during conferences, and other performance reviews that might occur such as Response to Intervention (RTI)/Multi-Tiered Systems of Support (MTSS) meetings.

The practices outlined within this document operate in accordance with the Beaufort County School District (BCSD) policies:

- IS-43 Grading/ Assessment Systems
- IS-46 Homework
- SS-11 Student Absences and Excuses

## Formative and Summative Assessments

**Formative assessments** are used to monitor student learning and to provide a benchmark of student progress toward learning targets and goals. They provide ongoing feedback to both the student and the teacher, which can in turn be used to improve instruction and learner outcomes. Formative assessments help identify areas of strength as well as areas of refinement for students which allow for timely intervention. Not every formative assessment is graded.

**Summative assessments** aim to evaluate student learning and mastery at the end of a unit of study. They are often high stakes and thus count more significantly in the calculation of a student's grade.

**Grades are recorded into the PowerTeacher Pro electronic gradebook. Each grade recorded reflects an assessment that then falls into a designated category. It is then weighted based on the chart below.**

### Minimum Number of Formative and Summative Grades (Quarterly) and Grades Entered Per Week

<b>Formative Assessment: Standard Based Assessments and Evidence</b>		<b>Criteria</b>
Daily Class Work Exit Slips Skill Specific Checklists Journaling, Interactive Notebooks (Note Taking) Word Study Activities Vocabulary Activities Quizzes	These measures will make up <b>40%</b> of the Students' overall grade for the quarter	Quarterly grade consists of a <b>minimum of one (1) formative assessment grade entered into PowerTeacher Pro weekly</b> of the following subjects - ELA/Reading and Math in this area.  In Science and Social Studies a <b>minimum of one (1) grade from a formative assessment every week</b> entered into PowerTeacher Pro Gradebook within three (3) days of the assessment being given will be used to determine quarterly grade in this area.
<b>Summative Assessment: Cumulative Assessments</b>		
Unit or Chapter Tests Post Assessments In-School Projects with Rubrics Performance Assessments with Rubrics	These measures will make up <b>60%</b> of the students' overall grade for the quarter	Quarterly grade consists of a <b>minimum of three (3) summative assessments</b> in each of the following subjects - ELA/Reading and Math. Grade will be entered into the PowerTeacher Pro Gradebook within five (5) days of the test being given.  Quarterly grade consists of a <b>minimum of two (2) summative assessments given</b> in Science and Social Studies. The grades will be entered into PowerTeacher Pro Gradebook within 5 days of the test being given.
<b>Measures of Academic Progress (MAP) Testing</b> – Computerized assessment given 3 times a year in Reading and Math grades 1-2 and two times in grade 3-5. Science MAP testing will be given 2 times a year in grades 3-5.  <b>Fountas and Pinnell Reading Assessment</b> – individual reading assessment given three times a year to determine a child's reading and comprehension level. This level is reported on report cards as: above grade level, on grade level, or below grade level.	<b>No Grade:</b> These assessments are not used in determining a child's grade	These assessments are required by the BCSD Instructional Program and are NOT GRADED. They are used as information to help a teacher develop appropriate lesson plans and determine targeted and standards-driven teaching strategies to facilitate the success of each student.

## Progress Reports and Report Cards

**Progress Reports** are sent home to parents/guardians of all students at the midpoint of each quarter.

**Report Cards** are sent home at the end of each quarter. The purpose of these reports is to communicate student progress in all classes. Distribution dates are indicated on the district calendar. Teachers are expected to contact parents when a student's grade drops below a C or 70% and schedule a conference.

## Absences, Missing Assignments, Make-Up Work

For **excused (lawful) absences**, students will be granted the opportunity to make-up any missed assignments and /or work due to the absence(s). This will include quizzes, test, writing assignments, etc. The period for making up the work will be a minimum of one (1) class day for each class day missed to a maximum of one week. For example, if a student misses two days of school (Monday and Tuesday) and returns on Wednesday, then Thursday and Friday will be granted as make-up days for missing Monday and Tuesday (one day for each day missed). In this example, all missed assignments or work (test, quiz, etc.) would not be due until Monday. Students who have **unexcused absences** 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 record.

Missing Assignments may occur due to absences, suspensions, and/or the student not completing the assignment within the given time. Assignments given to a student that will be used in the student's quarterly grade will be placed into the PowerTeacher Pro Gradebook within one week of being assigned. **Assignments not received by the established due date will immediately be marked with zeroes.** In doing so, we strive to allow ample opportunity for students to improve their grade and keep parents informed. The student will be given the opportunity to turn-in or complete the assignment. The assignment must be given to the teacher five (5) days before the close of the grading period.

Online access to student grades and attendance information is available to students and parents/guardians can access student grades via the PowerSchool Portal at any time 24 hours a day, 7 days a week. Visit our webpage, then Parents, then Parent Portal for more information.

## Homework

Homework is viewed as an extension of classroom activity. Homework, if given by the teacher, will not be included in a student's academic grade because it is practice but teachers are expected to evaluate the student's homework. **Academic grades are based on students' standards-based achievement, and not factors such as homework, effort, behavior, or participation.** Homework will not be given for disciplinary reasons. Teachers recognize that home and outside activities have educational value and will not overburden students with homework. Generally, students are expected to read each night at home. If additional homework is given assignments will be carefully planned, appropriate to the student's grade level and be well understood by the student before he/she leaves school. Allowances are made for individual differences in interests and abilities.

## Essential Agreements

Essential Agreements for Grading at Hilton Head Island Elementary School for the Creative Arts and Daufuskie Island Elementary School:

- Students consistently scoring below 70% on assignments, quizzes and tests will be referred to the RTI/MTSS team for possible assistance. District policy requires parents to be notified if grades are below 70%. If this occurs, the child's classroom teacher will promptly contact the parent/guardian to schedule a conference.
- Grades will be reported in PowerTeacher Pro within five (5) days of the assignment being turned in, or assessment given.
- Teachers are committed to students mastering standards. Students will be permitted to retest on summative assessments if effort was observed during the initial instructional teaching cycle and demonstrate commitment to additional study, practice, or corrective teaching. The higher grade will be recorded exempting the failed summative

assessment.

- Students who receive Special Education services via an IEP (Individual Education Plan) will be graded according to the grading scale and written accommodations as specified in their individual plans. The Special Education teacher and the regular classroom teacher are expected to work collaboratively and implement accommodations instructionally and during assessments. Both teachers will provide input to determine the grade.
- An English Language Learner (ELL) who receives instruction in the regular classroom and/or from an ESOL teacher will be graded according to the grading scale and written accommodations as specified in Individualized Language Acquisition Plan (ILAP). All teachers are expected to implement accommodations instructionally and during assessments. The classroom teacher and the ESOL teacher will work together to determine grades that reflect the accommodations.
- Students with 504 Plans will be graded according to the grading scale and adjustments made according to the accommodations specified in the 504 Plan.

**Grading Scale for Grades PreK-5:**

Grades PreK - 2	Grades 3-5	Grades for Art, Music, Dance Theatre, Physical Education, Lego Lab	Effort Rubric for students in grades PreK-5
E = Excellent	A = 90 - 100	E = Excellent	5 - E = Excellent
G = Good	B = 80 – 89	G = Good	4 - G = Good
S = Satisfactory	C = 70 - 79	S = Satisfactory	3 - S = Satisfactory
N = Needs Improvement	D = 60 - 69	N = Needs Improvement	2 - N = Needs Improvement
U = Unsatisfactory	F = 59 and below	U = Unsatisfactory	1 - U = Unsatisfactory

**Grading Scale for Art, Music, Dance, Theatre, Physical Education, and STEAM/Lego Lab:**

Teachers will assign grades based on the mastery of standards and/or participation, effort, skill, and/or presentation. These grades will be reflected using the Effort Rubric noted in the far right of the above table.

**Effort Grades**

The “**Behavior-Attentiveness /Effort/Attitude/Teamwork-Contribution Rubric Chart**” provided below will be used to determine the Effort grades will be assigned for academic content for each report card. The teacher will average the four areas once a week to determine a numeric value that will be entered into the gradebook and identified as “effort” for each subject.

	1	2	3	4	5
<b>Behavior</b> Behavior for Learning- Attentiveness	<ul style="list-style-type: none"> <li>•Almost never on task</li> <li>•Very little focus</li> <li>•Does not listen when others talk and interrupts when others speak</li> </ul>	<ul style="list-style-type: none"> <li>•Often not on task</li> <li>•Inconsistent focus</li> <li>•Listens inconsistently when others talk and rarely has anything to add</li> </ul>	<ul style="list-style-type: none"> <li>•Regularly on task</li> <li>•Generally focused</li> <li>•Listens when others talk on occasion add something</li> <li>•Listens to remember</li> </ul>	<ul style="list-style-type: none"> <li>•Mostly on task</li> <li>•Often focused</li> <li>•Listens when others talk and will offer additional input</li> <li>•Listens for understanding</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently on task</li> <li>•Very focused</li> <li>•Listens when others talk and will include/build on ideas of others</li> <li>•Listens for understanding and relevance</li> </ul>
<b>Effort</b>	<ul style="list-style-type: none"> <li>•Very little effort</li> <li>•Poor &amp; unfinished tasks</li> <li>•Assignments almost always late</li> </ul>	<ul style="list-style-type: none"> <li>•Inconsistent effort</li> <li>•Partially or barely adequate completion work</li> <li>•Assignments frequently late</li> </ul>	<ul style="list-style-type: none"> <li>•Good effort</li> <li>•Generally completes tasks with care</li> <li>•Assignments completed mostly on time</li> </ul>	<ul style="list-style-type: none"> <li>•Makes a very good, consistent effort</li> <li>•Completes tasks with thoroughness</li> <li>•Assignments consistently completed on time</li> </ul>	<ul style="list-style-type: none"> <li>Works to the best of their ability</li> <li>•Produces a high quality finished product</li> <li>•Assignments always completed on time</li> </ul>

<b>Attitude</b>	<ul style="list-style-type: none"> <li>•Often disrespectful to peers and teacher</li> <li>•Often makes inappropriate comments or questions only to challenge</li> </ul>	<ul style="list-style-type: none"> <li>•Shows inconsistent respect for peers and teacher</li> <li>•Occasionally makes inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>•Generally shows respect for peers and teacher</li> <li>•Questions sometimes don't demonstrate respect intended</li> </ul>	<ul style="list-style-type: none"> <li>•Shows respect for peers and teacher most of the time</li> <li>•On occasion questions ideas in respectful way</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently shows respect for peers and teacher</li> <li>•Often questions or challenges ideas in respectful way</li> </ul>
<b>Teamwork</b> Contribution	<ul style="list-style-type: none"> <li>•Impedes the learning of others</li> <li>•Questions/ comments often distract from learning</li> <li>•Group work often disrupted</li> </ul>	<ul style="list-style-type: none"> <li>•Rarely asks questions or offers ideas in class</li> <li>•Seldom contributes to group work</li> </ul>	<ul style="list-style-type: none"> <li>•Offers ideas and asks questions on occasion which help to clarify discussion for self</li> <li>•Good group work skills</li> </ul>	<ul style="list-style-type: none"> <li>•Offers ideas and asks questions in class which help to clarify discussion for all</li> <li>•Very good group work skills</li> </ul>	<ul style="list-style-type: none"> <li>•Consistently offers ideas and asks questions that clarify and extend discussions for all</li> <li>•Superior leadership qualities</li> <li>•Excellent group work skills</li> </ul>

### Sample Rubric for Effort Grade for Report Card

Teachers will average the four areas once a week to determine a numeric value that will be entered into the gradebook and identified as "effort" for each subject.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Total
Student A	5	4	3	4	5	5	3	4	3	<b>4-G</b>
Student B	2	3	3	3	2	3	3	2	2	<b>2.5-S</b>
Student C	2	3	4	5	5	5	4	4	3	<b>3.8-G</b>

### Honor Roll

Honor Roll will be determined by numeric grades, and therefore for students in grades 3-5.

#### **Criteria**

- A student will be named to the Principal's Honor Roll if they have no grade less than A in all subjects/classes for that grading period, excepting related arts.
- A student will be named to the Honor Roll if they have no grade less than B in all subjects/classes for that grading period, excepting related arts.
- The school will recognize scholarship independently of citizenship as part of the honor roll.

### Communication Between Home and School

It is our hope that parents communicate with teachers on a regular basis. Parents are encouraged to review their child's grades online and become an active participant in helping their child achieve academic success. Teachers are available by appointment to meet with parents to answer questions about grades, assessment, and the use of PowerTeacher Pro, our online gradebook. Our goal for grading is to communicate children's achievement to you in a timely manner and to document children's learning and academic successes.

Respectfully,

Pamela (Nikki) Lucas  
Principal