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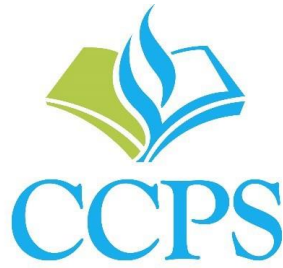
Collier County
Public Schools

Teaching and Learning

ELEMENTARY SCHOOL (K-5)

GRADE REPORTING MANUAL

2024-2025 School Year



Collier County Public Schools

Dr. Leslie C. Ricciardelli
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

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The District School Board of Collier County
Dr. Martin Luther King, Jr. Administrative Center
5775 Osceola Trail
Naples, Florida 34109-0919

Report Number: Coordinated by:
080520241 Dr. Elizabeth Alves

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Employees: For matters involving Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII, and Florida's Educational Equity Act, contact Ms. Valerie Wenrich, Assistant Superintendent, Human Resources, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

Students: For matters involving (a) Florida's Education Act and Federal Title VI (race, religion, national origin issues), contact Ms. Rhoderica Washington, Director, Teaching and Learning, at (239) 377-0100, or at 5775 Osceola Trail, Naples, Florida 34109; and (b) Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, contact Ms. Jana Csenger, Coordinator of Psychological Services, at (239) 377-0521, or at 5775 Osceola Trail, Naples, Florida, 34109.

Title IX: For all Title IX related matters, whether involving employees and/or students, contact Ms. Valerie Wenrich, the District's Title IX Coordinator and Assistant Superintendent, Human Resources, at (239) 377-0351, or at 5775 Osceola Trail, Naples, Florida 34109.

GRADE REPORTING MANUAL

Elementary (K-5)

Elizabeth Alves, Ed.D.

Chief Academic Officer, Teaching and Learning

Cheng Ang, Ph.D.

Executive Director, Accountability and Data Management

Jennifer Kincaid

Executive Director, Elementary Programs, Early Childhood, and School Choice

Philosophy of Grade Reporting

We believe that students have a right to receive grades that represent an accurate evaluation of achievement, and that thoughtful, informed assessment promotes learning. We believe that grades

- reflect progress and mastery in meeting statewide standards, district standards, and approved course objectives
- are earned, not given
- are based on a sufficient amount of assessed work
- are based on a logical and justifiable grading process
- are derived from variety of assessment types
- are weighted and balanced

We also believe that grades must provide clear, useful, and relevant information to students, parents, and the community. A collaborative relationship between home and school is essential to student success, so course grades should empower families to track the academic progress of their students.

General Information, Grades K-5

Information on report cards can include academic progress, attendance, conduct, and effort. The grade reporting system is designed to match the teaching and learning in Collier County Public Schools with the B.E.S.T. Standards and State Academic Standards as the foundation for instruction for all students, including Exceptional Students and English Language Learners. Student progress is evaluated through careful observation and assessment. The goal is successful performance based on state standards through instruction that is challenging and achievable. Grade reports establish sound home-school communication and cooperation and are sent home four times during the school year.

Academic progress reporting consists of identifying a student's instructional level in the basic skills areas in elementary schools, providing an evaluation as to the quality and quantity of academic progress, and providing an evaluation of the extent to which the student is utilizing his/her abilities. The subsections of this publication will address academic progress specifically.

A transfer student's earned grades from his/her previous school shall be verified prior to entering the grades on the student's academic history. Transfer grades will be calculated just as they would if earned at a Collier County school.

Regular attendance is critical to student progress. State law and the District Code of Conduct requires regular attendance on the part of all students, ages 6-16. Accurate records and subsequent reports to parents regarding attendance are of substantial benefit to the child and his/her parents.

The conduct comments and codes may be reported on elementary school report cards. This area includes respect for the rights and feelings of others, respect for property, and adherence to the rules of the classroom and the school.

Communication between the home and school should convey accurate information and should build collaborative relationships for the benefit the student. Such cooperative relationships are facilitated by a positive attitude on the part of all parties concerned. Report Cards represent one of several school-to-home communication channels. Others include notes, phone calls, emails, interim progress reports, and the electronic grade book. Teachers are encouraged to use all of these channels.

Regardless of the method of communication, staff must represent the facts accurately within a positive and courteous framework. Communication of this type is far more likely to benefit students, teachers, and parents. The comment section of the grade report is an excellent opportunity for positive communication. Teachers are encouraged to utilize this opportunity.

Grade Equity and Uniformity

Grades should reflect a student's mastery of the standards and benchmarks of the course as identified within state standards. Teachers should use both formative and summative assessments throughout each quarter.

- Formative assessments provide *feedback* about the student's progress *while* students are learning content. This feedback assists both student and teacher in adjusting instruction to maximize opportunities for success. Formative assessments could be, but are not limited to, minor projects, minor presentations, class work activities, startup quizzes, exit tickets, and similar.
- Summative assessments *evaluate* a student's overall mastery of content objectives. Summative assessments could include tests, culminating projects, culminating presentations, larger quizzes, and similar.
- While instructors have significant discretion in the length and delivery format of graded assignments, assessments should be a measure of standards attainment. Compliance grading (full credit for submission of an assignment), reward grading (an assignment created to grade behavior or participation), and/or an overreliance on extra credit can mask the appropriate measurement of standards. They are not best practice, and instructors should minimize their use.

Course grades are composed of multiple summative *and* formative opportunities for students to demonstrate mastery of learning standards. The number of appropriate grades will vary by course and teacher, but please see the table on Page 6 for minimum guidelines:

Expectations for Minimum Assignments per Quarter

Grade Band	Core (ELA, Math, Science/Health, SS)
Grades K-2	Q1 – 6 Grades Total per Subject Q2-Q4 – 1 Grade per Week per Subject
Grades 3-5	1 Grade per Week per Subject
IR / Art /Music <i>One Meeting per Week</i>	4 Grades per Grade Level per Quarter
PE <i>Two Meetings per Week</i>	5 Grades per Grade Level per Quarter

***The numbers above recommend a minimum number of assignments. Additional grades in each content area may be included.**

When planning for assignments, teachers should consider the following:

- Ensure students and parents receive timely feedback on standards-based assignments.
- Practice flexibility and understanding during shortened weeks.
- Impact towards an overall grade
- If using a Science and Social Studies rotation, students should have approximately 9 grades per quarter per subject in quarters 2-4 in grades K-2, and in all four quarters in grades 3-5.

Consistency in Grading

When entering grades, teachers and grade level teams must thoughtfully consider the weighting of categories. Specifically, schools should prioritize consistency in grading categories within grade levels.

Guidelines for category weighting:

Grade Band	Assessments/Quizzes	Classwork
Grades K-5	40%	60%

Grade Band	Projects/Performances	Skills and Practice
Related Arts	40%	60%

Culminating projects often require a series of foundational steps prior to reaching the final, summative product. As such, teachers may elect to assign formative assessments in the project timeline to guide students as they learn. Thus, students may receive graded feedback on the individual steps in addition to a grade for the overall project. Grading rubrics are highly recommended for projects.

Effort and conduct grades are not to be factored into the academic grade; there is a separate area of the report card for addressing this feedback. Every teacher's evaluation process should:

- reflect each student's individual progress;
- relate directly to standards-based learning objectives;
- include numerous indicators of student progress rather than relying on one or two;
- assign to each grade entry an appropriate point value within the category that reflects the value of the task;
- allow students, parents, or others to review the classwork or test results upon which the evaluation is based; and
- facilitate easy explanation of the overall grade.

Elementary Grade Reporting Codes

Grades K-2

Letter Grade	Percentage
O	90%-100%
S	70%-89%
N	60%-69%
U	0-59%

Grades 3-5

Letter Grade	Percentage
A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	0-59%

Grades K-5 Related Arts

Letter Grade	Percentage
O	90%-100%
S	70%-89%
N	60%-69%
U	0-59%

Teachers may report assignment grades as points, percentages, or letter grades.

English Language Learners (EL)

The goal for all CCPS English Language Learners (ELLs) is to attain their maximum level of success while being held accountable for the learning for which they are capable, without penalty for their limited English proficiency. ELL students coded LY in the ELL program for less than two years should not receive a failing grade if CCPS ELL instructional strategies, materials and assessments have been made comprehensible to meet their instructional and/or linguistic needs. In addition, the CCPS ELL strategies must be documented. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are differentiating instruction and assessments to provide comprehensible instruction to respective students. Grading English Language Learners (ELL) involves considerations beyond traditional grading methods due to language proficiency. Listed are some research-based practices to effectively evaluate ELL students:

Differentiated Assessment

- Tailor assessments to accommodate varying language proficiency levels.
- Use a mix of formative and summative assessments, such as portfolio, teacher observations, test orally or read test to students, open book tests, written assignments, presentations, and projects, allowing students to demonstrate understanding in different ways.

Language Support Tools

- Provide heritage language support tools like dictionaries, thesauruses, word banks, or translation resources, especially for formative assessments.

Scaffolded Assignments

- Design assignments with scaffolding in mind.
- Scaffolded tasks that gradually build language complexity and content depth.

Flexible Timelines

- Consider allowing additional time for ELL students, recognizing that language barriers might require additional time for comprehension, organization, and completion of assignments.

Grading Codes for Students Coded LY in the ELL Program for Less Than Two Years

English Language Learners coded as LY participate in all graded assignments throughout a marking period. If the resulting grade from the assignments for students coded LY in the ELL program for less than two years does not accurately represent what the student can do with instructional support, teachers may override the resulting grade with one of the below ELL grading codes.

- **E2 = ELL Partially Meets the Academic Standards with Language Support**
- **E1 = ELL Does Not Meet the Academic Standards with Language Support**

These grading codes are only available for students coded LY in the ELL program for less than two years.

Students receiving Exceptional Student Education (ESE) Services

ESE students who follow the B.E.S.T. Standards and State Academic Standards should receive an Elementary Report Card. ESE students who are significantly cognitively impaired, on a modified curriculum and following the Florida Modified Curriculum Standards, will receive grades based on the modified curriculum.

Learner Qualities

Additionally, teachers will have the opportunity to provide feedback on student Learner Qualities. The table below outlines the specific Learner Qualities assessed at each grade level.

Learner Quality	KG	1	2	3	4	5
Completes and returns homework on time	✓	✓	✓	✓	✓	✓
Shows responsibility	✓	✓	✓	✓	✓	✓
Works independently	✓	✓	✓	✓	✓	✓
Interacts collaboratively with others	✓	✓	✓	✓	✓	✓
Demonstrates self-control	✓	✓	✓	✓	✓	✓
Follows school/classroom expectations	✓	✓	✓	✓	✓	✓
Produces legible writing	✓					
Prints all uppercase and lowercase letters		✓				
Demonstrates legible printing skills			✓			
Demonstrates beginning cursive writing skills				✓		
Demonstrates legible cursive writing skills					✓	
Demonstrates fluent and legible cursive writing skills						✓

Comments

Teachers are encouraged to make comments as often as possible. Each report card has a designated area to provide comments specific to student progress and information that would benefit parent understanding of student performance.

Conferences

When submitting grades, teachers may request a conference. This request will be reflected on the student's report card.

Effort/Conduct

Effort and conduct evaluations are provided in all classes in each marking period.

The effort evaluation is based on observation and review of information available to the teacher. Teachers seek to evaluate objectively whether students are fully utilizing their abilities in the learning process.

Conduct evaluation is based on observation of the student's behavior in school. The conduct evaluation is based on the student's respect for the rights and feelings of others, respect for property, and adherence to the rules of the classroom and school.

Symbols used for the following conduct/effort clusters are:

O = outstanding, S = satisfactory, N = needs improvement, U = unsatisfactory

Interim Reporting

Interim Reports are issued to every elementary student twice per year: Quarters 2 and 3.

Elementary School Homework – General Guidelines

It is the philosophy of the School Board that homework is an integral part of a successful educational experience. Homework reinforces learning through the practice, application, integration, and extension of knowledge and skills. Homework also assists in the development of study skills and a sense of responsibility enabling students to become independent learners. See administrative procedure [ap2330](#) for details.

The following procedures have been developed to with establishing appropriate homework assignments:

- All homework assignments should have a specific purpose related to the learning. Legitimate purposes for homework include:
 - Practice Homework where students practice a skill or process done independently but not fluently. The design of the homework should yield a success rate of at least 80-90% accuracy. If students have not mastered the basic concepts, do not give them an assignment that will send them home to practice incorrectly. Remember, “practice makes permanent.”
 - Preparation Homework which prepares students by building background knowledge for the upcoming lesson or unit
 - Elaborative Homework where students elaborate on information that has been introduced and connect it with real life. This type of homework often gives students the option to choose their method of gathering data, processing learning, and demonstrating learning.
- Homework assignments should be appropriate to the grade level and the abilities of the students involved.
- Homework should not be used as a grade.
- Homework as a consequence is inappropriate.
- The purpose of homework should be clear to the student when assigned.
- Teachers should provide feedback on homework and return it in a timely fashion. Timely, high quality specific feedback is important. Homework assigned but not evaluated generates lower benefits than homework that is graded and homework receives specific comments.
- Time guidelines for the homework completion should
 - be reasonable and consistent with the nature of the assignments given
 - provide for interim appraisal of progress where assignments involve blocks of time
 - be consistent with the current Board adopted Code of Student Conduct for policies regarding make-up of missed homework; and
 - not exceed elementary school guidelines as follows:

Grade Level	Homework Minutes
Kindergarten	10
Grade 1	20-30
Grade 2	30
Grade 3	30-45
Grade 4	45-60
Grade 5	45-60