

Elementary Education  
**Guidelines for Academic Grading of Elementary Students**

The California Education Code 49066 states that “the grade given to each pupil shall be the grade determined by the teacher of the course and that the determination of the pupil’s grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith or incompetency, shall be final.”

The following information is intended to assist teachers in fulfilling the grading and reporting requirements.

Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately. ([EGUSD BP 5121](#))

Parents and students will be informed of the grading policy at the beginning of the school year (i.e., Student/Parent Handbook, Back-to-School Night, teacher letters, school newsletters or classroom charts). All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. Standards aligned instruction requires collaboration among educators, support for teachers, and, most importantly, a sustained focus on the strengths and needs of individual students together with the persistent belief that all students can achieve academic excellence and be successful in life. ([LCFF Priority 7 Statement of Model Practices](#))  
District standards can be found here: <https://blogs.egusd.net/cpl/curriculum/>

When a student is absent from class and subsequently does not take a test or fulfill class requirements (i.e., assignment completion, complete a project), the assigned grade may reflect this nonperformance. If a student has been absent due to illness or an excused absence they will be given a reasonable amount of time to complete missed assignments. Unexcused late or incomplete assignments may all have an effect on a student’s grade.

Regular education students, who are not identified as special needs students with active IEPs, and are working below grade level should have this indicated on their report card. These students should not receive a report card grade above C.

Achievement grades for 1-6 shall be reported each marking period as follows:

**Key for Progressing Towards Standards**

- + Meets grade level standards
- X Approaches grade level standards
- Does not meet grade level standards
- NA Not formally assessed



Key for Progressing towards Standards reflects progress toward achievement of standards. You may use an N/A in one of these boxes with an explanation in the comments section. For example, primary may not have introduced a concept first trimester so they would note in the comments section that the standard would be addressed in the second or third trimester.

## **Grade Key**

- A Excellent
- B Good
- C Average
- D Needs Improvement (grades 3-6 only)
- F Unacceptable (grades 3-6 only)
- N Needs improvement (grades 1-2 only)



Grades indicate progress toward standards and are based solely on the quality of the student's academic work and his/her mastery of course content based on district standards.

## **Behaviors that Support Learning Key**

- + Consistently
- X Developing
- Needs Improvement

Learning Behaviors indicate the work habits of the learning that may contribute to or detract from their progress in learning.

All core subject areas require a grade on the report card (cannot be left blank or marked with N/A). Core subjects are: Reading, Writing/Language, Mathematics, Social Sciences, Science, and Listening/Speaking. Marks of -, X, and + will be given for Computer/Technology, Physical Education, and Visual and Performing Arts. This data is shared with the EGUSD school board.

## **Criteria for determining grades for achievement may include but are not limited to:**

- Preparation of assignments, including accuracy, legibility and promptness;
- Contribution to classroom discussions;
- Demonstrated understanding of concepts in tests;
- Organization and presentation of written and oral reports;
- Applications of skills and principles to new situations;
- Originality and reasoning ability when working through problems;
- Unexcused late assignments;
- Progress and achievement of grade level standards.

## **Report Card Responsibilities**

- Teachers are responsible for completing report cards for all students who appear on your Synergy roster at the time of report card completion.
- Teachers must enter letter grades for **all core subjects**. N/A may be used **only** as a progress toward standards areas in the case that a standard area has yet to be taught/assessed.
- Teachers must complete report cards within the timeframe outlined on the Report Card Timeline that was collaboratively developed by EGEA and Elementary Education. Report cards open one week before the end of the grading period and three weeks before the lock date. It is not intended for report cards to be completed in a single day but to be worked on over time.

## **Deficiency Notification**

Education Code 49067 and [Board Policy 5121/ Board Policy 5124](#) requires that teachers notify parents/guardians of potential failing grades (receiving an N, D or F grade), requiring a conference or written report when a student is in danger of failing a course. Failure to attend a conference or respond to a written report shall not preclude failing the student at the end of the grading period.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher is to make contact with the parent/guardians in a written report. Teachers may choose a variety of ways to communicate when a student is in danger of failing a course. Options include but are not limited to: Talking Points, Synergy Mail, phone calls, conferences, paper progress reports, Synergy Progress Reports. **All communication with parents regarding progress towards meeting standards and potentially failing grades are to be documented in Synergy as a Parent Contact with summary notes.**

Deficiency notification must be given five weeks prior to the end of the trimester if the student is performing below C level.

## Transitional Kindergarten (TK) and Kindergarten Grades

Transitional Kindergarten and Kindergarten teachers shall use letter “**S**” for meets/exceeds standards, “**P**” for practice needed/approaching grade level standards, and “**IP**” for in progress/not formally assessed. Examples of student work may also be furnished.

Kindergarten teachers will use “**+**” consistently, “**X**” for developing, and “**-**” for needs improvement to communicate behaviors that support learning.

### District Honor Roll

All students in Grades 4-6 may be eligible for District Honor Roll. District Honor Roll for the Elementary Schools would include the following subjects: Reading, Writing/Language, Mathematics, Social Sciences, Science, and Listening/Speaking.

Grades for Academic Performance shall be reported for each grading period as follows ([Administrative Regulation 5121](#)):

- A (90 - 100%) Outstanding Achievement 4.0 grade points
- B (80 - 89%) Above Average Achievement 3.0 grade points
- C (70 - 79%) Average Achievement 2.0 grade points
- D (60 - 69%) Below Average Achievement 1.0 grade points
- F (0 - 59%) Little or No Achievement 0

District Honor Roll would be automatically calculated each trimester. Synergy can be utilized for determining Honor Roll eligibility ([Synergy Toolkit](#)).

Principal’s list and other special recognition awards for academics, effort, greatest improvement, behavior, perfect attendance, citizenship, and special achievement may be available. Criteria for these awards will be determined at each school.

### Grading Criteria for Elementary Standards

<b>Meeting Standard:</b>
<ul style="list-style-type: none"><li>● The student is meeting grade-level standards through instruction in standards-aligned materials provided through the District’s adopted curriculum, supplemental and teacher developed materials.</li></ul>
<b>Approaching Standard:</b>
<ul style="list-style-type: none"><li>● The student is making progress towards meeting grade-level standards, but may not consistently demonstrate all the required skills and knowledge independently.</li></ul>
<b>Below Standard:</b>
<ul style="list-style-type: none"><li>● The student has not met his/her grade-level standards and is receiving remedial instruction and/or modified assignments based on the standards below his/her current placement.</li></ul>
Further information regarding standards can be found at the following website: <a href="https://blogs.egusd.net/cpl/curriculum/">https://blogs.egusd.net/cpl/curriculum/</a>

## Grading for Students with Active IEPs:

Identified individuals with exceptional needs (active IEPs) should have their grades based on progress toward their IEP goals and objectives. An “A” can be earned by a student in any subject, whether a goal is written or not, as long as appropriate adaptations are provided as determined by the IEP and individualized adaptation plan. Adapted curriculum for identified individuals with exceptional needs should be indicated on the report card and conveyed to the parents.

Report card common language examples include:

“Although (student) is working below grade level standards, he/she is meeting alternate goals at his/her academic level.”

“ (Student) is currently progressing toward grade level standards and receiving educational benefits from academic programs.”

“Grade is a combination of intervention programs and classroom work.”

“Grades are based on (student’s) individual adaptation plan developed by classroom teacher, administration, and intervention personnel.”

“Report card grades are based on California Grade Level Standards. Student classroom grades reflect academic work at individualized grade level per adaptation plan.”

“(Student) is working below grade level standards in the following academic areas for which he/she receives intervention support.”

“(Student’s) academic program involves collaboration between classroom teacher and intervention personnel.”

## Grading for Newcomers

Guidance for grading newcomers (any EGUSD student who is foreign-born and enrolled with a US Entry date of 3 years or less) can be found in the document [TK-6 Newcomer Grading Guidance](#).

## Grading for Mid Year Enrollment and Disenrollment of Students

Guidance for the grading and students who arrive and leave during a grading period can be found in the document: [New and Departing Student Report Card Responsibilities for Teachers](#).

## Synergy Information Resources

- [Report Card Best Practices](#) - This guide gives recommendations on how to avoid common issues with report card completion.
- [Grade Book Reports for Dropped Students](#) - This guide explains how to show dropped students on your roster in order to view progress or run Grade Book reports for dropped students.
- [Report Card Grades Not Available for Transfer](#) - This guide shows you what to do if you go to transfer grades to your report cards and do not see grades ready to transfer for one or more subjects.
- [Eliminating Discrepancies Between Grade Book and Report Cards](#) - This guide helps to resolve the issue of a discrepancy in grades that are appearing in Grade Book and grades that are appearing on the report card.
- **Important Reminders**
  - All report cards must be moved to the completed column before the lock date/time listed on the current year’s Report Card Timeline in order to be processed on time by Technology Services.
  - If you need to make changes to a report card, please contact your front office staff. **Technology Services does not open report cards after the initial lock date.** Once your front office staff reopens the report cards, you can log out and log back in to Synergy to be able to edit report cards. [Be sure to change the focus to the trimester for which you want to make changes.](#)