

LATE WORK

- Per District Policy:
- 90% Summative 10% Formative
- No penalty for late work
- Use an “L” in IC prior to replacing it with an “M”.
- Change the “L” to an “M” in the Grade Book for a score of 50 percent due to no evidence.
- Establish a consistent timeline for work completion.
- Communicate a deadline for late work.
 - Late work will be accepted two weeks after the due date of the assignment.
- Provide students/families with resources to complete late work.
- Regularly flag students with excessive late work in IC.
 - Can be turned in at any time with no penalty
 - Parents are notified via Dojo weekly from the classroom teacher regarding late work
 - Becomes an M after 2 weeks late (can be changed if turned in)--Parents are notified via Dojo and given an updated progress report from IC
- Schools must establish timely opportunities for reteaching and relearning.
 - Time provided in our master schedule on a daily basis
 - School-wide intervention is provided
- Provide supplemental academic and/or behavioral interventions (MTSS).
 - Counselors and SEIF provide assistance with behavior plans for all types of learner behaviors and social-emotional supports
 - School-wide interventions are provided daily in the master schedule
 - Strategists provide small group literacy/math interventions
- Consider alternative methods of assessment based on student needs.
 - Students are provided with a variety of ways to demonstrate mastery of skills based on needs
- Ensure the student’s IEP or Section 504 Plan accommodations are implemented.
- Include a communication plan to connect with families.
 - Class Dojo, paper notifications, phone calls, Google Meet meetings, and in-person conferences are held regularly to keep parents informed and involved.
- Adhere to Regulation 5122

REASSESSMENT

- Per District Policy:
- Provide opportunity for all students to reassess without exception.
- Schools must prioritize offering reassessment opportunities during the school day.
 - Any student can retake an assessment during the school day, and will not have to arrive at school early or stay late to do so.

- Students/families have an opportunity to initiate the reassessment request. Students may request a reassessment within three days following the assessment.
- Reassessments must be at the same level of rigor.
 - All reassessments will be based on the same level of rigor of the standards as the first assessment
- Schools must establish timely opportunities for reteaching and relearning. Students will have one week to meet with the teacher, before school, for additional instruction prior to the reassessment.
- Reassessment grade must reflect higher proficiency level (e.g., no cap on reassessment score).
- Summative reassessments must be completed two weeks prior to the end of the term.
 - If the student did not meet standards, he/she may reassess any time prior to two weeks before the end of the semester.
 - If the student meets standards, and requests a reassessment in an effort to improve his/her grade, the request must be made within two days of the grade being posted.
- Students have an opportunity to reassess ONE summative assessment.
- Reassessment opportunities will not be offered for final exams/semester exams.
- Reassessment accommodations in IEPs and/or Section 504 Plans supersede District reassessment guidelines.
- Include a communication plan to connect with families.
 - Progress Reports are available in IC. A Dojo message will be sent communicating support to all families.

Balanced Grading Scale

<i>Elementary Grading Scales</i>			
<i>Kindergarten</i>	<i>Grades 1–5</i>		<i>Standards-Based</i>
2 Meets	A 90–100%	Excellent	4 Exceeds
1 Approaches	B 80–89%	Above Average	3 Meets
	C 70–79%	Average	2 Approaches
	D 60–69%	Below Average	1 Emergent
	F 50–59%	Emergent	
	W	Working on standards below grade level	

Behavior

- Academic performance will be the only factor included in student grades.
- Students will no longer be penalized through the academic grade for late work submitted within the established guidelines, participation, responsibility, etc.
- Behaviors will be reported separately as a successful learner behavior or citizenship grade.
- Ninety percent of student grades are based on summative assessments.

- Ten percent of student grades are based on formative assessments.
- Learner Behavior Rubric
https://docs.google.com/document/d/10i0I8g4sP1IREzlkFZ4RTPgA_XsNIkBQ/edit

Weighting and Categories

Recording Formative and Summative Assessments

2023–2024:

- Formative 0–10 percent percent
- Summative 90–100 percent percent

Homework

At Estes McDoniel, children will not be given homework. There is no evidence of a clear connection between homework, improved test scores and academic achievement in the elementary grades. Traditional homework also limits valuable family time, and may be detrimental to students' mental health.

We believe that children should read outside of school as much as possible. Reading time becomes dramatically more effective when shared as a family or with individual family members. The McDoniel Elementary homework expectations are in accordance with [Policy 6143](#) and [Regulation 6143](#).