

FRESNO UNIFIED SCHOOL DISTRICT GRADING GUIDELINES

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CORE BELIEFS AND COMMITMENTS

CORE BELIEFS

Student Learning

- Every student can and must learn at grade level and beyond.

High Quality Instruction

- Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership

- Leaders must perform courageously and ethically to accomplish stated goals.

Safety

- A safe learning and working environment is crucial to student learning.

Culture

- Fresno Unified is a place where:
 - Diversity is valued
 - Educational excellence and equity are expected
 - Individual responsibility and participation by all is required
 - Collaborative adult relationships are essential
 - Parents, students and the community as a whole are vital partners

COMMITMENTS

Student Learning

- We will provide all students access to high quality options and a variety of activities.
- We will implement, continue or expand practices proven to raise student achievement; and eliminate practices that do not.

High Quality Instruction

- We expect all students to achieve their personal best; differences in achievement among socio-economic and ethnic groups are not acceptable.
- We expect effective teacher performance toward desired results.

Leadership

- We will require the timely delivery of high quality services to every site.
- We will sustain and monitor a financial plan that ensures the viability of the district.
- We will provide clear expectations and regularly support professional growth.

Safety

- We will provide a safe, clean, and orderly learning and working environment.

Culture

- We will establish collaborative relationships with staff, parents, students, and the community.
- We strongly encourage and welcome the valuable contributions of our families.
- We expect and depend upon individual responsibility.

PURPOSE OF GRADING AND THE REPORT CARD

FUSD believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance 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 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.

The Report Card provides students with feedback on their learning, communicates to parents about their student's academic achievement, informs teachers for instructional planning, and demonstrates whether students have mastered the skills needed for the next level of learning.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level. (BP 5121)

TEACHER'S RIGHTS & RESPONSIBILITIES

RIGHTS

When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and 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 governing board of the school district and the superintendent of such district shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade. (Ed code 49066)

RESPONSIBILITIES

Teachers are responsible for student instruction and other professional duties including, but not limited to:

- Collaboration with peers to improve student learning consistent with the Foundations for Accountable Communities that includes, but is not limited to, assessing student learning, developing common formative assessments, sharing instructional strategies and methods, lesson planning, standards-aligned curriculum, developing real time intervention strategies, and maintaining and improving an effective school culture/climate.
- Reviewing and evaluating the work of students
- Preparation for and communicating and conferring with pupils, parents, staff and administrators. Parents should be kept aware of goals and objectives for students, progress of their student in pursuit of objectives, special accomplishments of their student, and unsatisfactory performance and behavior of their student
- Pursuing specific objectives and goals based on an assessment of student needs in relation to school and District goals
- Maintaining appropriate records
(CBA Article 20)

GRADING GUIDELINES

Elementary Only

Kindergarten	First Grade	Second – Sixth Grade
KAIG (Language Arts & Math) Social Skills	Effort and Progress No Achievement grades	1 st semester of 2 nd grade will only receive effort and progress grades. 2 nd semester of 2 nd grade through 6 th grade students will receive effort and achievement grades
Work habits and social skills effort grades will be recorded in K through 6 th grade		

Grades shall be issued for the following subjects four times a year as follows:

First Grade		
Subject	Marks given	When
Language Arts- Reading	Effort and Progress	All report periods
Language Arts- Listening/Speaking	Effort and Progress	All report periods
Language Arts- Writing	Effort and Progress	All report periods
Mathematics	Effort and Progress	All report periods
Science	Effort only	During the reporting periods in which instruction occurs.
Health	Effort only	During the reporting periods in which instruction occurs.

Social Studies	Effort Only	All report periods
Art	Effort Only	During the reporting periods in which instruction occurs
Music	Effort Only	During the reporting periods in which instruction occurs
Physical Education	Effort Only	During the reporting periods in which instruction occurs

First Grade Progress and Effort Grades Descriptors

Progress Mark	Descriptor
1	Beginning Level
2	Occasionally
3	Regularly
X	Not graded this period

Effort Grade	Descriptor
O	Outstanding
S	Satisfactory
P	Poor
U	Unsatisfactory

Second Grade		
Subject	Marks given	When
Language Arts- Reading	Effort only for first two report periods. Achievement and Effort for the last two report periods.	All report periods: see notes
Language Arts- Listening/ Speaking	Effort only	All report periods for Quarter 3 and 4.
Language Arts- Writing	Effort only for first two report periods. Achievement and Effort for the last two report periods.	All report periods: see notes
Mathematics	Effort only for first two report periods. Achievement and Effort for the last two report periods.	All report periods: see notes
Science	Effort only for first two report periods. Achievement and Effort for the last two report periods.	During the reporting periods in which instruction occurs.
Health	Effort Only	During the reporting periods in which instruction occurs.
Social Studies	Effort only for first two report periods. Achievement and Effort for the last two report periods.	During the reporting periods in which instruction occurs.

Art	Effort Only	During the reporting periods in which instruction occurs
Music	Effort Only	During the reporting periods in which instruction occurs
Physical Education	Effort Only	During the reporting periods in which instruction occurs

Third Grade – Sixth Grade		
Subject	Marks given	When
Language Arts- Reading	Achievement and Effort	All report periods
Language Arts- Listening/Speaking	Achievement and Effort	All report periods
Language Arts- Writing	Achievement & Effort	All report periods
Mathematics	Achievement and Effort	All report periods
Science	Achievement and Effort	All report periods
Health	Effort Only	During the reporting periods in which instruction occurs.
Social Studies	Effort Only	All report periods
Art	Effort Only	During the reporting periods in which instruction occurs
Music	Effort Only	During the reporting periods in which instruction occurs
Physical Education	Effort Only	During the reporting periods in which instruction occurs

Second Grade – Sixth Grade

Achievement and Effort Grade Descriptors

Achievement Grade	Descriptor
A	Superior
B	Above Average
C	Average
D	Met only the minimum standards
F	Failure to meet minimum standards
X	Not graded this period
*	Grade has been modified as confirmed by the student's current IEP

Effort Grade	Descriptor
O	Outstanding
S	Satisfactory
P	Poor
U	Unsatisfactory

*2nd grade uses Effort Grades only in the first and second quarter.

Citizenship Grade Descriptors

Citizenship grades used in 1st -6th grade for various subjects, skills, and work habits.

Citizenship Grade	Descriptor
O	Outstanding
S	Satisfactory
P	Poor
U	Unsatisfactory

Comment Codes First Through Sixth Grade

The following comment codes are available on the grade book and appear under “Teacher’s Additional Comments on Progress” on the report card each quarter for first grade through sixth grade.

Code	Descriptor	Code	Descriptor
A	A pleasure to have in class	M	Needs to make up test(s)
B	Excellent student	N	Needs to come prepared
C	Contributes to class discussions	O	In danger of failing
D	Works well with others	P	Effort needs to improve
E	Cooperative, conscientious	Q	Wastes time
F	Keep up the good work	R	Disturbs class
G	Positive attitude	S	Frequent absences/tardies
H	Showing improvement	T	Modified Grade/Curriculum
I	Low scores; Tests/Assignments	U	Violated P.E. Dress Code
J	Not meeting grade level standards	V	Agenda not signed/used
K	Homework not completed/insufficient	W	Parent conference requested
L	Classwork not completed		

Middle School Only

Achievement Grades

Achievement Grade	Descriptor
A	Superior Achievement
B	Above Average
C	Average
D	Below Average
E	Excused
F	Fail
FA	Failure Due to Attendance
I	Incomplete
N	No Grade
P	Pass
W	Withdrawal
WF	Withdrawn Fail

UC approved A-G courses taken during middle school will post on the high school transcript with the grades received in the 2nd Quarter/1st Semester and 4th Quarter/2nd Semester. Students will receive credits towards graduation for these courses and will be used to count towards A-G eligibility. UC approved A-G courses offered in middle school are in the areas of mathematics (Algebra I or higher) and foreign language only.

Citizenship Grades

Citizenship grades include effort, attitude, and study skills.

Effort Grade	Descriptor	Effort Grade	Descriptor
E	Exceptional	N	Needs Improvement
O	Outstanding	P	Poor
G	Good	U	Unsatisfactory
S	Satisfactory	X	Other

Comment Codes

The following comment codes are available on the grade book and appear under “Teacher’s Additional Comments on Progress” on the report card each quarter.

Code	Descriptor	Code	Descriptor
A	Excellent student	K	Does not bring materials
B	Good participation/attitude	L	Needs to make up work
C	Works well with others	M	Needs to report to tutorial
D	Satisfactory performance	N	Excessive tardies
E	Showing improvement	O	Excessive absences
F	Positive attitude	P	Behavior/attitude must improve
G	Incomplete work/poor quality	Q	Ignores safety rules
H	Late assignments	R	Too many non-dress in P.E.
I	Does not participate	S	Parent/teacher conference needed
J	Poor test scores	T	Danger of failing

High School Only

In grades 9 -12 students receive 5 credits per course per semester for traditional courses. For variable credit courses, online, extended day or alternative education courses, students may receive credits each quarter. Final grades and credits for each course completed are documented on the student’s official transcript. For courses required for graduation, students must receive a grade of A, B, C, D to meet the credit requirement. For courses required for A-G eligibility, students must receive a grade of A, B, or C. Students are able to repeat a course through the Expanded Learning Summer Program or Extended Learning during the academic year. Once a course is repeated, the grade in repeated course replaces the original course grade in the calculation of the GPA. Both courses will still appear on the transcript.

Achievement Grade Meaning

Achievement Grade	Descriptor
A	Superior Achievement
B	Above Average
C	Average
D	Below Average
E	Excused
F	Fail
FA	Failure Due to Attendance
I	Incomplete
N	No Grade
P	Pass
W	Withdrawal

Citizenship Grades

The behavior/conduct (citizenship) grading should be based on the criteria below to help make reasonable, fair, and consistent evaluation and to provide counsel and guidance for students.

Effort Grade	Descriptor
O	Outstanding
S	Satisfactory
P	Poor
U	Unsatisfactory

Comment Codes

The following comment codes are available on the grade book and appear under “Teacher’s Additional Comments on Progress” on the report card each quarter.

Code	Descriptor	Code	Descriptor
A	Excellent student	K	Does not bring materials
B	Good participation/attitude	L	Needs to make up work
C	Works well with others	M	Needs to report to tutorial
D	Satisfactory performance	N	Excessive tardies
E	Showing improvement	O	Excessive absences
F	Positive attitude	P	Behavior/attitude must improve
G	Incomplete work/poor quality	Q	Ignores safety rules
H	Late assignments	R	Too many non-dress in P.E.
I	Does not participate	S	Parent/teacher conference needed
J	Poor test scores	T	Danger of failing

PHYSICAL EDUCATION GRADES

No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil. (Ed code 49066)

REPORT CARDS

The report cards have been updated for the 2017-18 school year to be more visually friendly for parent/guardians and students. **There have been no changes on how grades, marks, or comments are input by teachers in gradebook. Changes were only made to the format of the report card that is printed for parents/guardians and students.**

Changes include:

- Formatting changes for easier navigation
- Consistent formatting across all report cards
- Addition of a purpose statement, "Purpose of Grading and the Report Card"
- Assessments reported by achievement level and the date administered along with parent/student friendly language describing the type of assessment

Below are snapshots of the updated report cards. You can find the full length report card in English, Spanish and Hmong in the appendix.

First Grade Report Card

This is a snapshot of a First Grade Report Card. It includes fields for Student Name, Student Number, and School Year. The main section is a table with columns for Achievement Level (S, A, B, C, D, F) and rows for various assessment categories like Reading, Math, Science, and Social Studies. There are also sections for Teacher Comments and Parent/Guardian Comments.

(Appendix A)

Elementary 2-6 Report Card

This is a snapshot of an Elementary 2-6 Report Card. It includes fields for Student Name, Student Number, and School Year. The main section is a table with columns for Achievement Level (S, A, B, C, D, F) and rows for various assessment categories like Reading, Math, Science, and Social Studies. There are also sections for Teacher Comments and Parent/Guardian Comments.

(Appendix B)

Secondary Report Card

This is a snapshot of a Secondary Report Card. It includes fields for Student Name, Student Number, and School Year. The main section is a table with columns for Achievement Level (S, A, B, C, D, F) and rows for various assessment categories like Reading, Math, Science, and Social Studies. There are also sections for Teacher Comments and Parent/Guardian Comments.

(Appendix C)

MINIMUM GRADES PER REPORTING PERIOD

Grades are recorded primarily as a means of evaluation and should be sufficient in number to justify the grade reported.

DANGER OF FAILING COURSE NOTIFICATION TO PARENTS/GUARDIAN

The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student's achievement for each marking period and requiring a conference with, or a written report to, the parent/guardian of each student whenever it becomes evident to the teacher that the

student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the written report, shall not preclude failing the student at the end of the grading period. This provision shall apply to the parent/guardian of any student without regard to the age of the student. (Ed Code 49067)

SECONDARY ATHLETIC ELIGIBILITY

Middle School & High School Only

Below is the language coaches will utilize with parents/guardians and students around eligibility in athletics in seventh through twelfth grade.

Fresno Unified School District Athletic Eligibility

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5) (BP 6145)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The athletic director is responsible for monitoring student-athletes academic eligibility. The athletic director will determine eligibility, monitor academic progress, and provide academic support for at risk student-athletes. Although there is a wide variance in the activities under this area of responsibility, the duties are as follows:

- Eligibility assessments
 - Coordinate and host parent information evening before each season of sport
 - Verification of athletic eligibility of will be completed by the Athletic Director
 - Athletic Eligibility will begin on the second Monday (10 days) after the quarterly grading period ends
 - All student-athletes must be enrolled in a minimum of five classes
 - Communicate eligibility of student-athletes to coaches at school site (quarterly)
 - Parental notification letter for student-athletes on probation
 - Probation student-athletes are identified as:
 - Students enrolled in a minimum of 5 classes with a grade point average below 2.0 at the end of the grading period while passing 4 classes with a D or better
 - Student-athletes allowed to practice and participate in games
 - Parental notification letter for student-athletes ineligible to participate
 - Ineligible student-athletes are identified as:
 - Students whose grade point average is below a 2.0 for two (2) consecutive grading periods
 - Students that did not pass a minimum of 20 credits at the end of the grading period
 - Students not enrolled in a minimum of 5 classes
 - Student-athletes allowed to practice, NOT allowed to participate in any games (scrimmages included)
- Eligibility Evaluation during season
 - Re-evaluate eligibility at the end of each grading period
 - Adjust eligibility status as appropriate
 - Work with principal or administrative designee to help support student-athletes academic success
- All student-athletes below a 2.5 GPA
 - AD will identify students who are at risk or showing potential to be at risk
 - AD will inform varsity coaches of student-athletes on their roster below 2.5
 - AD will work alongside coaches to provide academic support for at-risk student-athletes
- Attendance Monitoring
 - AD will ensure the coaches are speaking to their teams to reinforce importance of attendance
 - AD will work alongside coaches to help counsel student-athletes with attendance problems

- AD will immediately inform the principal or administrative designee when a student-athletes attendance problems cannot be resolved

GRADE REPORTING PERIODS AND GRADE FINALIZATION DEADLINES

End of Quarter Dates for 2017-2018

1 st Quarter (39 days)	August 14 - October 6 th
2 nd Quarter (43 days)	October 9 - December 15 th
3 rd Quarter (46 days)	January 8 - March 16 th
4 th Quarter (52 days)	March 19 - June 7 th

Elementary Only

Elementary Reporting Periods 2017-18			
Grading Period	ATLAS Closing Dates	Time	Report Card Goes Home
1 st Deficiency Notice	September 8 th – 13 th	Flexible Window	
Quarter 1 (Ends - Oct. 6)	Monday, October 9 th	4:00 pm (ATLAS Locked)	Parent Teacher Conferences
2 nd Deficiency Notice	November 3 rd – 9 th	Flexible Window	
Quarter 2 (Ends – Dec. 15)	Monday, December 18 th	4:00 pm (ATLAS Locked)	Monday, January 8 th - 12 th
3 rd Deficiency Notice	February 9 th – 15 th	Flexible Window	
Quarter 3 (Ends – Mar. 16)	Monday, Mar. 19 th	4:00 pm (ATLAS Locked)	Tuesday, March 19 th - 23 rd
4 th Deficiency Notice	April 27 th – May 2 nd	Flexible Window	
Quarter 4 (Ends – June 7)	Wednesday, June 6th	4:00 pm (ATLAS Locked)	Thursday, June 7 th

All schools will be using ATLAS Gradebook to document student performance/grades. It is important that teachers regularly input assignments and scores into Gradebook so students and parents have access to the most current grades. Parents will be provided with an ID to access the Parent Portal at the beginning of the year. Please take notice of the grading periods below and the final due date and time that grades must be finalized. ATLAS Gradebook will be locked at the end of each quarter and teachers will NOT have access to change any grades after that date.

Elementary Finalization of Grades

Grades will need to be finalized for each quarter on ATLAS Gradebook. Below are instructions from Gradebook Mobile on ATLAS on how to finalize your gradebook.

Part 1 - Finalizing Course Subject Areas (Health, LA-R, LA-L/S, LA-W, Math, PhEd, SocSci, Sci)

Step 1: Navigate to **Gradebook**, select the period desired, and click the **Final Grade Lock** to enter the **Final Grades Window** for the course chosen (**Repeat steps for all other courses**).



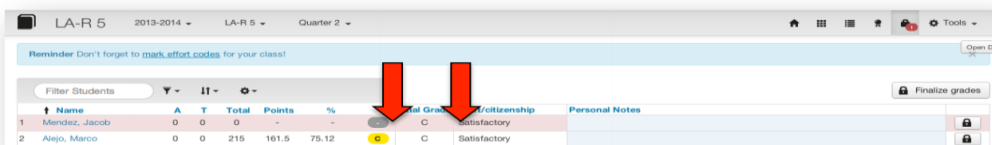
Step 2: Entering Final Grades and Effort/Citizenship:

Option 1: Enter each Final Grade and Effort/Citizenship by manually entering into each cell.

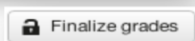
Option 2: Right click on the Final Grade and Effort/ Citizenship Column headers to copy over Final Grade and Mass fill Effort/Citizenship.

ADDITIONAL NOTES:

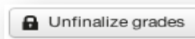
- **Second grade enters an X in the Final Grades column for Q1 and Q2. Just add Effort/Citizenship (OSPU)**
- Health, PE, and LA-L/S are effort only and will contain an X for the Final grades. Just add Effort/Citizenship (OSPU)
- If a Subject has NOT been taught and a final grade or Cit/Effort is NOT required, leave it as is and do not finalize.
- Grading Dropped Students - If students have dropped, but fall within the requisite number of days (10) from the end of the Quarter, dropped students will appear in a pink band at the top of the list when finalizing. **Enter a Final Grade and Citizenship for qualifying dropped students.**



Step 3: Click the **Finalize grades** button in upper right corner when complete.



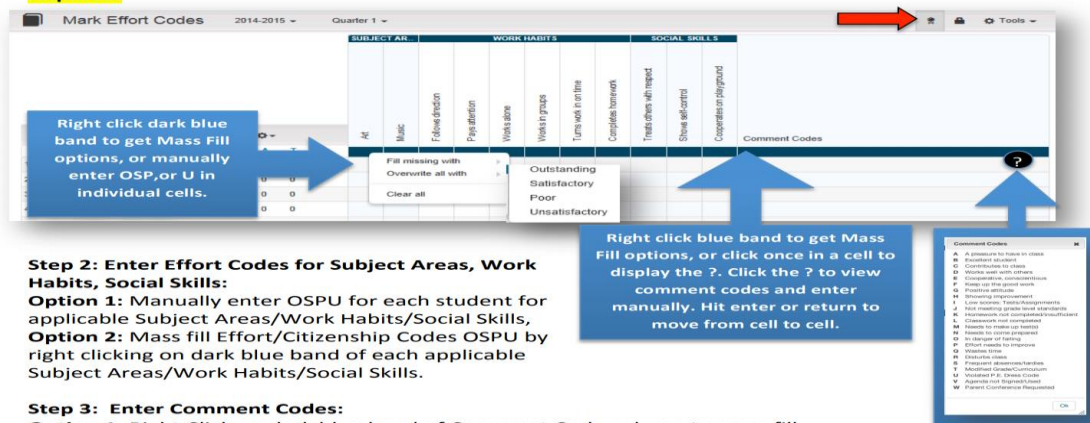
NOTE: Edits to Final Grades and Citizenship can be made until the 4:00 pm deadline set forth by District Leadership. To make necessary changes/edits, click the **"Unfinalize Grades"** button. The grid will unlock and changes can be made. **Repeat Step 3** (Click the **"Finalize grades"** button again when complete. Check **"I understand"** and Continue to complete finalization.)



Part 2 - Mark Effort Codes (Work Habits, Social Skills, and Comment Codes)

Step 1: Click the **Mark Effort Codes** icon to enter the Mark Effort Codes window.

NOTE: Once data is entered into the Mark Effort Code window, it is complete, and no other action is required.



Step 2: Enter Effort Codes for Subject Areas, Work Habits, Social Skills:


Option 1: Manually enter OSPU for each student for applicable Subject Areas/Work Habits/Social Skills,

Option 2: Mass fill Effort/Citizenship Codes OSPU by right clicking on dark blue band of each applicable Subject Areas/Work Habits/Social Skills.

Step 3: Enter Comment Codes:

Option 1: Right Click on dark blue band of Comment Code column to mass fill Comments for all students.

Option 2: Click inside a Comment Code cell and then click the question mark to the right to view a list of Comment Codes. Manually enter individual comments codes for the student.

Step 4: Once the above is complete, **Mark Efforts Codes** are complete. Click on **Grid**  icon to return to Gradebook and Courses.

Printing Elementary Report Card

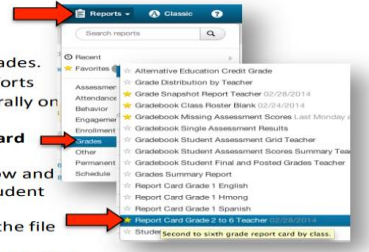
Please Note: Report Cards will not be available immediately after entering grades. Grades can be finalized and printed one hour after the Quarter Grades and Efforts have been finalized, and during the window of time permitted, which is generally one week before the Quarter end date. See site administration for these dates.

Step 1: From the **Reports** Menu in ATLAS Mobile, choose **Grades > Report Card Grade 2-6 Teacher**.

Step 2: The report card will populate and display in the Explorer report window and will provide a class set of Report Cards in the language of choice, including student home language.

Step 3: Export the Report Cards and Progress Reports to PDF and either Save the file to your hard drive, or choose Open to open the pdf file and print.

Fresno Unified School District | ATLAS User Support | go/learnatlas



Visit go/learnatlas to review finalization of music grades and finalization of SDC grades instructions.

Secondary Only

Secondary Reporting Periods 2017-2018			
Grading Period	ATLAS Closing Date	Time	Distribution
1 st Deficiency Notice	September 8 th – 13 th	Flexible Window	Sites to Distribute
Quarter 1 (Ends – Oct. 6)	Monday, October 9 th	4:00 pm (ATLAS Locked)	Sites to Distribute
2 nd Deficiency Notice	November 3 rd – 9 th	Flexible Window	Sites to Distribute
Quarter 2/Semester 1 (Ends – Dec. 15)	Monday, December 18 th	4:00 pm (ATLAS Locked)	FUSD sends via US Mail
3 rd Deficiency Notice	February 9 th – 15 th	Flexible Window	Sites to Distribute
Quarter 3 (Ends – Mar. 16)	Monday, Mar. 19 th	4:00 pm (ATLAS Locked)	Sites to Distribute
4 th Deficiency Notice	April 27 th – May 2 nd	Flexible Window	Sites to Distribute
Quarter 4/Semester 2 (Ends – June 7)	Monday, June 11 th	4:00 pm (ATLAS Locked)	FUSD sends via US Mail

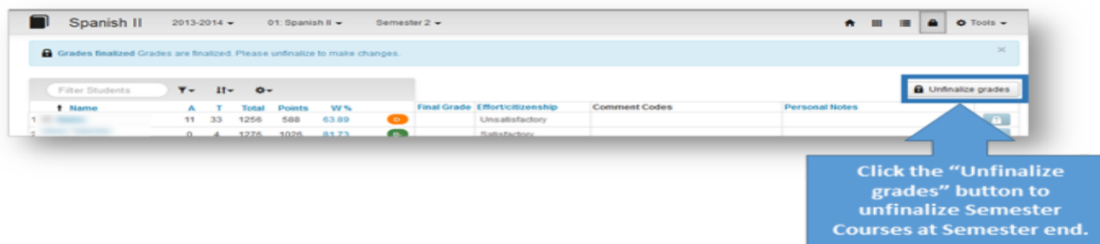
All schools will be using ATLAS Gradebook to document student performance/grades. It is important that teachers regularly input assignments and scores into Gradebook so students and parents have access to the most current grades. Parents will be provided with an ID to access the Parent Portal at the beginning of the year. Please take notice of the grading periods below and the final due date and time that grades must be finalized. ATLAS Gradebook will be locked at the end of each quarter for middle school courses and at the end of each semester for high school courses. Teachers will NOT have access to change any grades after that date.

Finalizing Course Areas

Step 1: Navigate to **Gradebook**, select the **Period** desired, and click the **Final Grade Lock** to enter the **Final Grades Window** for the Course chosen (**Repeat steps for all other courses**).



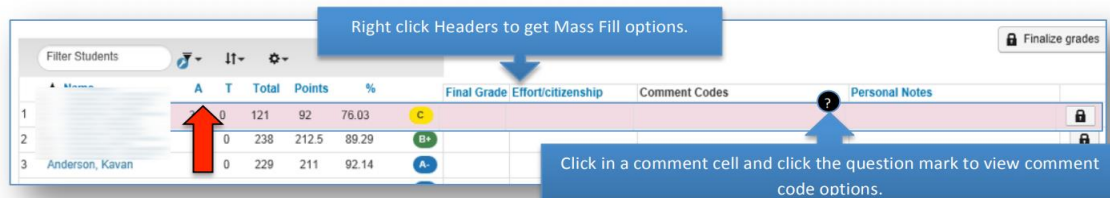
PLEASE NOTE: Semester long courses will need to be “unfinalized” prior to finalizing at the end of a semester.



Step 2: Enter **Final Grades** and **Effort/Citizenship** using one of two methods:

Option 1: Right click on the **Final Grade** and **Effort/ Citizenship** Column headers to copy over Final Grade and Mass fill Effort/Citizenship.

Option 2: Enter each **Final Grade** and **Effort/Citizenship** by manually entering into each cell.



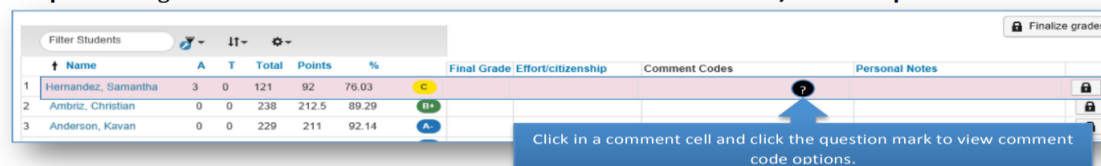
NOTE : Grading Dropped Students - If students have dropped, but fall within the requisite number of days (10) from the end of the Quarter, dropped students will appear in a pink band at the top of the list when finalizing. **Enter a Final Grade and Citizenship for qualifying dropped students.**

This student has been dropped but requires a Final Grade.		(Black)
This student can be finalized.		(Black)
This student cannot be finalized. He or she has not been enrolled the requisite number of days in this section; OR term finalization window has not opened yet.		(Gray)

Step 3: Enter **Comment Codes** using one of two methods:

Option 1: Click inside a Comment Code cell and then click the question mark to the right to view a list of Comment Codes. Manually enter individual comments codes for the student.

Option 2: Right click on the **Comment Code** header to to mass fill **Effort/Citizenship**.




Step 4: Add **Personal Notes** if applicable (for informational purpose only).

Step 5: Click the **Finalize grades** button in upper right corner when complete.

NOTE: Edits to Final Grades and Citizenship can be made until the 4:00 pm deadline set forth by District Leadership. To make necessary changes/edits, click the “Unfinalize Grades” button. The grid will unlock and changes can be made. **Repeat Step 5** (Click the “Finalize grades” button again when complete. Check “I understand” and Continue to complete finalization.)

Step 6: Once the above is complete, click on **Grid** icon to return to Gradebook and Courses.

ATLAS GRADEBOOK

go/learnATLAS provides useful guides for setting up your grade book and maintaining grades. You can also access “Learn ALTAS” from your ATLAS portal by selecting the resources drop down  and clicking on “Learn ATLAS”

Below are links for the Gradebook Mobile Elementary Guide and Gradebook Mobile Secondary Guide. These guides provide step-by-step instructions on using your gradebook and include topics such as “Understanding the Gradebook Grid”, “Managing Categories & Understanding Weighting”, and “Finalizing Grades”.

Gradebook Mobile Elementary Guide

<https://fusd.sharepoint.com/sites/edtech/LearnAtlasDocs/GBElemPkt.pdf>

Gradebook Mobile Secondary Guide

<https://fusd.sharepoint.com/sites/edtech/LearnAtlasDocs/GBSecPkt.pdf>

You can access other video tutorials and step-by-step guides by going to go/learnatlas

WEIGHTING GRADES

Atlas Tutorial

Weighting a Category

Step 1: In the **Manage Category** window, check the **Weighting** option. Weighting will automatically be distributed to all categories. To change weighting percentages, use the up or down arrows or type in the desired percentage. **Total percentage must equal 100%.**

Notes:

- **Weighted Categories with a 0 value will automatically be marked “Excluded” and ALL assessments in the Category will be excluded from grade calculations.**



Gradebook Configuration

Categories

Grading scales

Manage Categories

☒ Weighted

Uncheck Weighting option to turn weighting off.

Category	Short Name	Excluded	Assessments	Color	Weight
Classwork	CLAS	<input type="checkbox"/>	1/5		30
Homework	HOME	<input type="checkbox"/>	1/2		20
Tests	TEST	<input type="checkbox"/>	0/14		50
Subtraction Timed T	-100	<input checked="" type="checkbox"/>	0/3		0
Addition Timed Test	+100	<input checked="" type="checkbox"/>	0/1		0
Multi Timed Tests	X100	<input checked="" type="checkbox"/>	0/1		0

100%

Weighted Categories with a 0 value will automatically be marked “Excluded” and ALL assessments in the Category will be excluded from grade calculations.

Weighting Worksheet

Click a student's % grade on the Gradebook grid to view a weighting worksheet that displays additional information on weighting calculations.

Category	Weight	Points Possible		Points Earned		Calculated
		Total	Weighted	Actual	Weighted	
TEST	50%	-	50	-	50	0
CLASS	30%	10	30	10	30	60%
HOME	20%	10	20	6	12	24%
X100	0%	-	0	-	0	0
X100	0%	-	0	-	0	0
X100	0%	-	0	-	0	0
Total	100%	20	50	16	42	84.00%

Effects of Weighting Grades

Weighting grades in any electronic gradebook can be a complex task and if not done correctly, can cause your student assessments to not average as intended. Those categories with greater weight will have a greater impact on the final grade and likewise those with less weight will have less impact. Additionally, weighted categories without assessments will also have an impact on the student's grades.

The examples below show how weighting might impact a student's grade.

Scenario 1: All categories are weighted and the student earned points in all weighted categories.

Table 1: Weighting data and scores earned:

Category	Weighting	Total Possible Points	Earned Points
Classwork	25%	126	106
Homework	25%	60	58
Tests	50%	40	34.5

Table 2: Weighting is calculated as follows:

Category	Weighting	Earned Points Divided by Total Possible Points	Result is multiplied by the Category % to get the weighted points earned in each category.
Classwork	25%	$106 \div 126 = 84.1$	$84.1 \times 25\% = 21.03$
Homework	25%	$58 \div 60 = 96.7$	$96.7 \times 25\% = 24.17$
Tests	50%	$34.5 \div 40 = 86.2$	$86.2 \times 50\% = 43.13$
The student's overall grade after adding category totals, is divided by 100 which results in an overall grade of 88.33%.			$21.03 + 24.17 + 43.13 = 88.33$ $88.33 \div 100 = 88.33\%$

Scenario 2: All categories are weighted, however, the student earned points in only two of the weighted categories.

Table 1: Weighting data and scores earned:

Category	Weighting	Total Possible Points	Earned Points
Classwork	25%	---	--- (Pts have not been entered)
Homework	25%	60	58
Tests	50%	40	34.5

Table 2: Weighting is calculated as follows:

Category	Weighting	Earned Points Divided by Total Possible Points	Result is multiplied by the Category % to get the weighted points earned in each category.
Classwork	25%	---	---
Homework	25%	$58 \div 60 = 96.7$	$96.7 \times 25\% = 24.17$
Tests	50%	$34.5 \div 40 = 86.2$	$86.2 \times 50\% = 43.13$
In this case, once the category averages are added, it is now divided by 75% instead of 100% because there are no pts earned in the Classwork Category which was worth 25%, resulting in an overall grade of 89.73%			$24.17 + 43.13 = 67.30$ $67.30 \div 75 = 89.73\%$

GRADING SCALES

There are several grading scale options on gradebook. Below is a tutorial from ATLAS on selecting a grading scale on gradebook. Included is a link to additional resources on grading what help you determine which is the best option for you. Resources are also available in the appendix portion of this handbook.

Resources:

[Douglas B. Reeves, "The Case Against the Zero," Phi Delta Kappan, Vol. 86, No. 4, December 2004, pp. 324-325.](#)

[Jeanetta Jones Miller, "A Better Grading System: Standards-Based, Student Centered Assessment," English Journal 103.1 \(2013\): 111118. Web.](#)

[Douglas B. Reeves, "Leading to Change/Effective Grading Practices," Education Leadership Feb. 2008. Vol. 65 No.5](#)

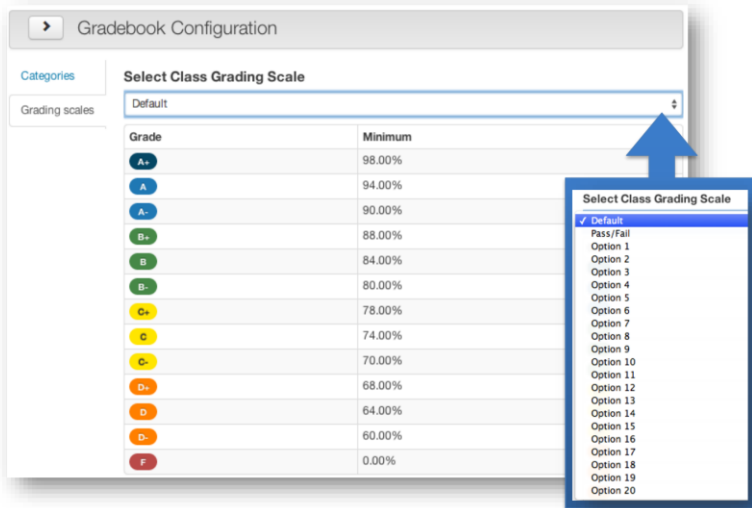
Atlas Tutorial:

Gradebook – Changing Class Grade Scale

Step 1: Navigate to the **Manage Grading Scale** under the **Tools** menu in Gradebook.



Step 2: Use the menu to change Default Grade Scale to the desired scale. See next page for Grade Scale details.



Fresno Unified School District | ATLAS User Support | go/learnatlas

Grading Scale Options on ATLAS

Default	Pass/Fail	Option 1:	Option 2:	Option 3:	Option 4:	Option 5:
A+ 0.98	P 50%	A+ 98%	A+ 98%	A+ 99%	A+ 99%	A+ 90%
A 0.94	F 0%	A 93%	A 93%	A 95%	A 85%	B 80%
A- 0.9		A- 90%	A- 90%	A- 91%	A- 80%	C 70%
B+ 0.86		B+ 87%	B+ 87%	B+ 87%	B+ 75%	D 60%
B 0.84		B 83%	B 83%	B 84%	B 65%	F 0%
B- 0.8		B- 80%	B- 80%	B- 80%	B- 60%	
C+ 0.76		C+ 77%	C+ 77%	C+ 77%	C+ 55%	
C 0.74		C 73%	C 73%	C 73%	C 45%	
C- 0.7		C- 70%	C- 70%	C- 69%	C- 40%	
D+ 0.68		D+ 67%	D+ 67%	D+ 66%	D+ 35%	
D 0.64		D 61%	D 61%	D 63%	D 25%	
D- 0.6		D- 57%	D- 57%	D- 57%	D- 20%	
F 0		F 0%	F 0%	F 0%	F 0%	

Option 6:	Option 7:	Option 8:	Option 9:	Option 10:	Option 11:	Option 12:
A 95%	A 90%	A 90%	A 99%	A 90%	A+ 99%	A+ 98%
B 85%	A- 93%	B 80%	A 95%	B+ 89%	A 95%	A 90%
C 75%	B+ 88%	C 65%	A 91%	B 78%	A 91%	A- 85%
D 65%	B 80%	D 50%	B+ 89%	B- 77%	B+ 87%	B+ 84%
F 0%	B- 74%	F 0%	B 85%	C+ 76%	B 84%	B 80%
	C+ 68%		B- 82%	C 68%	B 81%	B 75%
	C 60%		C+ 79%	C- 67%	C+ 77%	C+ 74%
	C- 54%		C 75%	D+ 66%	C 74%	C 70%
	D+ 48%		C- 69%	D 58%	C- 69%	C 65%
	D 40%		D+ 64%	D- 57%	D 63%	D+ 64%
	D- 34%		D 62%	F 0%	D- 58%	D 60%
	F 0%		D- 58%		F 0%	D- 55%
			F 0%			F 0%

Option 13:	Option 14:	Option 16:	Option 17:	Option 18:	Option 19:	Option 20:
A+ 95%	A 90%	A+ 99%	A 95%	A+ 95%	A+ 98%	A+ 99%
A 91%	B 80%	A- 88%	A 90%	A 91%	A 94%	A 95%
A- 88%	C 70%	B 80%	B 80%	A 86%	A 90%	A 90%
B+ 85%	F 0%	C 70%	B 70%	B+ 81%	B+ 88%	B+ 89%
B 81%				B 76%	B 84%	B 85%
B- 78%				C+ 55%	B- 80%	B- 80%
C+ 75%				C 45%	C+ 66%	C+ 79%
C 71%				C- 38%	C 61%	C 74%
C- 68%				D+ 30%	C- 56%	C- 70%
D 65%				D 20%	D+ 54%	D+ 68%
D- 61%				D- 13%	D 53%	D 60%
D 58%				F 0%	D 51%	D 60%
F 0%					F 0%	F 1%
						F- 0%

PROMOTION/RETENTION

Each year, students in grades K-8 are assessed to determine if they have achieved minimum levels for promotion. Failing students are classified as at-risk of retention or as candidates for retention.

Parents/Guardians of these students are notified as soon as possible and parents/guardians have the right to conference with the teacher.

At-risk students and candidates for retention are entitled to attend supplemental instruction such as Summer School or Intersession, but parents/guardians may refuse the service. Parents/Guardians have the right to be actively involved in the development of these supplemental instructional programs.

Students who are candidates for retention are retained at the end of the school year unless they raise their level of achievement to minimum levels or the teacher determines that retention is not appropriate. If a teacher decides to retain a candidate, the parent/guardian has the right to appeal the retention to the Assistant Superintendent. Parents/Guardians have the option to submit a letter with their objections if the retention is not overturned through the appeal process. (E.C. 37252.2-37252.8; B.P. 5123; A.R. 5123)

COMMUNICATION WITH PARENTS

FUSD Parent Handbook

The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement. (BP 5145.6)

Parent & Student Notification and Information Handbook shall be sent at the time of registration for the first semester or quarter of the regular school term. The notice may be sent by regular mail or by any other method normally used to communicate with the parents/guardians in writing.

The link below provides a copy of the Parent Student Handbook

[https://www.fresnou.org/Documents/2016-17%20Parent%20Student%20Handbook-English_FINAL%20\(003\).pdf](https://www.fresnou.org/Documents/2016-17%20Parent%20Student%20Handbook-English_FINAL%20(003).pdf)

FRESNO UNIFIED SCHOOL DISTRICT ASSESSMENT SYSTEM

OVERVIEW

Fresno Unified School District (FUSD) students can and must learn at grade level and beyond. To ensure our students graduate ready for college and career, we are committed to implementing an aligned system of curriculum, instruction and assessment.

Based on recommendations from an Assessment Council made up of teachers, principals and central office staff members, we have made some strategic improvements to our assessment system for school year 2016-17:




- ✓ Worked to shift our culture around assessment to **reflect student learning as our focus**. Moving forward, district leaders, school leaders and teachers will consistently use assessment data to **reflect on the effectiveness of practice** and **make decisions about instruction**.

SCHOOL ASSESSMENT PLANNING

To monitor progress and inform decisions throughout the year, we have selected a suite of assessments in English Language Arts (ELA) and mathematics that all schools will administer. This suite of assessments is described on the following pages, including information about the purpose and use of each assessment.




Schools and teachers will supplement these district-facilitated assessments with site-based assessments; together, district and site-based assessments will provide the comprehensive information we need to track our students' progress, reflect on instructional practice, and inform instructional decisions every day.

Each assessment in a school's comprehensive assessment plan will serve a clear and specific purpose:

 FORMATIVE ASSESSMENT PROCESSES Strategies and tasks used frequently to diagnose and gather in-depth information about the learning strengths and needs that underlie student performance and set up a course for instruction and intervention. Tells Us: What comes next in learning? How can I help this student improve every day? Examples: Checking for understanding, classroom tasks/assignments, formative assessments, common formative assessments	 INTERIM ASSESSMENTS Administered at regular intervals and used to determine if instruction is helping students make adequate progress and determine necessary adjustments. Tells Us: Are students meeting expectations across our classrooms? Is our instructional program working? Examples: Illuminate interims, Kindergarten Assessment of Individual Growth (KAIG)	 ANNUAL SUMMATIVE ASSESSMENTS Used to gauge achievement levels for the site's overall population and for particular groups of students. Results are used to reflect on the effectiveness of instruction. Tells Us: Are all groups of students meeting the standards? Are enough students meeting the standards? Examples: Smarter Balanced Assessment Consortium tests (SBAC), California Alternative Assessment, National Assessment of Educational Progress (NAEP)
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2017-18 ENGLISH LANGUAGE ARTS/LITERACY ASSESSMENT SYSTEM

This table contains a list of the district-facilitated assessments selected to provide valuable and timely information to parents, students, teachers, and leaders regarding student progress in English Language Arts/Literacy (ELA), including the specific purpose of each assessment, what it measures, and considerations for use.

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
Desired Results Developmental Profile (DRDP) Teachers observe students during day-to-day activities to determine their developmental level in eight learning domains.	PK		In the language and literacy domain, DRDP measures receptive and expressive language skills, emergent writing skills, interest in literacy, concepts about print, comprehension of age-appropriate texts, phonological awareness, and letter and word knowledge.	November: Review students' developmental levels to plan instruction that meets their needs. Identify students at the lowest levels for targeted intervention. May: Reflect on student progress and the effectiveness of instruction to plan for next year.
Kindergarten Assessment for Individual Growth (TKAIG/KAIG) Inventory of early math, language and literacy skills. Some items are administered to students individually and others in small groups.	K		KAIG measures the following foundational skills: print concepts (uppercase and lowercase letters), phonics and word recognition (letter sounds and high frequency words), phonological awareness (syllable segmenting and blending, onsets and rimes segmenting and blending, phonemes - initial, medial, final, adding and substituting phonemes).	Monitor students' growth in foundational skills over time. Keep in mind that the assessment is not comprehensive of all Kindergarten grade-level standards.
Fountas and Pinnell Benchmark Assessment System (BAS) Reading assessment in which teachers observe students' oral reading behaviors at increasing levels of text complexity.	K-1		BAS provides a measure of student independent and instructional reading levels, including accuracy, fluency and comprehension. Optional assessments of phonemic awareness, phonics, letter learning, high frequency word knowledge, reading attitude, and habits are also included.	Diagnose where struggling readers might need additional systematic instruction in foundational reading skills. Monitor students' reading growth over time.
Degrees of Reading Power (DRP) Reading comprehension assessment in which students select from word lists to fill in blanks in reading passages.	2-6		DRP provides a general measure of student reading comprehension. It does not provide a valid measure of comprehension skills such as key ideas and details, craft and structure, or integration of knowledge and ideas.	Identify students who struggle with comprehension and may benefit from additional work with complex texts. Monitor students' reading growth over time.
District Interim Assessment Computer-based assessment of select grade-level Common Core standards in which students respond to a variety of item types, including multiple-choice, evidence-based selected response, and technology enhanced items.	1-12		Illuminate interims provide a measure of student reading comprehension and progress against the Smarter Balanced Assessment Consortium (SBAC) claims: reading, writing, speaking and listening, and research/inquiry.	Research shows that comprehension assessments are single-factor assessments; they only measure students' comprehension of the passage. Therefore, reports should be customized to show student's reading progress on the SBAC claim, rather than SBAC targets or individual standards.
College Board PSAT and SAT Exams Paper-pencil exams aligned to college and career-readiness indicators, completed by students during a three-hour exam period during the school day.	8-11		The SAT Suite's progression is reflected in a common score scale that provides consistent feedback across assessments. New scores have also been introduced. These include subscores and cross-test scores, which provide insight into specific strengths and weaknesses.	The PSAT and SAT provides progressive measurement of college and career readiness. Students and teachers can utilize Khan Academy accounts to work independently or during class on a personalized learning plan.
Smarter Balanced Summative Assessment (SBAC) State summative assessment in two parts: 1) a computer-adaptive test with multiple-choice, extended response, and technology enhanced items; 2) a performance task challenging students with a complex real-world problem.	3-8, 11		SBAC provides a measure of student reading comprehension and performance on the Smarter Balanced Assessment Consortium (SBAC) claims: reading, writing, speaking and listening, and research/inquiry.	Data on incoming student performance against the SBAC claims can be used to identify strengths and areas of need. End of year data can be used to reflect on the effectiveness of literacy programming in helping students' comprehend grade level texts.







2017-18 MATHEMATICS ASSESSMENT STRATEGY

This table contains a list of the district-facilitated assessments selected to provide valuable and timely information to parents, students, teachers, and leaders regarding student progress in English Language Arts/Literacy (ELA), including the specific purpose of each assessment, what it measures, and considerations for use.

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
Desired Results Developmental Profile (DRDP) Teachers observe students during day-to-day activities to determine their developmental level in eight learning domains.	PK	 	In the cognition domain, DRDP provides a measure of student understanding of spatial relationships, number and quantity, measurement, and shapes as well as student ability to compare and sort objects, add and subtract objects, and recognize, reproduce, and create patterns.	November: Review average developmental levels to plan instruction that meets the needs of students. Identify students at the lowest levels for targeted intervention. May: Reflect on student progress from the beginning of the year and effectiveness of instruction to plan for next year.
Kindergarten Assessment for Individual Growth (KAIG) Inventory of early math, language and literacy skills. Some items are administered to students individually and others in small groups.	K		KAIG can be used to measure the following counting and cardinality skills: Count by ones and tens, write numbers from 0-20, connect counting to cardinality, compare 2 numbers between 1-10 and the following Operations and Algebraic Thinking skills: Represent addition and subtraction with objects, find the number that makes 10, fluently add and subtract within 5.	Monitor students' growth in counting and cardinality and operations and algebraic thinking. Keep in mind that the assessment is not comprehensive of all Kindergarten grade-level standards.
District Interim Assessment Computer-based assessment of select grade-level Common Core standards in which students respond to a variety of item types, including multiple-choice, evidence-based selected response, and technology enhanced items.	1-12		Illuminate interims can be used to measure student progress against the Smarter Balanced Assessment Consortium (SBAC) claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning. The interims can also provide a measure of performance on SBAC targets and individual standards.	Reviewing performance on SBAC targets and individual standards can help diagnose student strengths and needs, but it is critical to consider the focus, coherence and rigor required of the standards when making instructional decisions based on this data.
College Board PSAT and SAT Exams Paper-pencil exams aligned to college and career-readiness indicators, completed by students during a three-hour exam period during the school day.	8-11		The SAT Suite's progression is reflected in a common score scale that provides consistent feedback across assessments. New scores have also been introduced. These include subscores and cross-test scores, which provide insight into specific strengths and weaknesses.	The PSAT and SAT provides progressive measurement of college and career readiness. Students and teachers can utilize Khan Academy accounts to work independently or during class on a personalized learning plan.
Smarter Balanced Summative Assessment (SBAC) State summative assessment in two parts: 1) a computer- adaptive test with multiple-choice, extended response, and technology enhanced items; 2) a performance task challenging students with a complex real-world problem.	3-8, 11		SBAC provides an overall measure of students' progress toward and attainment of grade-level standards. SBAC reports student performance on the following mathematics claims: concepts and procedures, problem solving and modeling and data analysis, and communicating reasoning.	Data on incoming student performance against the SBAC claims can be used to identify strengths and areas of need. End of year data can be used to reflect on the effectiveness of mathematics programming in helping students' master grade level standards.

2017-18 ADDITIONAL ASSESSMENTS

This table contains a list of additional district-facilitated assessments selected to provide valuable and timely information to parents, students, teachers, and leaders regarding student progress.

ASSESSMENT	FOR	PURPOSE	WHAT DOES IT MEASURE?	CONSIDERATIONS FOR USE
National Assessment of Educational Progress (NAEP) NAEP test proctors administer a paper/online test during a 90 minute period in the Winter/Spring to a selected sample of students.	4, 8		The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Paper-and-pencil assessments are conducted periodically in <u>mathematics</u> and <u>reading</u> .	NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.
Physical Fitness Testing (PFT) The State Board of Education designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools.	5, 7, 9	 	The PFT is composed of six fitness areas: Aerobic Capacity, Abdominal Strength, Upper Body Strength, Body Composition, Trunk Extensor, and Flexibility	The PFT provides information that can be used by (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students. By law (EC Section 60800), all LEAs in California are required to administer the PFT annually to all students in grades five, seven, and nine.
English Language Proficiency Assessment for California (ELPAC) The State's English Language Proficiency Test for English Learners	K-12		The ELPAC assesses the four domains of listening, speaking, reading, and writing in English and is aligned to the English-language development (ELD) standards adopted by the State Board of Education (SBE).	The ELPAC results are reported by the following performance levels: Limited Functional, Somewhat Functional, Moderately Functional, and Fully Functional. The ELPAC results show the overall English performance level attained by students as well as performance in each domain by level.
Naglieri Non-verbal Abilities Test (NNAT 3) The NNAT is a non-verbal abilities test to screen for 2 nd grade students with Gifted and Talented potential.	2		Used by gifted and talented educators, testing coordinators, special education teachers, school psychologists and bilingual educators, the NNAT is a nationally normed, reliable nonverbal test, providing a consistent way to screen all students without language or culture being a barrier. This provides a nonverbal, culturally neutral assessment of general ability that is ideal for use with diverse student populations.	Used to identify additional students with potential for GATE programs.
Cognitive Abilities Test (CogAT) The CogAT® measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative and Nonverbal.	2		Used by gifted and talented educators, testing coordinators, special education teachers, school psychologists and bilingual educators, the CogAT is a nationally normed, valid and reliable that provided a consistent way to identify students for GATE certification.	Used to identify students for GATE programs.

APPENDIX

Appendix A: Sample First Grade Report Card

Appendix B: Sample Elementary Report Card 2-6

Appendix C: Sample Secondary Report Card

Appendix D: [Douglas B. Reeves, "The Case Against the Zero," Phi Delta Kappan, Vol. 86, No. 4, December 2004, pp. 324-325.](#)

Appendix E: [Jeanetta Jones Miller, "A Better Grading System: Standards-Based, Student Centered Assessment," English Journal 103.1 \(2013\): 111118. Web.](#)

Appendix F: [Douglas B. Reeves, "Leading to Change/Effective Grading Practices," Education Leadership Feb. 2008. Vol. 65 No.5](#)

APPENDICE A: ELEMENTARY SCHOOL REPORT GRADE 1



Elementary School Report Card Grade 1

Parent Guardian of:

Student Name:

ID:

Grade:

Purpose of Grading and the Report Card

The Report Cards provides students with feedback on their learning, communicates to parents about their student's academic achievement, inform teachers for instructional planning, and demonstrates whether students have mastered the skills needed for the next level of learning.

School:

Principal:

Teacher:

School Website:

School Phone:

Achievement									Social Emotional Learning						
School Year 2016-17		QTR 1		QTR 2		QTR 3		QTR 4		Work Habits		QTR 1	QTR 2	QTR 3	QTR 4
Subject	Progress	Effort	Progress	Effort	Progress	Effort	Progress	Effort	Follows Directions						
									Pays Attention						
									Works Independently						
									Works in Groups						
									Turns Work in On Time						
									Completes Homework						
Language Arts									Social Skills		QTR 1	QTR 2	QTR 3	QTR 4	
Reading									Treats Others with Respect						
• Responds to who, what, when, where and how questions									Shows Self-Control						
• Retells the central ideas of simple expository or narrative passages									Cooperates on Playground						
• Uses letters to sound out words									Attendance		QTR 1	QTR 2	QTR 3	QTR 4	
Listening and speaking									Absent						
• Uses descriptive words when speaking									Tardy						
• Speaks in complete and coherent sentences									Please make sure to clear any absences or tardies by calling your school's attendance office.						
Written Language/Spelling									Social Emotional Learning Codes						
• Writes in complete and coherent sentences									O = Outstanding P = Poor S = Satisfactory U = Unsatisfactory						
• Uses descriptive words when writing									Teacher's Additional Comments On Progress						
• Uses grade level appropriate grammar and spelling									QTR 1	QTR 2	QTR 3	QTR 4			
Mathematics															
• Understands and uses numbers to 100 (concepts of ones & tens, including place value)															
• Understands concepts															
• Computes numbers															
Social Studies															
Science															
Health															
Physical Education															
Art															
Music															
Achievement Codes		Assessments							Comment Codes						
Progress Descriptor	Effort Descriptor	Assessment	Date	Achievement Level				Same as elementary report card 2-6							
1 = Beginning Level 2 = Occasionally 3 = Regularly X = Not graded this period	O = Outstanding S = Satisfactory P = Poor U = Unsatisfactory	Reading: BAS													
		Reading: Fluency Rate													
		Language Development: CELDT													

Parent/Guardian please sign and return.

APPENDICE B: ELEMENTARY SCHOOL REPORT CARD GRADES 2-6

Elementary School Report Card Grades 2-6



Parent or Guardian of

ID:
Grade: 6th
School Next Year: Tenaya Middle

Purpose of Grading and the Report Card

The Report Card provides students with feedback on their learning, communicates to parents about their student's academic achievement, informs teachers for instructional planning, and demonstrates whether students have mastered the skills needed for the next level of learning.

Forkner Elementary
Principal: Ryan Duff
Teacher: Joseph Lang
School Website: <http://go.fresnou.org/forkner>
School Phone: (559) 451-4490

Achievement								Social Emotional Learning																					
School Year 2015-2016	QTR 1		QTR 2		QTR 3		QTR 4		Work Habits	QTR 1	QTR 2	QTR 3	QTR 4																
Course Name	Achievement	Effort / Citizenship	Achievement	Effort / Citizenship	Achievement	Effort / Citizenship	Achievement	Effort / Citizenship	Follows Directions	O	O	O																	
Language Arts									Pays Attention	O	O	O																	
• Reading	C-	S	B-	S	A	O			Works Independently	O	O	O																	
• Writing	C	S	C	S	A	O			Works in groups	O	O	O																	
• Listening/Speaking									Turns work in on time	O	O	O																	
Mathematics	C	S	B+	O	B+	O			Completes homework	S	O	O																	
Social Studies			A+	O	A	O			Social Skills	QTR 1	QTR 2	QTR 3	QTR 4																
Science	B	O	B+	O	A	O			Treats others with respect	O	O	O																	
Health									Shows self control	O	O	O																	
Physical Education									Cooperates on playground	O	O	O																	
Art				O					Attendance	QTR 1	QTR 2	QTR 3	QTR 4																
									Absent	1	2	3	2																
									Tardy	0	1	1	3																
Choir		O		O		S			Please make sure to clear any absences or tardies by calling your school's attendance office.																				
									Social Emotional Learning Codes																				
									Citizenship Descriptor																				
									O = Outstanding S = Satisfactory P = Poor U = Unsatisfactory																				
Grade Point Average (GPA)	2.25		3.00		3.80				Teacher's Additional Comments On Progress																				
Grade Point Average (GPA): Includes all grades listed in corresponding term								QTR 1				QTR 2	QTR 3	QTR 4															
Achievement Codes		Effort Descriptor		Assessments		Date		Achievement Level		QTR 1		QTR 2	QTR 3	QTR 4															
A = Superior B = Above Average C = Average D = Met only the minimum standards F = Failure to meet minimum standards X = Not graded this period * = Grade has been modified as confirmed by the students current IEP.		O = Outstanding S = Satisfactory P = Poor U = Unsatisfactory		State Test: SBAC • English Language Arts • Mathematics Language Development: CELDT Reading Test: DRP Reading Test: DRP		2015-2016 2016-2017 QTR 1 2016-2017 QTR 3		Below Standard Below Standard 42 48		ADEF		ACDEFG	ABCDEFG																
										<input type="checkbox"/> Conference Requested																			
										Parent Signature:																			
										Comment Codes																			
How can I see grades more regularly? Parents: Log on to: https://iparents.fresnou.org Parent Id: _____ Password: _____ Students Log on to: https://istudents.fresnou.org Id: _____ Edu Text (Grades 3-12 only) Interested in receiving daily texts about your student's progress? Text your individual PIN to 28527 (ATLAS). Your PIN: _____ Text message fees apply. ** You must provide proof of TDAP vaccine before registering for 7th grade.								DRP Scores Grade Level Target <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Grade 2</td> <td>31</td> <td>39</td> </tr> <tr> <td>Grade 3</td> <td>39</td> <td>45</td> </tr> <tr> <td>Grade 4</td> <td>45</td> <td>49</td> </tr> <tr> <td>Grade 5</td> <td>50</td> <td>55</td> </tr> <tr> <td>Grade 6</td> <td>54</td> <td>57</td> </tr> </tbody> </table>		Grade	Fall	Spring	Grade 2	31	39	Grade 3	39	45	Grade 4	45	49	Grade 5	50	55	Grade 6	54	57	A = A pleasure to have in class B = Excellent student C = Contributes to class discussions D = Works well with other students E = Cooperative, conscientious F = Keep up the good work G = Positive attitude H = Showing improvement I = Low scores: Tests/Assignments J = Not meeting grade level standards K = Homework not completed/insufficient L = Classwork not completed M = Needs to make up test(s) N = Needs to come prepared O = In danger of failing P = Effort needs to improve Q = Wastes time R = Disturbs class S = Frequent absences/tardies T = Modified Grade/Curriculum U = Violated P.E. Dress Code V = Agenda not Signed/Used W = Parent Conference Requested	
Grade	Fall	Spring																											
Grade 2	31	39																											
Grade 3	39	45																											
Grade 4	45	49																											
Grade 5	50	55																											
Grade 6	54	57																											

APPENDICE C: SECONDARY REPORT CARD

Secondary Grade Report

Parent or Guardian of

ID:
Grade: 12th

Purpose of Grading and the Report Card

The Report Card provides students with feedback on their learning, communicates to parents about their student's academic achievement, informs teachers for instructional planning, and demonstrates whether students have mastered the skills needed for the next level of learning.

Bullard High

Principal: Carlos Castillo

School Website: <http://go.fresno.org/bullard>

Phone: (559) 451-4320



no Unified School District

[illegible]

APPENDICE D: "THE CASE AGAINST THE ZERO"

Sample below. Click on sample to link to full article or type link below.

[Douglas B. Reeves, "The Case Against the Zero," Phi Delta Kappan, Vol. 86, No. 4, December 2004, pp. 324-325.](#)

The Case Against the Zero

Even those who subscribe to the "punishment" theory of grading might want to reconsider the way they use zeros, Mr. Reeves suggests.

BY DOUGLAS B. REEVES

THIS IS not a trick question. If you are using a grading scale in which the numbers 4, 3, 2, 1, and 0 correspond to grades of A, B, C, D, and F, then what number is awarded to a student who fails to turn in an assignment? If you responded with a unanimous chorus of "zero," then you may have a great deal of company. There might be a few people who are familiar with the research that asserts that grading as punishment is an ineffective strategy,¹ but many of us curmudgeons want to give the miscreants who failed to complete our assignments the punishment that they richly deserve. No work, no credit — end of story.

Groups as diverse as the New York State United Teachers and the Thomas Fordham Foundation rally around this position.² Let us, for the sake of argument, accept the point. With the grading system described above, the failure to turn in work would receive a zero. The four-point scale is a rational system, as the increment between each letter grade is proportionate to the increment between each numerical grade — one point.

But the common use of the zero today is based not on a four-point scale but on a 100-point scale. This defies logic and mathematical accuracy. On a 100-point scale, the interval between numerical and letter grades is typically 10 points, with the break points at 90, 80, 70, and so on. But when the grade of zero is applied to a 100-point scale, the interval between the D and F is not 10 points but 60 points. Most state standards in mathematics require that fifth-grade students un-

DOUGLAS B. REEVES is the chairman and founder of the Center for Performance Assessment, Boston, Mass. His most recent publications are *Assessing Educational Leaders* (Corwin Press, 2004) and *Accountability for Learning* (Association for Supervision and Curriculum Development, 2004).

Missing assignment: F

APPENDICE E “A BETTER GRADING SYSTEM: STANDARDS-BASED, STUDENT CENTERED ASSESSMENT”

Sample below. Click on sample to link to full article or type link below.

[Jeanetta Jones Miller, “A Better Grading System: Standards-Based, Student Centered Assessment,” English Journal 103.1 \(2013\): 111-118. Web.](#)

Jeanetta Jones Miller

A Better Grading System: Standards-Based, Student-Centered Assessment

The author discusses the benefits of a standards-based, student-centered approach to assessment.

I have been experimenting with ways to individualize the learning experience for high school students since I first heard James Moffett speak at an Asilomar conference in 1991 and realized that my concerns about how we do school were shared and understood. Over the years I've found many ways to engage students in learning and to make grades a more accurate reflection of that learning; however, I continued to report progress as the average of grades for individual assignments, a practice that is not only widely accepted but also expected in high school. I wasn't comfortable with this practice, but I couldn't figure out how to take a student-centered approach to grading that would work with the school's reporting system. A few years ago I conducted a survey of a representative cross-section of the junior class to gather information about how students define success. I categorized the responses by gender and academic level and found that every group defined success primarily as getting the grades necessary for admission to college. The responses to two open-ended questions about how the student defines success now and in five years frequently mentioned pressure and stress. The students' comments suggest that many experience high school as an ordeal that must be endured to get into college, get a good-paying job, and, finally, sometime in the hazy future, get the security and happiness that will make it all worthwhile. Teenagers are not generally recognized for their ability to delay gratification, but the survey results indicate that delayed gratification is the norm for

many teenagers and that they fulfill our demands because they are afraid not to. What I learned from these students made it impossible for me to continue the practice of averaged grades. I had to find an alternative. I read the research, took long walks turning possibilities over in my head, and finally on a hot July day during summer break came up with an approach that worked. In this article I describe that approach in detail.

What the Researchers Say about Grades

In *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*, Rick Wormeli does not mince words as he calls for teachers to engage in honest discussion about grading:

There are some aspects of teaching that we keep in cages in hopes they will never escape. . . . We don't share our concerns with our own grading approach or that of a colleague's often, and we don't spend time with each other determining the meaning of a C, an A, or discussing what constitutes a 3.5 on a rubric. . . . The day is upon us, however. It's time to talk about grades, grading, and report cards openly, if we haven't before, questioning assumptions, embracing alternatives, and focusing on the promise of what teaching and learning can be. (89–90)

Douglas B. Reeves conducted an experiment with teachers and administrators all over the country that underscores the disparity of grading practices. He asked participants to determine a student's final grade based on a set of ten individual grades:

English Journal 103.1 (2013): 111–118 111

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APPENDICE F: LEADING TO CHANGE / EFFECTIVE GRADING PRACTICES

Sample below. Click on sample to link to full article or type link below.

[Douglas B. Reeves, "Leading to Change/Effective Grading Practices," Education Leadership Feb. 2008. Vol. 65 No.5](#)



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Leading to Change / Effective Grading Practices

Douglas B. Reeves


If you wanted to make just one change that would immediately reduce student failure rates, then the most effective place to start would be challenging prevailing grading practices. How can I be so sure? Try this experiment in your next faculty meeting. Ask your colleagues to calculate the final grade for a student who receives the following 10 grades during a semester: C, C, MA (Missing Assignment), D, C, B, MA, MA, B, A. I have done this experiment with thousands of teachers and administrators in the United States, Canada, and Argentina. Every time—bar none—I get the same results: The final grades range from F to A and include everything in between.

As this experiment demonstrates, the difference between failure and the honor roll often depends on the grading policies of the teacher. To reduce the failure rate, schools don't need a new curriculum, a new principal, new teachers, or new technology. They just need a better grading system.

Ineffective Grading

The results of my experiment are not surprising. Guskey and Bailey (2001) and Marzano (2000) have synthesized decades of research with similar findings. Neither the weight of scholarship nor common sense seems to have influenced grading policies in many schools. Practices vary greatly among teachers in the same school—and even worse, the practices best supported by research are rarely in evidence.



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