

## 501: Grading & Promotion - Retention Policy

### I.Purpose:

- a. The purpose of this policy is to communicate the standardization of a grading framework for Providence Creek Academy Charter School students, teachers, and families.

### II.Definitions:

- a. Grading Scale: the traditional letter grades and their alignment to a numeric percentage for all core classes and special subject classes grades 4 through 8.
- b. Performance Grading Scale: The letter grading scale **used only for special subject classes for kindergarten through grade 3.**
  - i. ~~Outstanding (O)—equates to High Honors.~~ Exceeds Expectations (EE)
  - ii. ~~Satisfactory (S)—equates to Honors.~~ Meets Expectations (ME)
  - iii. ~~Needs Improvement (N)—equates to a passing grade for the class.~~ Developing (DE)
  - iv. ~~Unsatisfactory (U)—equates to a failing grade for the course.~~ Inconsistent (IN)
  - v. Insufficient Evidence (IE)
- c. Promotion: the result of a student demonstrating mastery of grade level skills and moving to the next grade the following school year
- d. Retention: the result of a student failing to demonstrate mastery of grade level skills, causing that child to repeat the year.
- e. Core Classes: Reading, Writing, Math, Science, and Social Studies
- f. Special Subject Class: Classes including art, theater, dance, music, health/physical education, technology, and all track classes.
- g. **Summative Assessment:** An assessment of learning or mastery. Assignments that evaluate student mastery of content and aligns with the goals and expected outcomes of the instruction<sup>1</sup>. (examples include projects, tests, quizzes, writing pieces, and any assessment that is used to determine mastery of a lesson. etc.)
- h. **Formative Assessment:** Assessment to inform instruction. Assignments that monitor student learning over the course of a learning unit (examples classroom checks for understanding activities, exit tickets used to check student understanding of the lesson, small group and whole group responses, class brainstorming, etc.)

### III.Policy Statement:

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<sup>1</sup> *Formative and summative assessments: Poorvu Center for teaching and learning.* Formative and Summative Assessments | Poorvu Center for Teaching and Learning. (n.d.). Retrieved August 18, 2022, from <https://poorvucenter.yale.edu/Formative-Summative-Assessments>

a. Grade Reporting:

- i. Students will receive report cards at the end of each trimester which is approximately every twelve-week period-
- ii. Teachers will notify parents prior to progress reports and report cards if their child is failing. Parents are encouraged to schedule conferences with teachers if their child is failing. All conferences will be documented.
- iii. Approximately every six weeks into a new grading period, the school will send interim progress reports, Interim Progress Report (IPR), home for each student.
- iv. The teacher of record is responsible for the reported grade on all report cards and progress reports.

b. Parents will have access to their student's grades via the Home Access Center.

c. Grading Scale: This grading scale is used for all courses in all grades excluding only special subject classes for kindergarten through grade 3.

- i. Summative assessments may be used to determine reported grades.
  1. Course grades will include a minimum of 8 grades.
  2. The majority of the grades will be summative assessments.
- ii. Failure to turn in an assignment may result in a 0% for that assignment.
- iii. Late work may be accepted at the teacher's discretion.
  1. No assignments will be accepted after the end of the trimester without permission from the Head of School or designee unless the missing assignment was a result of an absence, at which point PCA's attendance policies would define the number of days in which the assignment can be completed and submitted. No grades other than incomplete (I) will be changed after the end of the trimester without permission from the Head of School or designee.
- iv. Missing assignments may result in a grade of "0%" for that assignment.
- v. Lowest grade in a course may be dropped at teacher discretion.
- vi. Test Corrections and Test Re-takes on major summative assessments are at the discretion of the teacher.
- vii. The Grading Scale for all Classes excluding special subject classes for kindergarten through grade 3 is:

Letter Grade	Percentage
A+	98 - 100
A	95- 97
A-	93 - 94
B+	90 - 92
B	87 - 89
B-	85 - 86
C+	82 - 84

C	79 - 81
C-	77 - 78
D+	75 - 76
D	72 - 74
D-	70 - 71
F	0 - 69
F	*0 – 39 percentages will convert to a 40% for the trimester or final grade.

d. The Performance Grading Scale for all special subject classes for kindergarten through grade 3 is not hierarchical, nor do the following indicators equate to a letter grade:

- i. ~~Outstanding (O) — High Honors — Exceeds Expectations (EE)~~
- ii. ~~Satisfactory (S) — Honors — Meets Expectations (ME)~~
- iii. ~~Needs Improvement (N) — Passing Developing (DE)~~
- iv. ~~Unsatisfactory (U) — Failing Inconsistent (IN)~~
- v. ~~The Rubric for grading using the O, S, N, U scale for only K-3 special subjects is: Insufficient Evidence (IE)~~

Categories/Grade	Outstanding 5 points each.	Satisfactory 4 points each.	Needs Improvement 3 points each.	Unsatisfactory 2 points each.
Content	Assignments demonstrate mastery of the content taught.  Seeks additional assignments when provided or goes above and beyond on a majority of assignments.	Assignments demonstrate mastery of the content taught	Assignments demonstrate some mastery of the content taught	Assignments do not demonstrate mastery of the content taught
Participation	Participates in the lesson greater than 90% of the time.	Participates in the lesson greater than 80% of the time.	Participates in the lesson greater than 70% of the time but needs redirection often.	Lacks participation and/or needs consistent redirection.
Effort	Puts forward distinguished effort in completing class tasks to the best of his/her ability.	Puts forward effort in completing class tasks to the best of his/her ability.	Puts forward some effort in completing class tasks to the best of his/her ability.	Does not put forward effort in completing class tasks to the best of his/her ability.

Attendance	<del>Attends Class regularly.</del>	<del>Attends Class regularly with limited absences that have not impacted the child's ability to demonstrate mastery of content.</del>	<del>Has several absences that have limited the child's ability to demonstrate mastery of content.</del>	<del>Class attendance has limited the child's ability to demonstrate mastery of content.</del>
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- vi. Special subject teachers will send rubrics to parents at the beginning of the school year that are specific to their subject classes and align with the performance scale. ~~The students in kindergarten through grade 3 will be graded using the rubric above for special subjects. An overall score will be used to determine the rating:~~
    - ~~i. Outstanding — 18 of the possible points or higher~~
    - ~~ii. Satisfactory — 14-17 of the possible points~~
    - ~~iii. Needs Improvement — 10-13 of the possible points~~
    - ~~iv. Unsatisfactory — Less than 10 of the possible points~~
  - vii. It is at the special subject teachers' discretion to determine if the child has earned an ~~Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory~~ Exceeds Expectations, Meets Expectations, Developing, Inconsistent, or Insufficient Evidence ~~grade~~ performance indication when a child has achieved differing ratings across each of the ~~categories~~ indicators.
  - viii. Special subject teachers will enter one grade of ~~O, S, N, U~~ EE, ME, DE, IN, or IE using their Performance Grading Scale rubric for Interim Progress Reports and Report Cards.
  - ix. Special subject teachers are required to notify parents of any child receiving a "~~Needs Improvement~~ Developing" or "~~Unsatisfactory~~ Inconsistent" ~~grade~~ indication prior to Interim Progress Reports and Report Cards. Parents are encouraged to schedule conferences with the special subject teachers when needed. Conferences will be documented.
- d. Definitions for Grading Scale Terminology:
- i. Subject Skill Engagement: The student's demonstration of interest and skill in the subject by using the tools, techniques, and knowledge focused on in class.
  - ii. Participation: The student's active involvement in class activities, discussions, and tasks when expected.
  - iii. Effort: The energy, focus, and persistence the student demonstrates in completing learning activities in accordance with classroom expectations.

- iv. Inconsistent: Student performance varies significantly, making it difficult to determine a consistent overall level.
  - v. Insufficient Evidence: Student has missed 50% of classes or more, so not enough evidence is available to determine the student's level—this is not a positive or negative mark.
- e. Citizenship: Citizenship will be evaluated for each class and reflected in the form of a comment for each course.
  - i. Citizenship comments may include respect, following directions, participation, and responsibility.
  - ii. Overall citizenship will be evaluated and certificates awarded each trimester for those students exemplifying positive citizenship using a rubric that includes:
    - 1. Collaboration with Peers
    - 2. Collaboration with Adults
    - 3. Passing Grades
    - 4. Involvement in PCA extracurricular activities.
- e. Honors:
  - i. Grades four (4) through eight (8)
    - 1. High Honors is defined as a grade of 93% in all classes.
    - 2. Honors is defined as an 85% or higher in all classes.
  - ii. Grades kindergarten (K) through grade 3 is:
    - 1. High Honors is defined as a grade of 93% in all core classes ~~and Outstanding in all special subjects.~~
    - 2. Honors is defined as an 85% or higher in all core classes ~~and Satisfactory in all special subject classes.~~
    - 3. Grades in K-3 special subject classes do not influence Honors or High Honors.
- f. Homework:
  - i. Homework is designed to be independent practice of material learned in school.
  - ii. Examples of homework may include, but are not limited to:
    - 1. Weekly Reading logs
    - 2. Weekly Math fluency practice
    - 3. Math content practice
    - 4. End of Unit Projects
  - iii. Homework will not exceed Nation PTA recommendations.
- g. Summer School:

- i. PCA Summer School is a tuition-based program designed for students who have failed a course and/or have not met the requirements for promotion to the next grade.
- ii. Students are required to provide their own transportation to and from summer school.
- iii. All course requirements must be met to attain promotion through summer school. Enrollment and attendance alone do not satisfy the requirements for successful completion of a summer school course.

h. Promotion/Retention/Placement:

- i. A student must meet the grade level criteria for promotion.
- ii. Parents of students in danger of being retained must be notified no later than the end of the second trimester and/or during the third trimester IPR should a child's grade drop unexpectedly.
- iii. A tuition-based summer school program will be available for students who do not score a 70% or higher in reading, writing, science, social studies, or mathematics.
- iv. A student who has failed two or more core subject areas (Reading, Writing, Math, Science, and Social Studies) will not be eligible for promotion through the summer school program.
- v. A student will be considered for retention if:
  - 1. The student has not mastered the comprehensive curricula, with a year-end average of 70% or higher in all core subject areas.
  - 2. The student's chronic absenteeism has impacted his/her mastery of grade level standards.
- vi. Students with Individualized Education Plans (IEP) must meet the qualifications for promotion as defined by their IEP Team.
- vii. The Head of School or designee may promote a student who has not met the grade level criteria based on extreme circumstances. The failing grades will not change.

i. Skipping a Grade:

- i. A student may test into a higher grade at the discretion of the Head of School or designee.
  - 1. The student must meet all of the applicable academic requirements:
    - a. The student must score in the 99<sup>th</sup> percentile in both Reading and Math in their current grade level on current Benchmarks.
    - b. The student would have to have maintained high honors on all report cards for the past three trimesters.
    - c. The student must demonstrate competency on all grade level material that will be skipped. This typically includes:
      - i. End-of-current-year competency in all core subjects for the current grade level

- ii. Competency in the requested grade at the current point of the year.
- iii. Kindergarten children are not permitted to test to skip a grade until the second month of school in order for their social development to be properly assessed by his/her teacher.

j. Enrolling into Kindergarten:

- i. PCA supports utilizing the cut-off ages for children entering kindergarten at the age of 5.
- ii. PCA does not support enrolling kindergarten students prior to the state cutoff age date, unless the child's 5<sup>th</sup> birthday is within 10 days of the state's cutoff age date and the child meets the exceptional perimeters outlined below:
  - 1. The child has a letter from a pre-school educator recommending early admission.
  - 2. The child completes the PCA benchmark assessment(s) and demonstrates that s/he is kindergarten ready.

IV.Responsibility:

- a. This policy applies to all teachers, students, and administrators of Providence Creek Academy.

V.Related Policies:

I.Attendance Policy

VI.Related Procedures and Documents:

[14 DE Reg. 230](#)  
[2 DE Reg. 1248](#)  
[7 DE Reg. 928](#)  
[12 DE Reg. 932](#)  
[Title 14 Delaware Code](#)

Approval and Revision Dates:

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