

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - ELEMENTARY

AR 2220.1

Purpose of Administrative Regulations

1. To provide uniform procedures which are consistent with the District's Philosophy of Education.
2. To provide standards for an equitable and unified grading and reporting system.
3. To assist the teacher in assigning grades.

Purpose and Functions of Reporting

1. The administrative function is to provide data for use in promotion and transfer.
2. The informational function is to inform the student and parents of the student's progress toward the goals of the educational program.
3. The guidance function is to identify the areas of special ability and disability as a basis for realistic self-appraisal and future planning.
4. The motivational function is to stimulate the pupil to increased efforts toward maximum achievement.

Schedule

1. Parent-teacher conferences shall be held with the parents of all children at the end of the first reporting period and throughout the year as the need arises.
2. Report cards for the first reporting period will be discussed during the first conference.
3. The second reporting period card will be sent home on the Wednesday following the end of the period.
4. The third period report card will be sent home on the last day of school.
5. Progress reports shall be sent home at a mid-point in each reporting period if a student's grades are dropping two or more letter grades or if a student is in danger of receiving an "F" or a "U".

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Report Cards

1. Kindergarten Report Card

This card encompasses educational growth, physical growth, social and emotional growth, and work habits. The focus of the card is to help parents understand the degree to which the child is developing/progressing towards exit grade level State standards.

Meaning of grading terms:

Progress Towards End of Year Grade Level Standards in English-Language Arts and Math

- 5 = Advanced – exceeds grade level standards
- 4 = Proficient – meets grade level standards
- 3 = Basic – approaching grade level standards
- 2 = Below grade level standards
- 1 = Far below grade level standards

Achievement and Effort Grades for History-Social Science; Science; Physical Education and Health; Visual and Performing Arts; Technology; Citizenship; and Study and Work Habits

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

2. First and Second Grade Report Card

This card encompasses educational growth, physical growth, social and emotional growth, and work habits. The report is checked relative to five levels of achievement in each of the content areas. The report card also communicates the degree to which the child is developing/progressing towards exit grade level State standards.

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Report Cards - continued

2. First and Second Grade Report Card - continued

Meaning of grading terms:

Achievement Grades for Content Areas

- A = Excellent
- B = Above Average
- C = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Progress Towards End of Year Grade Level Standards in English-Language Arts and Math

- 5 = Advanced – exceeds grade level standards
- 4 = Proficient – meets grade level standards
- 3 = Basic – approaching grade level standards
- 2 = Below grade level standards
- 1 = Far below grade level standards

Effort Grades for Physical Education and Health; Visual and Performing Arts; Technology; Citizenship; and Study and Work Habits

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

3. Third Grade Report Card

This card encompasses educational growth, physical growth, social and emotional growth, and work habits. The report is checked relative to five levels of achievement in each of the content areas. The report card also communicates the degree to which the child is developing/progressing towards exit grade level State standards.

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Report Cards - continued

3. Third Grade Report Card – continued

Meaning of grading terms:

Achievement Grades for Content Areas

- A = Excellent
- B = Above Average
- C = Satisfactory
- D = Needs Improvement
- U = Unsatisfactory

Progress Towards End of Year Grade Level Standards in English-Language Arts and Math

- 5 = Advanced – exceeds grade level standards
- 4 = Proficient – meets grade level standards
- 3 = Basic – approaching grade level standards
- 2 = Below grade level standards
- 1 = Far below grade level standards

Effort Grades for Physical Education and Health; Visual and Performing Arts; Technology; Citizenship; and Study and Work Habits

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

4. Fourth and Fifth Grade Report Card

This card encompasses the basic areas of academic study required by the Education Code in addition to physical growth, study/work habits, and citizenship. The report is checked relative to five levels of achievement in each of the content areas. The report card also communicates the degree to which the child is developing/progressing towards exit grade level State standards.

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Report Cards - continued

4. Fourth and Fifth Grade Report Card - continued

Meaning of grading terms:

Achievement Grades for Content Areas

- A = Excellent
- B = Above Average
- C = Satisfactory
- D = Needs Improvement
- F = Failing

Progress Towards End of Year Grade Level Standards in English-Language Arts and Math

- 5 = Advanced – exceeds grade level standards
- 4 = Proficient – meets grade level standards
- 3 = Basic – approaching grade level standards
- 2 = Below grade level standards
- 1 = Far below grade level standards

Effort Grades for Physical Education and Health; Visual and Performing Arts; Technology; Citizenship; and Study and Work Habits

- E = Excellent
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Classroom Grouping (Inter-Class)

It is the responsibility of each school to see that the students are enrolled in classes in which there is an opportunity for success. Current educational research and the experiences of the administrators of this District indicate that these objectives are best met in the elementary school in the self-contained, augmented, heterogeneously grouped classroom with provisions for recognizing and providing for individual differences.

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Classroom Grouping (Inter-Class) - continued

The object of grouping is to place each individual within a class in which the student can and will work best, where he/she will have a sense of belonging and status, and where his/her mental health will be safeguarded and improved. It is the inherent right of each student to be given the opportunity to progress at a pace appropriate to the student's ability.

General Basis for Grading

1. The following standards shall be used for grading the achievement of elementary school pupils to the extent to which they are applicable to the grade, class, or group:
 - a. Daily classroom participation - the total end result of the participation in the regular elementary school day.
 - b. Outside assignments - may include homework, research, book reports, projects, and similar activities. It is the obligation of the teacher to indicate the purpose of every outside assignment and what effect the completion of the assignment will have on the achievement grade.
 - c. Test Results - the normal measures for most students and a point of departure for the exceptional cases. All tests which are to be utilized in determination of the achievement grade shall be recorded daily, weekly, and monthly.

Opportunity should be given for a student to demonstrate ability in all areas of a given subject. Undue emphasis in grading should not be given to any one phase such as book reports, projects, notebooks, or similar activities. The subject matter and method of presentation in an individual class will determine the weighted value of the above three criteria.

Grades shall not be recorded on reporting forms if the subject has not been covered during the grading period.

Plus or minus signs may be used on the report card as a guideline to indicate the trend of the student's progress. However, the minus sign shall not be used with a grade of "U" or "F".

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General Basis for Grading - continued

2. Late Work
 - a. The student who has missed assignments because of an excused absence should receive full credit for work completed within the time given. The minimum number of days allowed for such make-up should be equivalent to the number of days the student has been absent. An extension of this time should be given at the discretion of the teacher for students who have had a lengthy excused absence and need additional time due to health reasons or because of the length of the absence.
 - b. No credit will be given to a student for work missed during a time of truancy.
 - c. Upon return to school, students who have missed assignments because of suspension may be required to make up the work within a period not to exceed the days missed in order to receive a passing grade on the work submitted.

Parent Conferencing

1. Group Conferences - it shall be the policy of the elementary schools of the District to schedule parent group conferences (by class) during the annual "Back-to-School" meetings held in each school in the early fall.
2. Individual Conferences - the District-approved report card shall be used during, and as a record of, individual conferences held during the regularly scheduled conferencing period.

Standardized Test Scores

1. The parents, upon request, shall be given achievement and/or content standards test results, if applicable/available.
2. A certificated staff member shall be present when scholastic aptitude test results are given.

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Final Grades

The final achievement grade for each of the content areas shall be recorded on the report card, and on the permanent record card. Since the grade in English-Language Arts and Math for the final trimester reflects the student's overall progress and/or mastery of the exit grade level State standards, the Trimester 3 grade will serve as the final grade. The Trimester 3 achievement grade for History-Social Science and Science will also serve as the final grade. The final grade should reflect the total achievement of the student in mastering the material presented, with emphasis placed on the progress made by the student during the final reporting period.

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