## Grades

Although percentages are not used until $4^{\text {th }}$ grade, we included a percentage for each score to help give you a general idea of your child's performance on assignments, quizzes, and unit tests.

| Progress Report Key |  |
| :---: | :---: |
| Score | Meaning |
| $\begin{gathered} 5 \\ 95 \% \text { or above } \end{gathered}$ | Exceeds - Is extending or deepening application. Independently completes work accurately almost all of the time. |
| $\begin{gathered} 4 \\ 80 \% \text { to } 94 \% \end{gathered}$ | Meets - Is secure in grade level standards. Almost always completes work independently. Doesn't usually need additional support and is able to use feedback to recognize and correct mistakes. |
| $\begin{gathered} 3 \\ 70 \text { to } 79 \% \end{gathered}$ | Progressing - Requires support and/or intervention in grasping standards that are at or near current grade level. Benefits from regular support from classroom teacher, volunteers, or peers. |
| $\stackrel{2}{69 \%} \text { or below }$ | Below - Requires support and/or intervention in grasping standards. Will benefit from additional time and experience with standards at or near current grade level. In addition to regular support from classroom teacher, volunteers, or peers, benefits from extra practice at home. |
| NE | Not Enough Evidence - Evidence collected has not been sufficient to determine level of performance. New students and students who have been absent many times may not be able to provide enough evidence to determine a grade for a standard. |
| NA | Not Assessed - Standard is not assessed at this time. This standard will be assessed at a different time during the school year. |

## Grades on Class Assignments

*Fraction $=$ number correct over total number of possible points

* Circled number = same as progress report key
*Written Feedback = When appropriate, comments will be written to help guide and redirect student's understanding of subject content and quality of work.
*Completion Mark = star, check mark, happy face, etc.

