



Grading Guidelines for Elementary Schools

**Instructional Services
2016-2017**

Volusia County Schools Elementary Grading Guidelines

Table of Contents

Section 1. Initial Instruction: 3

Section 2. Assessment Types and Calculation Method:..... 3

Section 3. Assessment Guidelines, Grading Practices and Procedures: 4

Section 4. Intervention and Remediation..... 6

Section 5. Guidelines for Grading Exceptional Student Education 7

Section 6. Guidelines for Grading English Language Learners (ELLs) 10

Section 7. The Use of *In Progress* (I) 12

Section 8. District Grade Scale and Quality Point Value: 13

Addendum A 15

Addendum B 17

Addendum C 18

Addendum D 19

Volusia County Schools Elementary Grading Guidelines

The goal of Volusia County Schools is for all students to achieve academic success. This assures high levels of learning for all students. In order for all students to learn, there are four components:

1. Highly effective core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

Section 1. Initial Instruction:

Teachers and students must have clear expectations of the course standards as defined in the Volusia County Schools curriculum maps and Florida course descriptions located at <http://www.fl.doe.org/educators/coursedescriptions.asp>

- Learning targets are clearly articulated (e.g., posted on board, described in rubrics, listed in syllabus)
- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level
- Assignments and assessments are aligned with the rigor of the standards

Section 2. Assessment Types and Calculation Method:

Teachers gather assessment information for two distinct reasons: to make instructional decisions) and to communicate a summary of the student's achievement

- It is the **purpose** and **timing** of the assignment that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment).
- For detailed information on the nature of diagnostic, formative, and summative assessments with related examples, see Addendum A.

Diagnostic measures have two purposes.

- Screening assessments prior to instruction provide information on learner readiness for differentiated instruction.
- Diagnostic information can also be used during instruction to target areas for intervention, ongoing progress monitoring, and enrichment.

Formative measures involve ongoing assessment and grading feedback for the purpose of *instructional decision-making* and are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. Not all formatives need to be entered into the gradebook. Formative data:

- provide evidence on recent performance and patterns of learning.
- respond to student learning needs and differentiate instruction accordingly

Volusia County Schools Elementary Grading Guidelines

- provide feedback to students on their progress toward mastery of the learning targets.
- enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out intervention.
- align with standards, summative assessments, and reinforce learning.

Summative measures are essential to grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions and may be used to identify students for evaluation of special programs and services.

Weighted Categories in the *Gradebook* will be set using the following calculation method:

- Diagnostic Assessments set at 0% and not counted in the grade calculation.
- Formative Assessments count 40% of the total grade.
- Summative Assessments count 60% of the total grade.

Teacher's Authority to Override Final Grade: A teacher may use their professional judgment to override the final grade if a student's overall performance warrants it.

Section 3. Assessment Guidelines, Grading Practices and Procedures:

Grades on both individual assessments and report cards should reflect students' achievement of standards on intended learning outcomes.

- A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida State Statute (ss. 1003.437).
- A student's grade should consist of multiple measures (many different types of assessments – not just pencil and paper assessments). Recommended best practice would be to establish consistency among grade levels at the school site.
- Multiple formative assessments in a 9 week period are recommended.
- Every summative should have similar max value points.
- Best practice indicates a minimum of 3 Summative Assessments should be given each quarter for each subject.
- In the event that only 2 summatives are given in a quarter, then each of those assessments will be 30% of the students' total grade.
- In no event should only 1 summative be administered.
- Summative assessments can take many forms and do not have to be paper/pencil tests. (see Addendum A)
 - An exception may be made for Special Area teachers who see students less frequently. In these cases, one formative prior to midterm and one summative at the end of the quarter are the minimum requirements per grading period.
 - A major project may be broken into multiple components as long as they are assessed independently of one another and able to be remediated individually as needed.
- Best practice is that if needed, one retake of summative assessments may be given as determined by the teacher, following remediation of the standards. If opting to use the

Volusia County Schools Elementary Grading Guidelines

same assessment as the retake, the assessment may NOT be reviewed with the student prior to the retake.

- When a student's score on a retake is less than the original score, the higher score should be used.
- Students and parents need timely and accurate feedback in order to effectively monitor learning progress.
 - **The Gradebook should be updated weekly (except in the case of extensive assignments or unusual circumstances).**
 - Grades of "0" (zero) or "M" (Missing) should not be entered in advance of assigning work to students. "0" (zero) is used when the score on the assignment is a 0. "M" is used to indicate a missing assignment. Both will calculate as a 0 in the Gradebook.
- Students must be able to make up work that is assigned on the day(s) of absence. Students must have the opportunity to earn full credit for make-up assignment(s). The teacher shall specify a reasonable period of time for completion of make-up work. In no case shall the time be less than one full calendar day for each day missed. The principal shall have the authority to modify these conditions in the case of a confirmed hardship.
- Nonacademic behavior (conduct, effort, and meeting deadlines for work submission) should be reported separately from achievement grade.

For additional information on assessment protocols refer to the **Standard Classroom Assessment Procedures K-5** located on the Volusia County Schools website.

Homework Policy 309

Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning- Each school shall include its homework policy in the student handbook.

When developing the school based homework policy schools should consider these best practices:

- Homework should be an enriching experience with meaningful feedback given promptly. It is critical for students to also understand the purpose of their assignments and should not be used as a form of punishment or busy work.
- ***Homework is not included in a student's academic grade.***
- The **purpose of homework** is to develop intellectual discipline, establish good study habits, balance classroom workload, supplement and reinforce material covered in class, and serve as a link between home and school.
- Please keep the following in mind as you develop your school based homework policy:
 - Assign the right amount of homework time. A good rule of thumb is to multiply the grade x 10 to approximate the right amount of minutes per night for students. (ex. 20 minutes for 2nd grade)
 - Assign the right level of homework. Homework assignments should be at the instructional level that matches students' skills.

Section 4. Intervention and Remediation

The focus of instruction should be getting students to achieve their full learning potential. When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards. *Proficiency is defined by the state of Florida and in the Student Progression Plan as 70% or higher.*

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately. This framework is the foundation of the Problem Solving Team (PST) process.

PAIR Process:

1. Problem Identification (What is the Problem?)
 - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
 - These factors are often referred to by the acronym **ICEL**:
 - I**nstruction: (how content is presented including types of materials, grouping, etc.)
 - C**urriculum: (content that is taught including scope and sequence)
 - E**nvironment: (where the student sits, physical arrangement of the room, lighting, noise, etc.)
 - L**earner: (the actual student)
 - Thinking through the **ICEL** process will assist educators to determine likely causes of the problem and to choose the appropriate intervention method.
 - For example in thinking through the Instruction component of the ICEL process, teachers should give formative assessments to determine when students are reasonably expected to meet proficient levels on a summative assessment. If a majority of the students in a classroom do not reach proficient levels, the problem could have been the method or pacing of instruction; therefore, an appropriate intervention might be to reteach and reassess during regular class time.
3. Intervention Design and Implementation (What do we do about it?)
 - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
 - Teacher and student determine **a plan for remediation** (see Addendums B and C).
 - Intervention may include but is not limited to test corrections, tutoring, or an alternative assignment aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
 - The student demonstrates learning prior to alternate means of assessing performance.
4. Response to Intervention (Is the plan working?)
 - When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

Volusia County Schools Elementary Grading Guidelines

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal/designee and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving grade level objectives. For these students, the teacher should reference the district's progress monitoring plan on interventions. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

Section 5. Guidelines for Grading Exceptional Student Education

State and Federal Law Requirements:

- School districts must regularly inform parents of their child's academic progress. Florida Statute 1008.25 outlines the requirements for public school progression, remedial instruction and reporting requirements. The law requires the monitoring of progress for students enrolled in Exceptional Student Education (ESE) programs and these students must receive reports of progress at least as often as general education students. Reporting **must also** include progress toward IEP goals, in addition to achievement toward Florida Standards.
- Students with disabilities may not be discriminated against because of their disability in grading and reporting of progress.
- Schools will not arbitrarily assign lower weights to grades given in ESE courses.
- Students with disabilities participating in the general education curriculum must be **consistently** provided with all accommodations for instruction and assessment identified on the IEP in all instructional settings.
- Students with disabilities must not be penalized with a lower grade for using accommodations.
- Students with disabilities cannot be excluded from honor roll based solely on the account of their disability or participation in an ESE class.
- The assessment process should reflect the modality the students are able to demonstrate learning and be minimally impacted by the disability.

From: Grading Policies for Students with Disabilities

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086206-y2006-11.pdf>

Other Considerations for Best Practice:

- Students with disabilities **may not** be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified (if necessary) to meet their individual learning needs.

Volusia County Schools Elementary Grading Guidelines

- Students with disabilities may not be given a failing grade if specialized instruction, as indicated on the IEP, has not consistently occurred to support progress toward proficiency of the standard.
- One single assignment or assessment should not be heavily weighted to “make or break” a student’s grade.

Determining Grading System based on Supports:

All Exceptional students should be given grades that reflect the level of work they are capable of completing, consistent with the IEP authorized accommodations and/or modifications. When determining the grading system to be applied to ESE students, consideration should be given to the following: disabling condition, cognitive level of functioning, documented level of academic skills, scores and instructional testing levels.

ESE students taking standardized assessment:

Working toward grade level standards with specialized instruction, supports, and accommodations:

ESE students in the general education classroom are graded on achievement toward grade level standards and must be provided all required instructional and assessment accommodations. Assignments, student products, and assessments may be differentiated according to student needs. ESE teachers work collaboratively with the general education teachers to provide evidence toward proficiency of grade level standards.

Working significantly below grade level with intensive specialized instruction, supports, accommodations/and or modifications:

Some ESE students may be working significantly below grade level on Florida Standards and must be provided with all required instructional and assessment accommodations and/or modifications. Students are graded on achievement toward standards at their **instructional level** as indicated on the IEP. These students may receive services in a general education classroom, separate class, or combination of both for one or more subjects. ESE teachers and general education teachers should collaborate to determine what to include in the student’s grade based on instruction provided by both teachers for a particular subject. Students who participate in a separate class for a whole subject, will be provided a grade from the ESE teacher. It is important to frequently monitor progress to ensure increase in the rigor of instruction. When the grade is based on instructional level, the statement below must be used to communicate with parents and be attached to the report card.

- At this time, _____ is working on _____ instructional level in the area of _____, based on classroom assessments. Your child’s grade is based on achievement

Volusia County Schools Elementary Grading Guidelines

toward the Florida Standards at this instructional level with specialized instruction and accommodations.

ESE Students with Moderate and Severe Disabilities on Access points:

- Students with disabilities who are unable to achieve grade-level benchmarks due to a significant cognitive disability will be taught alternate achievement standards (Access points) aligned to the Next Generation Sunshine State Standards and Florida Standards.
- For students with moderate and severe disabilities who are served in the Multi-VE program, ESE teachers will use the District Reporting and Monitoring Documents to complete the standard report card. For students who participate in the Florida Alternate Assessment, course standards are listed at three different levels of complexity, based on a student's level of functioning. Instruction and assessment are based on the level of complexity identified for each student, as found on the FLDOE CPALMS website: www.floridastandards.org. With the approval of the school principal, a supplement to the standard report card may be used to report progress in more detail.

***Accommodations**

Students with disabilities may use accommodations during instruction and assessment. Accommodations meet the individual student needs documented on the IEP and ensure equal access to the academic content standards (Bureau of Exceptional Education and Student Services [BEESS], 2006, September). Accommodations are changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). The accommodations make it possible for students to work around their disabilities. An accommodation allows a student to complete the same assignment or test as other students, adjustment in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not significantly alter what the test or assignment measures. Accommodations that are appropriate for assessments do not invalidate assessment results. Accommodations are not the same as instructional interventions for academics or behavior. They help students access information and show what they know and are able to do.

Classroom accommodations: Teachers may make changes in the way they teach, the methodology used for a student to respond, or in the classroom environment. Examples of classroom accommodations are provided below:

- **Teaching methods or materials:** important ideas highlighted in text, materials provided in large print, concrete materials used, or word processor used
- **Assignments or tests:** long assignments broken into parts, steps outlined for completing a task, or uncluttered worksheets with clear starting and ending points
- **Learning environments:** small group, adaptive furniture for students with special physical needs, or a study carrel to reduce distractions
- **Time demands and schedules:** additional time to complete classroom assignments and tests or breaks provided during classroom work time and tests

Volusia County Schools Elementary Grading Guidelines

- **Assistive technology:** low tech options, such as pencil grips and visual schedules, and high tech options, such as talking calculators and text-to-speech technology

Testing accommodations: Students with a disability must also be provided accommodations as determined by the IEP committee and indicated on the Individual Education Plan (IEP). These accommodations should be utilized by the student during classroom instruction, district assessments and state assessments. Examples of some allowable state test accommodations are provided below but may vary according to each standardized testing manual.

- **Presentation:** directions, questions, and answer choices read on ELA,
- **Responding:** responses dictated to a proctor, interpreter, or tape recorder; answers entered directly into test booklet, sign responses to an interpreter
- **Scheduling:** testing at a specific time of day, extended time, frequent breaks
- **Setting:** individual or small group, specially designed classroom, increased opportunity for movement
- **Assistive Devices:** adapted calculators, visual magnification, auditory amplification devices and technology for performance tasks or writing

From:

<http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>

District Reporting Documents:

Teachers of ESE programs should use the District Reporting and Monitoring Documents and should follow guidelines for distribution of Interim/Report cards as established by district reporting calendar.

- When an ESE student is making sufficient progress toward all IEP annual goals, a letter stating sufficient progress **AND** a District report (interim or report card) must be utilized.
- When an ESE student is NOT making sufficient progress toward IEP annual goals, the ESE Progress Report must be sent home, **AND** the District report (interim or report card) must be utilized.

Section 6. Guidelines for Grading English Language Learners (ELLs)

Helpful Links:

WIDA Can Do Descriptors (bottom left) <https://www.wida.us/downloadLibrary.aspx>

ESOL strategies (resources tab) <https://www.wida.us/downloadLibrary.aspx>

Accommodations Rule: <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

Consent Decree Requirements:

- ELL students shall have equal access to educational programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student

Volusia County Schools Elementary Grading Guidelines

given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.

- Teachers must document that ESOL strategies and accommodations are being used and students are learning and progressing.

General Grading Guidelines for English Language Learners:

- Teachers **will not** assign lower grades due to lack of English language acquisition.
- ELL students **must** be provided with strategies and accommodations **in all subject areas**.
- English Language Learners must be given grades that reflect the work they are capable of completing based on their English language proficiency level.
- ELL students **may not** be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated to meet their language needs and documentation of such strategies and accommodations are not available.

Strategies and Accommodations:

Strategies

- Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language proficiency level of the student and to ensure that the student understands the instruction.

Accommodations

Accommodations Rule: <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses which provide access for an English Language Learner to participate in a course or assessment which **does not fundamentally alter or lower the expected outcomes** in relation to the state standards, assessments, and/or course expectations.

Examples:

- Instruction-Additional time to complete assignment
- Materials-Reduce non-essential details
- Assessment- Provide word bank

Grading ELLs in the areas of Reading and Language Arts/English:

- **English Language Learners shall be graded according to the WIDA Can Do Descriptors for Florida State Standards.**
- **Volusia assessments should not count for a grade for ELL students.**

Volusia County Schools Elementary Grading Guidelines

- Teachers must use instructional strategies, materials, and assessment instruments that will allow ELL students (classified LY on Student Information System) to be able to access instruction according to their level of English proficiency.
- Instruction from an ESOL teacher is not considered an accommodation. It is considered part of comprehensible instruction as required by section 233.058, Florida Statutes.

Grading ELLs in the Content Areas and Electives:

- ESOL instruction means that teachers should use instructional strategies and accommodations, materials, and assessment instruments that will allow ELL students (classified LY in the student information system) to academically achieve in the content areas and elective subjects according to their level of English proficiency.
- Assistance from an ESOL paraprofessional is not considered an accommodation to the curriculum. It is considered part of comprehensible instruction as required by section 233.058, Florida Statute.

Section 7. The Use of *In Progress* (I)

One way teachers may designate progress is with traditional letter grades. A second option allows teachers to use the grade designation of “I”. The “I” is used when the teacher lacks enough evidence to determine proficiency or when the teacher has determined that the student needs additional time to meet proficiency (e.g. extended absence or incomplete work).

- The “I” designates “In progress toward grade level proficiency in skills and concepts”
- The “I” marking may be kept for up to **nine weeks (45 school days)** after the end of the grading period. Principal or principal’s designee approval is **required** for extenuating circumstances beyond this timeframe.
- A student who transfers out of the school **must** have the “I” replaced by a letter grade at the time of withdrawal.
- All “I” grades **must** be reconciled prior to the end of the school year. Grade of “I” not reconciled are automatically calculated as an “F” at the end of the school year.

For more information about when to use the “I” see Addendum D.

Volusia County Schools Elementary Grading Guidelines

Section 8. District Grade Scale and Quality Point Value:

A. Kindergarten/First Grade Progress Indicators

Report Card Progress Indicator	Letter Code in Pinnacle	Grade Range	Description in Pinnacle and on the Report Card
+	CDE	90-100	Consistently demonstrates skills and concepts for current grading period
✓	DEV	70-89	Developing Skills and Concepts for Current Grading Period
∅	NDE	0-69	Not demonstrating skills and concepts for current grading period (Interventions should be documented)
NG	NG		Enrolled less than 15 days; curriculum suspended to provide state mandated intensive in reading (section C in SPP)

B.

Second Grade for Mathematics, Language Arts, Science, and Social Studies (Special Area will use the Kindergarten/First Grade report card progress indicators)

Grade	Grade Range	Description
A	90-100	Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills
B	80-89	Above Average Progress Often demonstrates an understanding of major concepts, processes, and skills
C	70-79	Average Progress (Proficiency) Demonstrates a developing understanding of major concepts, processes, and skills
D	60-69	Lowest Acceptable Progress Demonstrates a beginning understanding of major concepts, processes, and skills
U	0-59	Non-completion of important components of tasks Demonstrates little or no understanding of major concepts, processes, and skills
I		In progress toward grade level proficiency in skills and concepts

Volusia County Schools Elementary Grading Guidelines

C. Third through Fifth Grade Rubric

Grade	Grade Range	Description
A	90-100	Outstanding Progress (Mastery) Consistently demonstrates in-depth understanding of concepts, processes, and skills
B	80-89	Above Average Progress Often demonstrates an understanding of major concepts, processes, and skills
C	70-79	Average Progress (Proficiency) Demonstrates a developing understanding of major concepts, processes, and skills
D	60-69	Lowest Acceptable Progress Demonstrates a beginning understanding of major concepts, processes, and skills
F	0-59	Non-completion of important components of tasks Demonstrates little or no understanding of major concepts, processes, and skills
I		In progress toward grade level proficiency in skills and concepts

Honor Roll criteria for 4th and 5th grade are found in the Student Progression Plan (SPP).

D. Areas of Personal Development in Kindergarten through grade 5, as well as **Effort and Conduct** in grades 1 through 5 will be based on the following numerical designations:

Satisfactory	1
Needs Improvement	2
Unsatisfactory	3

Volusia County Schools Elementary Grading Guidelines

Addendum A

Comparison of Assessment Categories

Formative	Summative
Occur during the learning process/instructional unit	Occur after the learning process/instructional unit
Provide feedback during the learning process to improve learning	Provide the information teachers need to assign a grade
Use quick questions to check for basic understanding	Do not have to cover an extended period; information could be chunked
Allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated	Allow students to prove what they have learned
Help teachers determine when to differentiate instruction to diverse needs	Helps teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information
Enable teachers to gauge students' understanding throughout the lesson	Enable teachers to make a judgment about students' learning

Sample Formative Assessments	Sample Summative Assessments
<ul style="list-style-type: none"> • Informal teacher questions 	<ul style="list-style-type: none"> • Formal oral interview
<ul style="list-style-type: none"> • Conversation with student 	<ul style="list-style-type: none"> • Conference with student
<ul style="list-style-type: none"> • Informal observation 	<ul style="list-style-type: none"> • Formal observation
<ul style="list-style-type: none"> • Rough drafts of written work 	<ul style="list-style-type: none"> • Final copy of written work
<ul style="list-style-type: none"> • Learning log (in progress) 	<ul style="list-style-type: none"> • Final learning log entries*
<ul style="list-style-type: none"> • Reflective journal (multiple drafts) 	<ul style="list-style-type: none"> • Final journal entries*
<ul style="list-style-type: none"> • Student Response Strategies: Thumbs-up, whiteboards, fist-to-five, etc. 	

*would include elements of reflection, synthesis, and/or self-assessment

Volusia County Schools Elementary Grading Guidelines

Assessment Types

	Diagnostic	Formative	Summative
Purpose	To assess knowledge prior to instruction; to determine instructional needs in targeted areas	To monitor and guide a process/product while it is still in progress; to provide feedback to improve learning	To judge the success of instruction
Time of Assessment	Prior to initial instruction; after instruction to determine gaps in learning	During the learning process	At the end of the instructional unit or at the end of instruction on a standard
Types of Assessment Techniques	Informal observations, pre-tests, district accountability	Quick checks for basic understanding, informal observations, quizzes, teacher questions	Formal observation, tests, projects, written assessments, exhibitions

Addendum B

**Teacher Thinking Tool for Intervention and Remediation
Sample 1**

Student Name: _____ Alpha: _____
Teacher: _____
Course: _____

- ✓ On which formative or summative assessments has the student not shown proficiency?
- ✓ What are the areas of deficiency demonstrated on these assessments?
- ✓ Why might the student be having trouble in this area?
- ✓ What is the intervention plan that the student will follow in order to achieve proficiency?
- ✓ What can I as the teacher do to help the student achieve proficiency?
- ✓ How will the work be completed?
- ✓ When will the work be completed?
- ✓ If an assessment is to be retaken, how will the student demonstrate evidence of learning and readiness before retaking the assessment?
- ✓ Does the student need to retake each assessment? In whole or part?

To be completed after the intervention plan is followed:

1. Did the student perform at the proficient level after following the intervention plan?
2. If not, is the lack of proficiency due to a struggle with the material or a lack of effort? If it is a struggle with the material, do I want to consider offering the student a second intervention plan? If so, see top of this form.

Addendum C

**Teacher Thinking Tool for Intervention and Remediation
Sample 2**

Student Name: _____ Alpha: _____

Teacher: _____ Course: _____

In academic interventions, specific intervention and remediation plans result from teachers engaging in a problem-solving process where learning differences are identified, teaching and learning interventions are planned and implemented, and student progress can be monitored.

1. Identify the student's academic difficulties (What is the problem?)

- What specifically is the student's learning problem?
- Is there a gap between expected and actual performance?
- What assessment data do I have about this particular learning problem?



2. Plan the Remediation/Intervention (Determine the student's strengths, interests, and talents)

- What are the student's weaknesses and needs?
- In what ways might I differentiate instruction to best meet the needs of this learner?
- What research-based strategies can I implement to help the student learn?



3. Implement the Remediation/Intervention Plan (Review data on the student's learning progress)

- Is the intervention/remediation being appropriately implemented?
- Does student progress indicate that the intervention is effective?
- Do additional instructional adjustments need to be made to the plan?



4. Evaluate the Student's Progress (What assessment data do I have about this particular learning problem?)

- What does the collected data tell me about the student's learning progress?

Volusia County Schools Elementary Grading Guidelines

Addendum D

The following examples demonstrate that the “I” does not automatically designate below grade level achievement. The chart below illustrates the increasing level of concern for the student’s progress and a corresponding increase in the intensity of intervention/monitoring required to ensure proficiency is achieved.

Reason for Marking “I” on Interim/Report Card	Intervention Plan
Teacher lacks enough evidence to determine proficiency (extended absence, incomplete work).	<ul style="list-style-type: none"> • Teacher and student agree to how and when the work will be completed.
Student has not shown proficiency in a specific topic or benchmark during the marking period.	<ul style="list-style-type: none"> • Teacher provides intervention in the specific topic or benchmark and additional opportunities for students to demonstrate proficiency.
Student is not proficient in multiple areas and requires supplemental intervention.	<ul style="list-style-type: none"> • Teacher identifies areas of deficiency (Problem Identification) • Determine why the problem is occurring (Analysis of Problem) • Implement a plan for intervention (Intervention design) • Frequently monitor students’ progress Response to Intervention (Rtl) • Set goals and timeline for improvement • Provide additional opportunities and supports for students to demonstrate proficiency
Student has serious gaps on foundational skills. Student needs intensive instruction to accelerate learning in order to reach grade level skills and concepts.	<ul style="list-style-type: none"> • Teacher with Problem-Solving Team identifies areas of deficiency (Problem Identification) • Determine why the problem is occurring (Analysis of Problem) • Implement a plan for intervention (Intervention design) • Frequently monitor students’ progress Response to Intervention (Rtl) • Set goals and timeline for improvement • Provide additional opportunities and supports as needed to ensure progress
<p>No Grade Assigned (NG) Student transferred from out of district within the last 15 days or a portion of the curriculum has been suspended.</p>	
<p>English Language Learners (ELLs) are graded based on the WIDA Can Do Descriptors. They should not be marked with an “I” if they are making adequate progress toward grade level standards based on their appropriate English Language Proficiency Standards.</p>	

Volusia County Schools Elementary Grading Guidelines

Exceptional Student Education: Grading Students with Disabilities

Reason for marking “I” on the interim/report card	Intervention plan
Teacher lacks enough evidence to determine proficiency (extended absence, incomplete work).	Teacher and student agree to determine how and when the work will be completed.
Student has not shown proficiency in a specific topic or benchmark during the marking period.	General education and ESE teachers provide intervention in the specific topic or benchmark and additional opportunities for students to demonstrate proficiency.
Even with accommodations and targeted instruction, student is not proficient in multiple areas and requires supplemental intervention.	<p>General education and ESE teacher review current data and IEP goals and objectives.</p> <ol style="list-style-type: none"> 1. Is the student engaged during core instruction? 2. Does intervention match the area of targeted need? 3. Is there fidelity to implementation of the intervention and supports on the IEP by all stakeholders? 4. How much time is allotted to the intervention? 5. What is the frequency of the intervention? 6. What is the group size for instruction/intervention? 7. Are there other factors impacting progress such as behavior, attendance, medical needs, etc. 8. Is there collaboration among stakeholders to ensure consistency of instruction/intervention? <ul style="list-style-type: none"> • General education and ESE teacher adjust specially designed instruction/intervention in response to data and implement accommodations • General education and ESE teacher frequently monitor student progress to determine if instruction/intervention is working • Repeat process as needed
<p>Student is working significantly below grade level and needs intensive instruction but is not making progress toward IEP goals, objectives, or instructional level curriculum.</p> <p>Note: If a student working significantly below grade level as indicated on the IEP and is making progress toward goals, objectives, and instructional level material, an “I” may not be appropriate. The student would be graded on instructional level.*</p>	<p>Core instructors and ESE teachers review IEP and current data.</p> <ol style="list-style-type: none"> 1. Do the IEP goals and objectives match the student's needs as indicated in present levels of performance? 2. Is there fidelity to the IEP supports and services by all stakeholders? 3. Does instruction/intervention match the area of targeted need?

Volusia County Schools Elementary Grading Guidelines

<p><i>*If students are graded on instructional level, a statement must be attached to the report card. See section 5 for an example.</i></p>	<ol style="list-style-type: none"> 4. Is there fidelity to core instruction and intervention? 5. How much time is allotted to core instruction and intervention? 6. What is the frequency of the intervention? 7. What is the group size for instruction/intervention? 8. Are there other factors impacting progress such as behavior, attendance, medical needs, etc. 9. Is the student placed appropriately in a direct instruction program and are in-program assessments used to remediate and accelerate as needed? <ul style="list-style-type: none"> • Core instructors and ESE teacher adjust specially designed instruction/intervention in response to data and implement accommodations. • Core instructors and ESE teacher frequently monitor student progress to determine if instruction/intervention is working. • If student is not projected to meet IEP goals/objectives, even with changes in intensity, consider reconvening the IEP committee.
<p>No grade assigned (NG)</p>	<p>Student is a recent transfer within the last 15 days or a portion of the curriculum has been suspended.</p>

Volusia County Schools Elementary Grading Guidelines