



Boulder Valley School District
File: IKA/IKAA/IKAB – E-2
Adopted: June 14, 2005

ELEMENTARY GRADING SYSTEM
GUIDELINES FOR DETERMINING END OF YEAR STANDARD
Considerations for Scoring “Meets End of Year Standard”

Calculating an end-of-year score for a student is relatively easy if the student’s performance is consistent throughout the year. When the report card scores and body of evidence is all or nearly all in the 3-4 range, the end-of-year score is self-evident. The same is true if the student is consistently performing in the 1-2 range. Calculating an end-of-year score for students with mixed report card scores and a mixed body of evidence can be more challenging. **Averaging scores is not an appropriate method.** The following professional considerations should be used.

Consistent performers	3–4 range throughout the year	Scores are self-evident
Mixed performance consistency	1–4 range (more likely 2-3 range) throughout the year	Scoring becomes more complex
Consistent performers (poor)	1-2 range throughout the year	Scores are self evident

It is imperative that there is a three way alignment with

- *the teacher’s curriculum and instruction*
- *the district standards and benchmarks (indicators)*
- *the specific grading features of the report card*

Strong assessments are essential for determining knowledge and skills. Teachers need to have a reasonable body of evidence, including formative and summative assessments, in order to give an accurate end-of-year score.

Criteria for determining an end-of-year score for a student who does not have a clear score based on their overall report card scores and body of evidence.

Weighted standards, benchmarks, and concepts

Look more specifically at the student’s performance in key or weighted areas. If a student’s end-of-year score is contingent on a “tie-breaker” – then weight the following:

- **Reading:** Give stronger consideration to comprehension and analyses of a variety of text

- **Writing:** Give stronger consideration to the student's ability to communicate through writing using a variety of forms and writing for a variety of purposes and audiences. Stronger consideration should also be given for content, ideas, and organization.
- **Math:** Give stronger consideration for number sense and computation.
- **Other Subject Areas:** No weighted factors have been determined at this time.

Weight the student's performance at the end of the year over the beginning of the year

If a student's performance is mixed, but stronger/higher at the end of the year, the student should receive the higher score. Student's who perhaps started strong but tapered off or could not keep up with the progressively demanding curriculum should receive the lower score.

Analyze the student's overall body of evidence

Keeping the first two steps in mind, review the student's body of evidence another time. This includes a second look at the grade book, student work, and other sources. Have you overlooked something? Is there a pattern? What evidence supports your professional judgment?

Professional Judgment

Most teachers have a sixth sense about whether or not a student has the skills and aptitude to advance in a given subject. Your best thinking relative to whether a student will be successful in subsequent study in the respective subject is vital.

Internal Use of + and –

Plus and minus are not used for report cards, but teachers may use them internally. In reviewing grades/scores for previous work and assessments, this fine shading may tip the scales in one direction or another.

Have a strong re-teach component

Throughout the course of the year, provide students with ample second and third opportunities to become proficient on major skills and concepts.

End of File: IKA/IKAA/IKAB -E-2