A very necessary part of our job as teachers and schools is to communicate student progress through the form of grades. In an effort to continually improve our grading practices, the Language Arts scales and grading guidance has been retooled to better communicate with all stakeholders.

The purpose of reporting on student progress is to clearly communicate the skills a student possesses, and areas still needed to demonstrate grade level mastery. State standards are written around the successful completion of a year’s worth of growth.The learning experience created through our new EL Education language arts curriculum will allow students multiple access points for skills and ask that they apply them in a variety of different ways over the course of the year. Therefore, your student’s grade report in Language Arts may look slightly different than in past years.

This year your student will be learning through 3 modules of instruction. Modules are the large umbrella topic, centered around an anchor text. Each module contains 3 units of instruction centered on 1) building background knowledge, 2) Closer reading and analysis, and 3) Writing around a topic.

Literacy skills are a braided set of multiple domains that require students to process in a variety of ways. Your student’s grade report will now feature these domains of literacy as a heading to specific topics: Reading, Writing, Speaking & Listening, and Language.

Topic Scores will be updated at the end of each Unit (3-4 week smaller focus) and each Module (larger 12 week instructional focus). Not all Topics are assessed in each module. We will only report what has been specifically assessed. Student retakes of assessments will look different as the curriculum is designed to circle back to skills in new ways. New learning must take place for a student to demonstrate new skill. Thus, the practice of simply retaking an assessment is not only unnecessary but does nothing to reinforce the process of learning we want students to internalize. Daily assignments will be scored for student feedback but will not be entered into Infinite Campus except to report if they are turned in, incomplete, or missing. It is vital that we allow students time and space to practice skills with supportive feedback before we enter any evidence as a mark of student proficiency.

\*Remove or alter if not using Alpha codes

Our classroom/building will be using alpha characters to communicate student progress on individual assignments or assessments. This helps separate the end “grade” from the learning process. We never want students to simply accept a PT or a 2 as “good enough”. That indicates they have not demonstrated grade level skill. It is the curriculum’s intention that all students are able to meet or exceed the target by the end of the year.

NM – Not Met

PT – Progressing Towards

AT- Achieved Target

ET – Exceeds Target

Please consider your student’s grade report as an ever-evolving report of student progress. Struggles communicated early in first semester should indicate that additional support is needed and both school and home should work together to identify what individual students may need to improve.