New Progress Report Support

What are the expectations for grading in this reporting period?

For more detailed information on marking practices, review BUL-2332.6 and the Teacher Handbook.

**ELA**
- Provide a grade in each of the ELA strands as done in previous years.
- When grading, consider the standards within each strand already taught and assessed thus far.
- To determine an ELA Composite, consider the standards taught thus far this school year in the 5 separate ELA areas and the student’s progress in those areas. The composite score should be a representation of the student’s overall progress.
- **Progress report grades reflect progress towards mastery of grade level standards taught thus far.**

**Math**
- Provide a math content grade based on the standards in the domain(s) taught thus far.
- Select N/A for the domains not yet taught.
- Provide a math practice grade based on the math practice standards taught thus far.
- Select N/A for the math practice Standards not yet taught.
- Determine a Math Composite Score based on the standards in the math domain(s) taught thus far.
- **Progress report grades reflect progress towards mastery of grade level standards taught thus far.**

**Science**
- Check the box for the science content strand taught and assessed thus far for grading.
- Select N/A for the other science content strands.
- The check for engineering will be pre-populated.
- Engineering will not get a stand-alone grade but will be considered in tandem with the science content standard being graded.
- Provide a grade in the **Content and Concepts** category based on the standards taught and assessed thus far within a science content strand.
- Provide a grade in both **Conducts Investigations** and **Constructs Relevant Questions**. Depending on where you are in the transition to NGSS, use either the 1998 science standards or the NGSS Science and Engineer Practice Standards.
New Progress Report Support

What are the expectations for grading in this reporting period?

**History/Social-Science**
- Provide grades in the **Content and Concepts** category based on the History/Social-Science content standards taught and assessed thus far.
- Provide a grade in the **Historical and Social Science Analysis Skills** category based on the Historical and Social Science Analysis Skills Standards taught and assessed thus far.

**ELD**
- Teachers will determine an Overall Proficiency level score for each mode in Part I and each process in Part II.
- Teachers will determine the rate of progress in the ELD Proficiency level standards for each mode and process.
- The Overall CELDT level should not be considered when grading and scoring.

**Visual and Performing Arts, Physical Education and Health**
- There are no changes to the grading process for these content areas. Multiple subject teachers continue to assign grades based on the standards taught during the reporting period for each subject.

- Visual and Performing Arts (VPA) is **not** required to have a grade for each sub-area at each grading period. It is expected, however, that students will have a mark for all areas in VPA by the end of the school year.

**Characteristics and Behaviors of a College-Prepared and Career-Ready Learner**
- Indicate a score in each of the categories to represent student's demonstration of 21st Century Skills in connection with expectations of grade level standards:
  - C – Consistent
  - S - Sometimes
  - R - Rarely

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Indicates where you would generate a grade for students. Please note that math domains, math practices, science and visual and performing arts categories graded would vary based on the standards taught and assessed during the reporting period.

For additional grading assistance, go to [Grading Supports and Resources](#) or contact elementary instruction at (213) 241-5333.