DAKOTA PRAIRIE ELEMENTARY

STUDENT GROWTH & GRADING HANDBOOK

FOR

STUDENTS & PARENTS

FINAL UPDATE FALL 2026

This handbook was developed to assist parents, students and teachers understand procedures and policies in grading and assessing students at Dakota Prairie Elementary. All of these processes are combined to provide the best opportunities for growth in meeting student's individual needs.

PURPOSE OF GRADES

1. The purpose of the grading and reporting of student progress is to engage educators, students, and parents in a partnership to increase student learning by continuously sharing the student's proficiency level at any given time in the school year.
2. Reporting and recording grades is the process by which teachers communicate information to parents/guardians about student's progress towards proficiency of subject matter and skills.
3. Parents have access to INFINITE CAMPUS at any time and can and should access their child's school progress.
4. The grades earned by a student should be a measure of the student's proficiency progress in any subject area.
5. Students are required to demonstrate the knowledge and skills necessary to read, write, compute, problem solve, think critically, apply technology, and communicate across all subject areas.
6. If a student is not progressing at the rate expected, and the teacher has tried classroom strategies and interventions to help the child, the teacher will then refer to the MTSS team for further help with intervention ideas to help the child make progress.
7. Teachers will always be in communication with parents via phone calls, conferences, and/or the communication app REMIND, about the child's progress.

SCHOOL PRACTICE WORK

1. One purposes of school is to first be taught, then learn, and have the opportunity and time to understand.
2. The purpose of daily school practice work is to show understanding and receive feedback for growth and improvement.
3. Teachers are to provide feedback and reteaching so students can develop the skills they need to become proficient and improve their knowledge and performance.
4. It's more important to know and understand and focus on the learning first before focusing on the grading of the material.
5. Students should receive feedback on any work that a teacher expects to be handed in for a grade.

HOMEWORK GUIDELINES

The school endorses homework as a way to enrich and strengthen the classroom lessons and to review skills learned, to help students reinforce their understanding.

1. Homework might be to complete an assignment that has been started in class and the student did not complete it in school for any of a variety of reasons.
2. Sometimes a reasonable amount of homework may be given by the teacher as extra practice
    a. Example: Flash cards for math or sight words for reading
3. Homework may be assigned in the elementary grades and a reasonable guideline of time for each grade level is based on the grade the student is in. To determine an estimate of that time, take the grade the student is in times 10 minutes.
    a. **For example**: an estimate for a 3rd Grader would be 3 x 10 = 30 minutes a night approximately.
4. Homework is based on skills taught in school that students should be able to complete at home with minimal help and guidance.
5. The best way to help your child with homework is to establish a routine and set up a learner friendly environment. Set a time each day/night for homework and a place to work that is quiet and comfortable. The kitchen table is a great place.
6. Another routine to set up and practice with your child is getting homework back into their take home folder and backpack to return to school the next day.

ATTENDANCE EXPECTATIONS

The Dakota Prairie School District realizes there may be times when students are absent from school. We do not want students to come to school sick, and we know they will have appointments from time to time. We highly encourage parents try to make school attendance a priority as good attendance statistically is a factor that does help lead to student growth in academic achievement.

MAKE UP WORK FOR ABSENCES

a. Students will be given:
    i. **1 Day Absent**: 2 School Days for Missed Work to All be Turned In
    ii. **2 Days Absent**: 4 School Days for Missed Work to All be Turned In
    iii. **3 Days Absent and More**: 5 School Days for Missed Work to all be Turned In

b. Teachers will use the ABSENT SYMBOL in INFINITE CAMPUS until the allowed make up time has passed. Then the symbol will become a LATE SYMBOL.
c. Students are expected to make up assignments and tests after absences. Late assignments are those which have not been turned in by the due date. An assignment from when a student was absent becomes a late

assignment after the allotted time for making up work for an absence has passed.

d. In case of extenuating circumstances, or a severe or prolonged illness, it is the parent's responsibility to inform the teacher and/or appropriate administrator so that an exception to the rule may be considered and accommodations made.

ASSIGNMENT REQUIREMENTS FOR SCHOOL ABSENCES

MAKEUP MODULES (Working on this Concept)

1. For any School Absences Students Will Complete Online Module Make Up Assignments, instead of teacher sending work home (**tests will still be required and be completed while at school**)

2. If going on a vacation students Will Complete Online Module Make Up Assignments, instead of teacher sending work home (**tests will still be required and be completed while at school**)

ELEMENTARY ABSENT ASSIGNMENT FORM

1. **ALL Teachers** will Use an Elementary Universal **Absent Assignment Form** so it is consistent and easily understood by families and students.
2. On the form the teacher will write which of the modules you will need to do based on when and how long you are absent.
3. They will also include any tests you will complete when you return to school.
4. The teacher can send a copy of this form in REMIND, and/or send home a paper copy.

ABSENT MAKEUP WORK MODULES (Working on this Concept)

These online assignments can be found in the Elementary Section on the School Website titled "**Absence Makeup Modules**"

EXCESSIVE ABSENCE REMINDER LETTERS

Excessive Absence Letters are sent to parents as a warning when students attendance rate is at risk based on Student Parent Handbook School Board Policy. Parents will be asked to respond and inform the school as to the reason for the excessive absences. **Semester 1** the warning is at **7 days** and **semester 2** the warning is at **17 days.**

This is from the Dakota Prairie School District Student Parent Handbook

School Board Approved Policy

Absences

Absences directly impact the academic success in student coursework. If you are aware of upcoming absences, it is your responsibility to let your teachers know as soon as possible.

In case of an unexpected absence, parents or guardians of absent students are asked to telephone the school between the hours of 7:30-9:30 a.m. on the day of the absences to notify the office personnel. School personnel will attempt to contact the parents of the absent student if the parent has not called.

Students who miss excessive amounts of learning time will be asked to make up for lost time at the discretion of the building principals. If absences continue, building level principals will implement the following policy.

- All students who have accrued 10 or more days per semester or 20 or more days per year of non-school related absences may lose credit, may be retained, or may be referred to the Dakota Prairie School Board.
  The discretion of the building principals will determine which route the student/guardians may be required to follow
- When students are required by building principals to go before the Dakota Prairie School Board they will be asked to explain the reason for the excessive number of absences. The school board will then make the determination of whether credit will be given for those classes missed or whether the student will be advanced to the next grade level.
- Parents or guardians of the student must also attend the school board meeting to appeal for credit or promotion to the next grade.

Excessive absences and missed learning time consequences could result in time being made up in homework club, recess time, enrichment time, or before school. In elementary school if a student has missed over 25 days they will complete a work contract established by the elementary principal and classroom teacher with work to coincide with the amount of school time missed. This must be completed before being promoted to the next grade level.

In case of extenuating circumstances, like a prolonged illness, family emergency, etc., it is the parent's responsibility to inform the teacher and/or building principal of the circumstances so that an exception to the rule may be considered and accommodations made.

The state of North Dakota rules regarding compulsory attendance can be found in the North Dakota Century Code. See Appendix A at the end of this document for a copy.

MISSED LEARNING TIME MAKE UP EXAMPLES

Teachers and principals will monitor absences and principals will inform parents when a student is getting close to a concerning number of absences that could indicate they would reach the excessive number by the end of the semester or school year. The student and parent may be asked to plan for the student to make up missed time if the absences become excessive.

1. **Over 10 Days Semester One**: *Students could be asked to make up missed time working on academic skills at a 2:1 ratio (2 missed hours = 1 make up hour).* The time could be made up during homework club on Monday, Tuesday, Thursday 3:30-6:00; before school 7:30-8:30; recess time and/or enrichment time would be some options.

2. **20 – 25 Days in Year**: *Students could be asked to make up missed time working on academic skills at a 2:1 ratio (2 missed hours = 1 make up hour).* The time could be made up during homework club on Monday, Tuesday, Thursday 3:30-

6:00; before school 7:30-8:30; recess time and/or enrichment time would be some options.

3. **Over 25 Days Absent: Student will** complete a work contract established by school principal and the classroom teacher to be promoted to the next grade level.

DAKOTA PRAIRIE ELEMENTARY STUDENT ASSESSMENTS

The purpose of assessments is to assess the growth a student has made towards proficiency in the grade level standards, goals and/or targets between periods assessed. Classroom teachers can use various formative assessments within the classrooms and should use various types of assessments to expose students to different formats. Teachers will not use the same type of assessment all the time. (*Ex: all tests should not be multiple choice; all tests should not be open book; all tests should not be fill in the blank)*

CLASSROOM FORMATIVE ASSESSMENTS COULD INCLUDE:

Teacher Observation	Oral Responses	Projects
Discussions	Experiments	Exit Tickets
Written responses	Research Project	Math Fact Challenge
Open Book Assessments	Checklist of Skills Observed	
AR Tests	Portfolio	Essays
Spring Math	Group Work/Projects	Quizzes
Independent Work	Multiple Choice	Lab Report
End of Unit Test		

The district uses formative and summative assessments from various sources throughout the school year and analyzes them continuously to keep track of student growth. This data is collected and analyzed daily, weekly, monthly, depending on student needs.

The district and ND state summative assessments are another source of data used for determining how students are progressing academically and if they are showing growth, or not, in academic areas. The district and state summative tests are normed to be compared to the required North Dakota Standards and the state of North Dakota requirements.

The information from all assessments, daily classwork, and teacher observations are used for determining what specific areas of lessons taught students may need more instruction, and what areas they may already know what to do. All data is used by the student success coordinator and MTSS team in determining intervention needs, and possible curriculum we may need to implement for the school. The data will also be used to see if there is a specific area we as a school may need to improve upon.

ELEMENTARY SUMMATIVE ASSESSMENTS

AIMS WEB PLUS (up until Fall of 2023)(K-6; Fall, Winter, Spring)
ND A+ Interim Assessment (K-6; Fall, Winter, Spring)
NDSA (Grades 3-6 Spring; up until Spring 2024)
ND A+ Summative (3-6 Spring, Beginning in Spring 2025, this replaced the NDSA)
READING PROBES (K-6; Monthly)
PROGRESS MONITORING (K-6; Monthly Intervention)
AMIRA READING (K-3 and Intervention; Monthly)
SPRING MATH (K-6)

INFINITE CAMPUS ~ REPORT CARDS ~ PROGRESS REPORTS

1. Parents can check INFINITE CAMPUS in their parent portal by logging in on the school website. If a parent does not remember their login and password or has forgotten their login and password they can call Lori Ternquist at the high school (345-8233) to receive information.
2. It is a parent, and students, responsibility to check INFINITE CAMPUS and remain informed on the progress, or lack of progress, of the student.
3. As a parent you can set up your child's INFINITE CAMPUS account to email you updates about your child' grades.
4. Grades will be accumulated each semester with a report card sent home at the end of semester one and at the end of semester two.
5. Report cards will show the percentage the student has earned, and the grade, in that subject both on the report card, and in INFINITE CAMPUS on the quick look up at any given time.
6. The percentage and grade are based on a 100-point scale.
7. Progress reports will be provided to parents at the end of the 1st quarter and 3rd quarter during parent-teacher conferences.
8. Preschool, Kindergarten and 1st Grade will use a skill-based standard report card.
9. The life skills and schoolwide expectations report card will be scored on a 4-point rubric scale. This will be filled out by both teachers and students and shared with parents at Parent Teacher Conferences in the fall and in the spring.

DAKOTA PRAIRIE SCHOOL DISTRICT
Dakota Prairie Elementary
GRADING SCALE

UPDATED 2026-2027 SCHOOL YEAR

GRADING SCALE 2-12		STANDARDS RUBRIC PK-K-1
A	100-93	4
B	92-85	3
C	84-77	2
D	76-70	1
F	69 & BELOW	0

GRADE SCALE & MEANING

GRADES 2-6

A (100-93):

Excellent Progress– Student demonstrates **consistent** proficiency, independent understanding, and/or performance above the expected level of the subject matter at grade level.

B (92-85):

Average to Above Average Progress- Student demonstrates **frequent** proficiency, understanding, and/or performance above the expected level of the subject matter. This would be the proficiency goal area.

C (84-77): Average

Satisfactory Progress – Student demonstrates **average** proficiency, understanding, and/or performance at the expected level of the subject matter.

D (76-70): Below Average

Needs Improvement – Student **is not progressing** at grade level expectancy, and **has not yet** demonstrated enough proficiency, understanding, and/or performance at the expected level for the subject matter. More practice and/or intervention is needed.

F (69 & Below): Failing

Failing – Student **is not progressing** at required expectancy, and **has not yet** demonstrated proficiency, understanding, and/or performance at the required level for the subject matter. More practice and/or intervention is required. Repeating of coursework may be required.

GRADES PK-K-1 STANDARDS PROFICIENCY RUBRIC

Different from Letter Grades ~ Still Focused on Growth & Learning

A Clear Picture of Student Progress: What Does it All Mean

1. **What is Standards Based Grading**: Standards-based grading shows how well your child is meeting specific learning goals, rather than a single overall grade. Students are assessed on clearly defined skills and standards so families can see exactly what their child knows and can do.
2. **Why a 1-4 Scale?** The 1-4 scale gives a clearer picture of your child's learning. It helps students, teachers, and families understand current progress and next steps. Each number has a specific meaning.

4: EXCEEDING ~ Your child demonstrates a deep understanding of the skill and often applies it in new or more complex ways. Level 4 is often above and beyond grade level.

3: MEETING GRADE LEVEL ~ Your child consistently demonstrates understanding of the skill and meets the grade level expectation: Level 3 is the GOAL for proficiency

2: DEVELOPING ~ Your child is making progress and is beginning to show understanding, but is not yet demonstrating consistency. Progress is happening.

1: BEGINNING ~ Your child is just beginning to learn the skill. They need more time, support and patience. Everyone starts somewhere.

BLANK ~ Not Yet Assessed

What Do Grades and/or a Rubric Score Mean for Your Child

1. **They know what is expected for each learning goal/standard**
2. **They receive feedback on their current progress**
3. **They understand what they need to do next**
4. **It encourages a growth mindset, and helps them engage in their learning and empowers them to take ownership of their own growth on their academic path**

ELIGIBILITY FOR ELEMENTARY EXTRA CURRICULAR

1. **69% and BELOW: Not eligible to compete in games and/or competition for the following week.**
2. In a core subject with at least 5 grades.
   a. Reading Math
   b. Language Arts Science Social Studies
3. Eligibility will be checked **every Thursday at noon** beginning the second week of practice for each elementary extra-curricular activity.
4. Each Thursday when grades are checked, it will be determined by the building principal if the student had enough grading opportunities to raise the grade to 70% or above to become eligible. The student will not be punished if there were not opportunities for receiving grades to raise the grade. In those cases, the student will be eligible to participate in games again.
5. Students who are ineligible will not be able to participate in or attend games for the following week beginning on the Sunday through Saturday.
   a. **Example:** Grades checked Thursday, April 11. Ineligible Sunday, April 14-Saturday, April 20.
6. The student may still participate in practices, and we encourage them to.
7. Trap Shooting:
   a. If ineligible in trapshooting, the student will be required to stay for one night of homework club the week of being ineligible.
   b. This is because there are no games to go to for trapshooting. There are only practices held at which the shooting scores are turned in for determination in the state competition.

LATE WORK vs. ZERO WORK

*Always be in communication with parents about LATE & ZERO WORK. None of this should be a surprise to parents.

1. Late work is defined as **any assignment that is not submitted on its due date.**
2. Teachers are to **enter a LATE SYMBOL in INFINITE CAMPUS for any assignment a student does not turn in on time.**
3. When the allotted time for turning in work has passed, and all avenues to get the work completed have been tried, and **the student did not turn the work in**, the **LATE symbol will turn into a ZERO. (5 DAYS)**
4. Teachers will only record a "ZERO" for assignments which the students turned in and earned the grade of zero. **Or, if 5 DAYS have passed and the student DID NOT turn in the assignment.**
5. **End of Semester** and **End of the Year Incomplete Grades** (*defined as work not completed at the end of the semester grading periods*)
   a. **1st Semester:** Grades will be finalized and any grades **after the finalization date** will be averaged into the next semester. The grade awarded will still follow the Late Work Reduction Scale.
   b. **2nd Semester:** Grades must be finalized on the finalization deadline and follow the late work reduction rule as well. No end of year report card

will be issued, and no grades will be finalized until the work is turned in, **or :**

i. the work is turned in late, **within the 5 DAYS** and the student receives a grade based on the Late Work Reduction Scale.
ii. **the 5 DAYS LATE time period has passed,** and the **student receives** a **ZERO** for not turning work in.

c. Depending on what effect this has on the final Y1 grade, the report card will either be issued, or the principal will contact the parents. **If the final grade is an F.** The parents and the student will be called in for a meeting with **options for making up the class to be able to be promoted to the next grade level.**

6. In case of extenuating circumstances, it is the parent's responsibility to inform the teacher or administrator so that an exception to the rule may be considered and accommodations made.

LATE WORK REDUCTION

Students are expected to complete ALL assignments

3 Days LATE: Deduct 10% off the grade received on the assignment **if it is turned in.**

5 Days: Deduct 50% of the grade received on the assignment **if it is turned in.**

AFTER 5 DAYS THE STUDENT WILL RECEIVE A ZERO.

It is the student's responsibility to complete and turn in the school work. At that point the teacher has communicated to the student AND the parent. The teacher will not be making any more communication about the missing assignment.

WHAT STEPS TO FOLLOW FOR ZEROS

1. Every attempt should be made for students to complete the work before a grade of ZERO is entered in INFINITE CAMPUS. Such as…
   a. Contact parents by phone
   b. Contact Case Manager
   c. Send a Remind message and/or an email to parents
   d. **Other times during the school day that arrangements can be made to complete work:**
      i. Before School
      ii. Student Success Center Time
      iii. Homework Club After School Monday, Tuesday, Thursday
      iv. Enrichment Time
      v. Recess
2. If this is a continuous problem refer the student to MTSS for assistance.

FAILING GRADES

1. In addition to extra help in the classroom. These are steps that should be taken to help students who are struggling with any areas of academic and/or behavioral or social aspects of school. The classroom teacher:

a. Must have been in contact with the parents
b. Have documentation of the student's failure to improve and the possibility of failing the class.
c. Refer the student to MTSS for extra help.
d. Attend Homework Club
    i. To finish assignments
    ii. To finish correct ups
    iii. To get extra help
    iv. The student can ride the shuttle bus home
        1. The parent can pick the child up any time after 5:00
e. Attending Homework Club is no guarantee of a passing grade. It is still the student's responsibility to do the work, ask for help, do the correct ups. And to return school work in.

2. If a student has an F (69% & Below) on Semester 1 report card, that student will have the second semester to increase the grade to a passing grade (D – 70% or higher) before the end of the school year.
3. Elementary **passing grades** are determined by the end of the year **Y1 grade on the report card,** which is **the average of the whole year.**

GRADE PROMOTION, RETENTION, & ACCELERATION

The **DAKOTA PRAIRIE SCHOOL DISTRICT** is committed to fostering the continuous educational and personal growth of its students. Student progress shall be continually evaluated based on North Dakota and Dakota Prairie School District achievement standards, course content standards, education goals and objectives as established by administration and the teaching staff.

The Board recognizes that at every grade level there are differences among students in intellectual and personal development and that individual students may be more proficient in some content areas than in others. Therefore, assignment of a student to a grade level shall be based on the best educational interest of the student, which shall be determined by using the criteria established below.

1. Has the student completed course requirements at the present assigned grade
2. Has the student demonstrated proficiency in enough course content areas to warrant promotion.
    a. *In grades K-3 if a student is not showing expected growth in core subject areas after the implementation of interventions and small group help, steps will be implemented to determine if repeating the grade would be in the student's best interest.*
3. Has the student sufficiently met achievement standards and other educational goals/objectives established for the student's current grade level.
4. Has the student's attendance in school met the required days and hours in North Dakota Century Code 15.1-20.
5. Does the student demonstrate the degree of social, emotional, and physical maturation necessary for successful learning experiences in the next grade level.

6. **The teacher and the MTSS team will fill out the Light's Retention Scale to serve as another form of documentation showing the student's progress.**
    a. *215-AR-4. LIGHT'S RETENTION SCALE Revised Edition H. Wayne Light*

The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law. Under no circumstances shall a student be retained for the sole purpose of improving the student's ability to participate in the district's athletic program. Procedures for promoting and retaining students shall be developed by the Superintendent and delineated in administrative regulations.

End of Dakota Prairie School District #1 Policy NDSB Descriptor Code GCA...November 2024

1. **Procedure for Determining Promotion & Retention**
    a. If a teacher believes retention is a possibility, he/she shall contact the student's parent(s) and inform the building principal as early as possible.
        i. The principal shall inform the parents of remediation options.
    b. Advancement to the next grade may be made conditional upon successful remediation or demonstrated proficiency within a timeframe established by the principal.
    c. Principal and Teachers, in consultation with parents, are responsible for making promotion and retention recommendations based on promotion and retention criteria contained in policy. Recommendations shall be submitted to the building principal for approval.
2. **A parent who is dissatisfied with the principal's decision may appeal to the Superintendent.**
    a. The superintendent's decision shall be final.
    b. Appeals must be initiated within 30 days of receiving notice of the principal's promotion or retention decision.
    c. Failure to timely present the appeal shall be deemed to be a waiver of the appeal process.
3. **Promotion & Retention of Special Education Students**
    a. The decision to promote or retain a special education student shall be made by the Individual Education Program (IEP) team in accordance with applicable law.
    b. Parents wishing to appeal the IEP's decision shall follow appeal procedures under the Individuals with Disabilities Education Act.
4. **Acceleration**
    a. Decisions regarding acceleration shall be made by the principal in consultation with the student's parent(s)/guardian(s), teacher(s) and guidance counselor.
    b. The principal's decision shall be binding but may be reconsidered by the principal should new evidence indicate such a need.
    c. When making acceleration decisions, principals shall consider at least the following criteria:

- current and historical assessment data
- attendance record
- classroom performance
- social adjustment
- teacher perception

NDSB ASSOCIATION POLICY: Descriptor Code: GCAA-AR

FAILING GRADES AND DETERMINATION OF MAKEUP – RETENTION – PROMOTION

1. A student will need to have a **passing grade of 70% or higher**, on the end of year report card in the **Y1 category in all subjects** to be able to go on to the next grade level the following school year. The Y1 category is the average grade for the whole school year.

2. All assignments that are averaged for the end of the year report card are due by the cutoff for final grades. This is 4 days before the last day of school. THERE IS NO GRACE PERIOD FOR LATE WORK. ALL WORK IS DUE THAT DAY TO RECEIVE A GRADE OTHER THAN ZERO.
    a. **For example**: School gets out for the year on May 23. The cutoff for grades is May 19. So, if an assignment is turned in on May 20, the grade is a ZERO.
3. **The options to earn that passing grade and moving on to the next grade are:**
    a. **Center for Distance Education Online Course**
        i. Cost: $229 per course average price.
        ii. Turn in the certificate of passing grade to the school before August 1.
    b. **Attend June Summer Remediation School**
        i. There will be a summer remediation summer school program held at the high school in Petersburg the month of June.
        ii. Beginning the Tuesday after Memorial Day through June 30 from 9:00-3:00 at the high school in Petersburg.
        iii. Student will retake the class or classes with the failing grade(s).
        iv. The student will still need to earn a passing grade (70% or higher) to pass the class(es).
        v. The student will need to attend each day of summer school.
        vi. The student and parents are responsible for their own transportation to the high school in Petersburg for the summer course.