



At David Cox Elementary School, we believe that grades are a measure of student learning. In order for grades to accurately reflect what students know about a given topic, students will need to complete **all of their assignments on time** and understand the grading policies and procedures. Teacher feedback is critical to student progress. Teachers use their assessment of student work to assist with instructional planning. Timely submission of work ensures that teachers accurately understand what content students have mastered and what may require more teaching or practice for mastery.

Grading Scale and Infinite Campus Grade Book Category Weighting

All grades at David M. Cox Elementary School adhere to the CCSD Grades K-5 grading scale.

Grades K-5		
A	90–100%	Excellent
B	80–89%	Above Average
C	70–79%	Average
D	60–69%	Below Average
F	50–59%	Emergent

Kindergarten scored with a “2” for meeting standards and a “1” for approaching or below a learned standard.

All David M. Cox Elementary School grades will use the following categories and weighting to calculate grades:

- **Formative Assessments: 20%** of the overall grade. These assignments are checkpoints during the unit of study designed to monitor student progress toward mastery and provide actionable feedback to inform teaching and learning strategies.
- **Summative Assessments: 80%** of the overall grade. These assignments are designed for students to demonstrate mastery of standards after instruction and learning have taken place. Students will be allowed multiple opportunities to show mastery of content standards through formative and summative assessments. Students will receive feedback on formative and summative assessments to help inform their learning.

Late/Missing Work Policy

Assignments that have not been turned in by the due date will be labeled “M” in Infinite Campus. The mark “M” carries **no weight in the gradebook. However, work not submitted by the end of quarter will be rated as a “50” in the gradebook.** Teachers will post end-of-unit deadlines in the physical classroom for each instructional unit. Teachers will use established means of communication (i.e., Infinite Campus Messenger, Parent Link, Class Dojo, etc.) to send messages to those who have not submitted their work. Students may submit late work without a penalty until that end-of-unit deadline. Once late work is submitted, the “M” is replaced with a score reflecting the student’s academic performance which is not less than 50%.

Assignments not turned in by the end-of-unit deadline will be labeled “M” in Infinite Campus to signify that the student did not submit the assignment to the teacher. Teachers will not grade work submitted after the end-of-unit deadline. It will be assigned a failing grade (50% F) because students have not demonstrated evidence of their understanding of the instructional content. End-of-unit deadlines will be posted on Class Dojo, in Infinite Campus, and in the physical classroom for student reference. Parents will be sent progress reports every three weeks which will show all missing work. All 504 and IEP documents with accommodations will be adhered to. Deadlines for completing all make-up work, retakes of work, and resubmissions will be posted on the DMC Website and posted in the weekly Newsletter. The dates for late work to be accepted are as follows (based on quarter dates):

- **October 09, 2026 December 18, 2026 March 12, 2027 May 07, 2027**

David Cox Homework Policy 2026-2027

Homework will be given in grades K-5 Monday through Thursday with 15-30 minutes of required reading or reading assignments nightly. Homework will not be reflected in Infinite Campus in the form of a grade or weighted score. **Homework will be reflected within the Learner Behaviors on the report card.** Homework will be an extension of classroom presented content. Homework is not required to be given for every subject content but subject contents will be integrated into the homework activities. The DMC homework expectations are in **accordance with Policy 6143 and Regulation 6143.**

David Cox Re-assessment Policy 2026-2027

Students in grades 1-5 will have the opportunity to retake quizzes and assessments in which they did not demonstrate mastery within the standard(s) assessed. **All students will have the opportunity to be re-assessed one time.** All tests/quizzes must be re-assessed no later than two weeks from the original assessment. Students earning an 89% - 70% will have the choice of taking the assessment over. Students earning an 69% or below will be required to take the assessment again. Primary grades 1-2 will give the re-assessment in small group. Intermediate grades 3-5 will have the option of providing the re-assessment in small group or individual. CTTs, Special Education Teachers, Specialists, and Special Education Assistants will be allowed to provide the re-assessment in addition to the general classroom teacher. Reassessment accommodations in IEPS and/or 504 Plans supersede CCSD's reassessment guidelines. Students are to meet with their teacher or support to review missed concepts and review their taken quiz/test prior to the retake of summative assessment. **The higher proficiency score will replace the lower/previous score in the student's gradebook.**

David Cox Reporting Behaviors

Academic grades do not include learner behaviors or work habits. While these nonacademic behaviors impact learning, they are not included in student academic grades; instead, they are assessed using the rubric and reported through Citizenship grades on quarterly progress reports and semester report cards.

DMC Citizenship Rubric			
Student Name:			Date:
Rubric	E	S	N
Observes School Rules	I consistently follow school rules and expectations. I follow playground rules, use appropriate language, and I am respectful to specialists, all teachers, and other students.	I usually follow school rules and expectations.	I do not always follow school rules and expectations.
Follows Classroom Rules	I consistently follow the classroom rules that my teacher has stated. I am polite, kind, honest, and I allow others to continue to learn.	I usually follow the classroom rules that my teacher has stated.	I inconsistently follow the classroom rules that my teacher has stated.
Follows Directions	I consistently listen to directions the first time first time. I am able to do what is asked immediately. I complete tasks as directed.	I usually listen to directions the first time, do what was asked, and complete tasks.	I inconsistently listen to directions the first time, do what was asked, and complete tasks.
Accepts Responsibility	I consistently show integrity in my behavior. I am honest and truthful. If I make a mistake, I admit it and strive to improve.	I usually show integrity in my behavior. Sometimes I may not be honest or willing to accept responsibility for a choice I made. I usually stay on task.	I inconsistently show integrity in my behavior. I am often not honest or not willing to accept responsibility for a choice I made. I inconsistently stay on task and complete tasks.
Works Independently	I consistently complete tasks on my own. I am able to independently stay on-task.	I usually stay on-task.	I inconsistently stay on task and/or inconsistently complete tasks.
Quality Of Work	My work is consistently accurate, legible, and organized. My overall performance is at a high academic grade level.	My work is usually Accurate, legible, and organized, but I may occasionally need reminders from the teacher to try my best.	My work is inconsistently accurate, legible, and organized, and I often turn in rushed, incomplete, or poorly-done work.
Works Cooperatively	I consistently work well with others. I can negotiate, problem solve, and contribute to the group task.	I usually work well with others. I usually negotiate, problem solve, and contribute to the group task.	I inconsistently work well with others. I rarely negotiate, problem solve, and contribute to the group task.

David Cox Communication with Students and Families

All David M. Cox Elementary School teachers are responsible for keeping scores and grades entered into the gradebooks up-to-date and grades to be entered each Monday. This ensures students have time to reflect on and improve their grades prior to the end of the marking period. Teachers must communicate student grades via the Infinite Campus Grade Book, Parentlink, Class Dojo, and Email in accordance with **Regulation 5122.** The weekly parent newsletter will include reminders for parents to check student grades.

This document may be found on our school website: <https://davidmcoxelementaryschool.com>