

Students who are gifted may be placed in services as a means of support for their exceptional ability. Those services are intended to provide meaningful challenge and opportunities for engagements for students without creating an unnecessary burden. It is critical that families receive meaningful feedback about student performance in gifted services and in the regular classroom. To that end, the following guidelines have been developed regarding grading practices for students who are receiving self-contained gifted services.

Academic Report Card

1. All grading practices shall be in line with Board Policies 5420 and 5421.
2. Because the academic report card does not include a designation for gifted coursework or identification, student report card grades should reflect students' understanding of *on-grade-level standards* similar to what would be reported for a student not identified as gifted in the same grade level.
3. Elementary Standards-Based Report Cards
 - a. Elementary standards grades shall not be reduced or increased on the basis of effort.
 - b. Elementary grades will primarily reflect student performance on summative assessments, such as tests, quizzes, projects, writing samples, reading running records, etc.
 - c. On the Elementary Report Card, students who are working well within the grade level standards and meeting those standards shall earn a 3.
 - d. On the Elementary Report Card, students who have demonstrated mastery of the grade level standard expectation and are now working successfully above grade level for that strand shall earn a 4.
 - e. Elementary Work and Social Behavior grades shall incorporate input from the Gifted Specialist when the student works directly with the specialist for reading and/or mathematics.
4. Classroom engagement and homework should be no more than 5% of the final grade.
5. Student progress toward above-grade level standards and WEP goals will be reported on the Gifted Progress Report issued at the end of each semester as described below

Gifted Service Progress Report

1. Student progress for learners in gifted services will be reported at the end of each semester.
2. Progress reports will include feedback specific to goals listed on the annual Written Education Plan.
3. Ratings of student progress will be based on reasonable expectations of students who are gifted and of similar ability.