



Grading for EQUITY

EXAMPLES OF:
REPORT CARDS

These artifacts were created by teachers who gave permission for Crescendo Education Group to share them to support other educators. Please review each artifact with humility and grace. We don't know the teacher's context, their relationships with students, or their pressures and priorities; what we do know is that each teacher took a risk to move one more step on their journey to make their grading more equitable.

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Student:			
Grade:	6	School:	Joseph H Gaudet Middle
Teacher:			
CCSS READING			Trimester I II III
LITERATURE			
Key ideas & details			
Craft & structure			
Integration of knowledge & ideas			
INFORMATIONAL TEXT			
Key ideas & details			
Craft & structure			
Integration of knowledge & ideas			
CCSS WRITING			I II III
TEXT TYPES & PURPOSES			
Argument			
Informative			
Narrative			
PRODUCTION & DISTRIBUTION OF WRITING			
RESEARCH TO BUILD & PRESENT KNOWLEDGE			
CCSS LANGUAGE			I II III
CONVENTIONS OF STANDARD ENGLISH			
Conventions of grammar			
Capitalization, punctuation & spelling			
KNOWLEDGE OF LANGUAGE			
CCSS VOCABULARY			I II III
VOCABULARY ACQUISITION & USE			
CCSS SPEAKING & LISTENING			I II III
COMPREHENSION & COLLABORATION			
PRESENTATION OF KNOWLEDGE & IDEAS			
CCSS MATHEMATICS			I II III
MATH COURSE:			
GRADE 6 MATH STANDARDS for GRADE 6 MATH & ACCELERATED GRADE 6 MATH			
GRADE 6 MATH STANDARDS for GRADE 6 MATH			
GR6: THE NUMBER SYSTEM			
GR6: EXPRESSIONS & EQUATIONS			
GR6: RATIOS & PROPORTIONAL RELATIONSHIPS			
GR6: GEOMETRY			
GR6: STATISTICS & PROBABILITY			
GRADE 7 MATH STANDARDS for ACCELERATED GRADE 6 MATH			
GRADE 7 MATH STANDARDS			
GR7: THE NUMBER SYSTEM			
GR7: RATIOS & PROPORTIONAL RELATIONSHIPS			
GR7: GEOMETRY			
GR7: STATISTICS & PROBABILITY			

SOCIAL STUDIES (RI GSES)			Trimester I II III
CIVICS & GOVERNMENT			
HISTORICAL PERSPECTIVE			
ECONOMICS			
GEOGRAPHY			
LITERACY IN SOCIAL STUDIES			
SCIENCE (RI GSES)			I II III
EARTH & SPACE SCIENCE			
LIFE SCIENCE			
PHYSICAL SCIENCE			
LITERACY IN SCIENCE			
CO-CURRICULARS			Trimester
ART			I II III
TOOLS			
CREATION			
COOPERATION/RESPECTFUL CITIZEN			
GENERAL MUSIC			I II III
TOOLS			
COOPERATION/RESPECTFUL CITIZEN			
CHORUS			I II III
CREATION & PERFORMANCE			
COOPERATION/RESPECTFUL CITIZEN			
BAND			I II III
CREATION & PERFORMANCE			
COOPERATION/RESPECTFUL CITIZEN			
PHYSICAL EDUCATION			I II III
MOVEMENT FORMS			
COOPERATION/RESPECTFUL CITIZEN			
HEALTH			I II III
DEMONSTRATES THE ABILITY TO USE/ PRACTICE HEALTH ENHANCING BEHAVIORS & REDUCE HEALTH RISKS			
COOPERATION/RESPECTFUL CITIZEN			
STEM EDUCATION			I II III
APPLIED LEARNING			
COOPERATION/RESPECTFUL CITIZEN			
INTRO TO WORLD LANGUAGES			I II III
COMMUNICATES IN LANGUAGE OTHER THAN ENGLISH			
COOPERATION/RESPECTFUL CITIZEN			
MEDIA LITERACY			I II III
INQUIRE, THINK CRITICALLY, GAIN KNOWLEDGE/RESEARCH & INFORMATION FLUENCY			
COOPERATION/RESPECTFUL CITIZEN			
COMPUTER SCIENCE			I II III
COMMUNICATION, COLLABORATION, CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING			
COOPERATION/RESPECTFUL CITIZEN			

LEARNER QUALITIES			Trimester I II III
SELF-DIRECTED LEARNER & QUALITY PRODUCER			
Shows effort			
Organizes time, tasks, & materials			
Completes class work on time			
Actively listens & responds			
Shows responsibility			
Cooperative Worker			
Works collaboratively in groups of various sizes			
Works to achieve group goals			
Shares & receives information & ideas			
RESPECTFUL CITIZEN			
Demonstrates respect for property, self, & others			
Demonstrates self-control			
Follows school/classroom rules			
Resolves conflict appropriately			
Accepts responsibility for actions			
Demonstrates appropriate manners			
HOMEWORK			
ENGLISH LANGUAGE ARTS			
MATHEMATICS			
SCIENCE			
SOCIAL STUDIES			

GAUDET BOOK GOAL			Trimester I II III
Books Read/Evidence			

ABSENCES/TARDINESS			Trimester I II III
Approximately 60 school days per reporting period			
Days Absent			TOTAL
Absences are affecting progress			
Days Tardy			
Tardiness is affecting progress			

Performance Levels for Core Content, Co-Curricular Areas & Learner Qualities			
5	Distinguished Command		
4	Strong Command (Secure)		
3	Moderate Command (Developing)		
2	Partial Command (Beginning)		
1	Little or No Command		
*	Needs Improvement		
C	Consistently (Learner Quality)		
S	Sometimes/Progressing (Learner Quality)		
N	Needs Attention (Learner Quality)		
X	Not assessed this Trimester		
A-G6	Accelerated Grade 6 Math		
G6	Grade 6 Math		

Student:			
Grade:	7	School:	Joseph H Gaudet Middle
Teacher:			
CCSS READING			Trimester I II III
LITERATURE			
Key ideas & details			
Craft & structure			
Integration of knowledge & ideas			
INFORMATIONAL TEXT			
Key ideas & details			
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Integration of knowledge & ideas			
CCSS WRITING	I	II	III
TEXT TYPES & PURPOSES			
Argument			
Informative			
Narrative			
PRODUCTION & DISTRIBUTION OF WRITING			
RESEARCH TO BUILD & PRESENT KNOWLEDGE			
CCSS LANGUAGE	I	II	III
CONVENTIONS OF STANDARD ENGLISH			
Conventions of grammar			
Capitalization, punctuation & spelling			
KNOWLEDGE OF LANGUAGE			
CCSS VOCABULARY	I	II	III
VOCABULARY ACQUISITION & USE			
CCSS SPEAKING & LISTENING	I	II	III
COMPREHENSION & COLLABORATION			
PRESENTATION OF KNOWLEDGE & IDEAS			
CCSS MATHEMATICS	I	II	III
MATH COURSE			
GRADE 7 MATH STANDARDS for PART I PRE-ALGEBRA & ACCELERATED PRE-ALGEBRA			
GRT: THE NUMBER SYSTEM			
GRT: EXPRESSIONS & EQUATIONS			
GRT: RATIOS & PROPORTIONAL RELATIONSHIPS			
GRT: GEOMETRY			
GRT: STATISTICS & PROBABILITY			
GRADE 8 MATH STANDARDS for ACCELERATED PRE-ALGEBRA			
GRR: THE NUMBER SYSTEM			
GRR: EXPRESSIONS & EQUATIONS			
GRR: GEOMETRY			

SCIENCE (RI GSES)			Trimester I II III
EARTH & SPACE SCIENCE			
LIFE SCIENCE			
PHYSICAL SCIENCE			
LITERACY IN SCIENCE			
SOCIAL STUDIES(RI GSES)	I	II	III
CIVICS & GOVERNMENT			
HISTORICAL PERSPECTIVE			
ECONOMICS			
GEOGRAPHY			
LITERACY IN SOCIAL STUDIES			

CO-CURRICULARS			
ART	I	II	III
TOOLS			
CREATION			
COOPERATION/RESPECTFUL CITIZEN			
GENERAL MUSIC	I	II	III
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COMMUNICATION, COLLABORATION, CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING			
COOPERATION/RESPECTFUL CITIZEN			

LEARNER QUALITIES			Trimester I II III
SELF-DIRECTED LEARNER			
ENGLISH LANGUAGE ARTS			
MATHEMATICS			
SCIENCE			
SOCIAL STUDIES			
COOPERATIVE WORKER	I	II	III
ENGLISH LANGUAGE ARTS			
MATHEMATICS			
SCIENCE			
SOCIAL STUDIES			
RESPECTFUL CITIZEN	I	II	III
ENGLISH LANGUAGE ARTS			
MATHEMATICS			
SCIENCE			
SOCIAL STUDIES			
HOMEWORK	I	II	III
ENGLISH LANGUAGE ARTS			
MATHEMATICS			
SCIENCE			
SOCIAL STUDIES			
GAUDET BOOK GOAL			Trimester I II III
Books Read/Evidence			

ABSENCES/TARDINESS				
<i>Approximately 60 school days per reporting period</i>				
Days Absent		Trimester I II III		TOTAL
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Tardiness is affecting progress				
Performance Levels for Core Content, Co-Curricular Areas & Learner Qualities				
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X	Not assessed this Trimester			
A-PA	Accelerated Pre-Algebra			
PA1	Pre-Algebra Part One			

Student Name: _____ Teacher: _____ Principal: _____

M = Meets Expectations (The student consistently demonstrates understanding and application of a concept or skill.)
 AP = Approaching (The student is working toward competency in the concept or skill. Further practice and use of this skill or concept is needed.)
 BB = Below Basic (The student does not demonstrate and understanding of the concept of the concept or skill.)
 Absence of a mark indicates an area not yet assessed.
 NI= Not Introduced

English Language Arts	1st Qtr		2nd Qtr		3rd Qtr		4th Qtr	
Recognizes letters at random	Expectation is 26/52		Expectation is 52/52		Expectation is 52/52		Expectation is 52/52	
Identifies letter sounds at random	Expectation is 10/26		Expectation is 20/26		Expectation is 26/26		Expectation is 26/26	
Identifies sounds within words	Identifies some initial sounds 2/8		Identifies initial sounds 8/8		initial and ending sounds 16/16		Initial, ending, and medial sounds 24/24	
Rhyming words	Recognizes rhyming words 2/10		Recognizes rhyming words 5/10		Recognizes rhyming words 8/10		Recognizes rhyming words 10/10	
Identifies sight words	Recognizes sight words 10/50		Recognizes sight words 20/50		Recognizes sight words 40/50		Recognizes sight words 50/50	
Blending (c/a/t) =cat, segmenting (cat)= c/a/t	0/20	NI	10/20		15/20		20/20	
Parts of a Book	Know the front of the book, back, title, the role of the author and illustrator 3/5	NI	Know the front of the book, back, title, the roll of the author and illustrator 5/5		Know the front of the book, back, title, the roll of the author and illustrator 5/5		Know the front of the book, back, title, the roll of the author and illustrator 5/5	
Reading Levels	Tracks print left to right	NI	F&P Score A-B		F&P Score B-C		F&P Score D	

Writing	1st Qtr		2nd Qtr		3rd Qtr		4th Qtr	
Handwriting	Handwriting has no reversals 1/3		Handwriting has no reversals 2/3		Handwriting has no reversals 3/3		Handwriting has no reversals 3/3	
Capitals/Lowercase	The appropriate letters are capitals and lowercase. 1/3		The appropriate letters are capitals and lowercase. 2/3		The appropriate letters are capitals and lowercase. 3/3		The appropriate letters are capitals and lowercase. 3/3	
Spacing	Spacing is appropriate and consistent. 2/3		Spacing is appropriate and consistent. 3/3		Spacing is appropriate and consistent. 3/3		Spacing is appropriate and consistent. 3/3	
Details in Writing	The writing is consistent and easy to follow. There is a beginning, middle, and end. 1/3		The writing is consistent and easy to follow. There is a beginning, middle, and end. 2/3		The writing is consistent and easy to follow. There is a beginning, middle, and end. 3/3		The writing is consistent and easy to follow. There is a beginning, middle, and end. 3/3	
Details in Illustration	Draws characters, setting, things that are happening 1/3		Draws characters, setting, things that are happening 2/3		Draws characters, setting, things that are happening 3/3		Draws characters, setting, things that are happening 3/3	
Use of color	Used more than 5 colors and color items appropriately 2/3		Used more than 5 colors and color items appropriately 3/3		Used more than 5 colors and color items appropriately 3/3		Used more than 5 colors and color items appropriately 3/3	
Coloring Inside the Lines	Cloring inside the lines 2/3		Cloring inside the lines 3/3		Cloring inside the lines 3/3		Cloring inside the lines 3/3	
Punctuation	Punctuation is included and appropriate. 1/3		Punctuation is included and appropriate. 2/3		Punctuation is included and appropriate. 3/3		Punctuation is included and appropriate. 3/3	
Use of Sight Words	Used the appropriate sight words and used conventional spelling for sight words. 2/3		Used the appropriate sight words and used conventional spelling for sight words. 3/3		Used the appropriate sight words and used conventional spelling for sight words. 3/3		Used the appropriate sight words and used conventional spelling for sight words. 3/3	
Spelling	Used sight words and conventional spellings. 0/3		Used sight words and conventional spellings. 1/3		Used sight words and conventional spellings. 2/3		Used sight words and conventional spellings. 3/3	