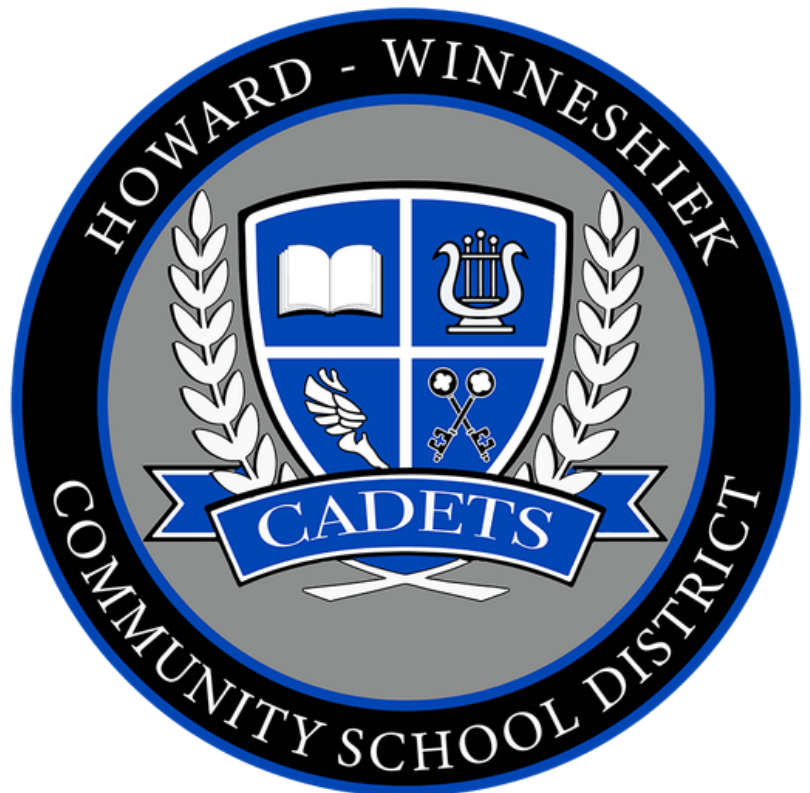


Crestwood Elementary Grading Protocols

At Crestwood Elementary, we believe in helping every student reach their full potential.

Our standards referenced grading system focuses on what students know and what they can do.

2026-2027



Report Card Overview

Kindergarten - 4th Grade

The standards-referenced report card is designed to provide information and feedback relative to the skills and concepts a student should master at each grade level. Each student is assigned a level of performance based on their attainment of the skill or concept at that particular point in time in the school year.

Report cards will be printed 2 times a year, at the end of each semester. Student achievement will be reported through the use of teacher observational data, student work, and assessments.

Your student's progress is a priority. Families are encouraged to communicate with classroom teachers about achievement and are invited to do so at any time throughout the school year. Working together we can guide your child's learning in academics and social emotional growth to the highest level.



Description of Elements

Grade Level Report Cards:

Report cards reflect the curricular standards expected to be mastered at each grade level.

Levels of Performance:

There are 4 levels that reflect student achievement toward grade level standards. The expected performance for all students is a “3” which signifies that they consistently meet the grade-level expectation.

It is important to recognize that all students learn at their own pace. Students who are not yet meeting expectations continue to have learning opportunities through the school year. As the school year progresses, standards become more advanced. It is possible a student’s level can go up or down based on their level of performance at that point and time.

Modified Standard: For some students, standards are modified based on their individual needs and programming.

Standard Not Assessed:

Some standards are not assessed during particular times of the semester based on the sequence of the curriculum or pacing of instruction.

Social Emotional Learning (SEL):

A child’s social and emotional learning plays an important part of their well-being and academic success. An established rubric based on the Iowa Standards for SEL will be utilized to describe a students’ level of social emotional growth while learning at school. The rubric will be shared with families at conferences and semester reporting periods.

Description of Performance Levels

4 = Extends beyond grade-level standard

3 = Consistently meets grade-level standard

2 = Sometimes meets grade-level standard

1 = Does not yet meet grade-level standard without supports from adults

M = Standard is modified

Blank Box = Standard not assessed

Areas of Social Emotional Learning

Self-Awareness: Identify emotions, self-perception & self-confidence

Self-Management: Impulse control, stress management, discipline, motivation, goals & organization

Social Awareness: Perspective, empathy & respect for others

Relationship Skills: Communication, social engagement, relationship building & teamwork

Responsible Decision-Making: Identify problems, solve problems, reflect & ethical responsibility