

A weekly grading grid, a standards-based tracking grid, a small-group version, and a term roll-up. Fillable PDF.

EXAMPLE One Class, Two Weeks, Filled In

An inverted class and three inverted students. Every number is made up; every total is addition you can check against the table above it.

Weekly Grading Grid (page 6) — Ms. Alvarez's Grade 3 reading group (inverted)

WEEK OF SEP 8

STUDENT	A1	A2	A3	A4	WEEK AVG
Jordan P.	80	84	88	88	85
Maya S.	92	96	92	96	94
Theo L.	68	72	68	80	74

WEEK OF SEP 15

STUDENT	A1	A2	A3	A4	WEEK AVG
Jordan P.	84	88	84	92	87
Maya S.	92	96	96	100	96
Theo L.	72	76	72	84	76

Each week average is the four assignment scores added, divided by four: Jordan's week 2 is $(84+88+84+92) \div 4 = 87$.

Standards-Based Tracking Grid (page 7)

STUDENT	STD 1	STD 2	STD 3	STD 4	MASTERS
Jordan P.	M	P	M	P	2 of 4
Maya S.	M	M	M	P	3 of 4
Theo L.	P	N	P	R	0 of 4

"Masters" counts the M codes in that row: Maya has M, M, M, P — 3 of 4. Across the class, 5 of 12 standard marks are M this term.

Quarter Roll-Up (page 10)

STUDENT	WEEK 1 AVG	WEEK 2 AVG	TERM AVG
Jordan P.	85	87	86
Maya S.	94	96	95
Theo L.	74	76	75

Term average is the two week averages added, divided by two: Theo's is $(74+76) \div 2 = 75$. These three numbers are copied straight from the Weekly Grading Grid above, not re-scored.

Why these numbers check

Every score above was entered once, on the Weekly Grading Grid: the standards grid and the roll-up are addition and copying, not new scoring. None of the codes or percents here are converted to a letter grade or a proficiency level — this

Three steps, and which page to open for which situation.

- 1 **Set the roster up** on page 5: every student, which periods or groups they are in, and whether you'll track them on the weekly grid, the standards grid, or both.
- 2 **Record the week** on the grid that matches the job — the Weekly Grading Grid (page 6) for assignments, the Standards-Based Grid (page 7) for skills, or the Small-Group Gradebook (page 9) for a resource-room or intervention group.
- 3 **Roll it up each term** on page 10, send the family note (page 14) and, if anything is still outstanding, log it on page 11 before the next period starts.

IF YOU NEED TO	OPEN	PAGE
Grade a week of assignments for a whole class	Weekly Grading Grid	6
Track where each student stands on a set of standards or skills	Standards-Based Tracking Grid	7
Look up what a mastery code means, or write in your grading policy	Mastery Code Key and Grading Notes	8
Track a small group or an intervention across sessions, not assignments	Small-Group / Intervention Gradebook	9
Turn weeks of data into a term average or a mastery count	Quarter / Term Roll-Up Summary	10
See what work is still missing, late, or waiting on a retake	Missing, Late, and Retake Work Tracker	11
Plan the grading periods and roll-up dates for the year	Grading Period Planner and Calendar	12
Set up a binder for this class or caseload	Binder Cover, Divider Tabs, and Labels	13
Update a family on progress	Family Progress Note	14
Write a report-card comment or a progress note	Comment Phrase Bank	15

What this file is not

It does not calculate a grade, a GPA, or a proficiency level, and it does not define what counts as mastered, passing, or meeting a standard — that is your school's or district's own policy, and page 8 has a blank line for it. The example on page 16 is an invented class; names and numbers in it are made up.

Two gradebooks, one roster

A student who is on the general-education roster and also in a pull-out group shows up on the Weekly Grading Grid for the whole class and on the Small-Group Gradebook for the pull-out time; mark both on page 5 so neither page is missing a name when the term ends.

WEEKLY Weekly Grading Grid

One week, one class. A row per student, a column per assignment, and a week average column added by hand.

TEACHER

[illegible]

Week average

Add the four assignment scores and divide by four, or by however many were given that week. The average is a sum you can re-check; it is not a letter grade or a proficiency level.

Assignment titles for this week

SUBJECT AREA

Gradebook Printable Template Editable

ROLL-UP Quarter / Term Roll-Up Summary

Copy each student's weekly averages and standards codes in; the term average and the mastery count are addition, not new scoring.

CLASS / PERIOD

GRADING TERM

CASE MANAGER / TEACHER

[illegible]

Term average is addition, not new scoring

Copy each week's average from the Weekly Grading Grid (page 6), add the weeks used, and divide by how many there were. "Standards mastered" is a count of the M codes on page 7 for that student, out of however many standards were tracked this term.

Students whose term average is missing a week's data

Plain language, one page, sent with the formal report card or between them. No codes, no jargon — and a blank line for your school's own grading scale, if you want to explain it.

STUDENT

DATE

FROM

What we are working on

The assignments or standards in plain words. No codes.

What the last few weeks show

The number or code then, the number or code now, in a sentence a neighbor would understand.

Our school's grading scale, if you want to explain it

Optional — a blank line, not a number we supply.

One thing to try at home this month

Five minutes, no materials to buy, the same words we use in class.

A question for you

How to reach me / best time

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