



## Primary School Grading and Reporting Practices

### ***Grading Periods***

The school year is divided into three trimesters (ending November, February and June). In addition to the report cards published at the end of each trimester, the Primary School hosts Student-Led Conferences twice yearly (November and March). These conferences enable students to develop ownership over the learning process and communicate their strategies for the next steps in becoming self-led learners.

### ***Report Card***

The purpose of the report card is to communicate with parents and students about the achievement of specific learning goals. It identifies students' levels of progress with regard to those goals, areas of strength, and areas where additional time and effort are needed.

### ***Grading Scale***

The report card communicates the level of mastery of the ANS Learning Standards. ANS uses the Project AERO Framework to design standards-based learning. Those standards are communicated out through the domains of a subject area. Mastery grading takes into consideration the process and the products of student learning. No grades are averaged across time nor across standards. The level of mastery of grade-level standards at the time of reporting is communicated on a 1 – 4 scale.

*4- Masters Standard, 3- Meets Standard, 2- Approaches Standard, 1- Not meeting Standard*

### ***Process & Product***

Learning is a natural process that is dynamic for each individual learner. Grading and reporting practices seek to formalize the communication around benchmarks in student learning. Learning Galleries (digital & physical) allow students to tell the story of their learning journeys. The products compiled in the Learning Gallery are touchstones that represent the learning process. Each students' voice, paired with the teacher's anecdotal observations and formative tracking allow for the whole picture of student mastery of standards. The triangulation of these myriad data points determines the level of mastery in a given domain and subject, at reporting time.

### ***Student Traits***

ANS students not only develop college readiness skills across subject areas but also the habits of learning that allow them to realize their leadership potential through meaningful contributions to society. In a mission-driven school like ANS, Student Traits are an essential component of student development.

Curious (K - 5)  
Determined (K - 5)  
Compassionate (K - 5)

Reflective (1 - 5)  
Well rounded (3 -5)

Accountable (3-5)  
Open-minded (4-5)

The ten ANS Student Traits are gradually introduced from Pathways through tenth grade. We believe that all students have the potential to develop mastery of these traits in their journey as learners. Their level of demonstration of these traits follows the same scale, with the exception of level 1, since we believe that these traits are indeed in development for all students.

*4- Masters 3- Meets 2- Approaches*

### ***Grading Scales & Translations***

The ANS Report Card is the official record of student achievement, published each grading period, and retained during the student's learning journey at ANS. For external purposes, the Report Card serves to communicate the student's achievement. For the sake of clarity to communicate with external systems, it should be accompanied by the ANS Assessment Philosophy and this Primary Grading & Reporting Practices documents in order to be interpreted by other systems.

For purposes of communication with the Nicaraguan Ministry of Education, the ANS Report Card is translated into the grading scales established by that authority. In this way, the *Certificado de Notas* or Grade Certificate, ought to be interpreted as a translation. This approximate translation cannot be interpreted in alignment with the ANS Assessment Philosophy or this document. The percentage-based system and the standards-based grading systems are mutually exclusive one of the other. In that way, the *Certificado de Notas* should be interpreted as an approximation rather than a literal translation.

Level 4 will be approximated as 100%  
Level 3 will be approximated as 90%

Level 2 will be approximated as 75%  
Level 1 will be approximated as 59%

### ***Narratives***

The narrative is a qualitative description that serves as a sketch of the holistic portrait of the child as a learner. It is not meant to be informative in isolation; rather, in conjunction with the standards-based grading section, the story of the child's learning is communicated as a snapshot in time.

### **Pathways Trimester Reports**

Pathways is a model for learning where we, as a community, honor natural curiosity as the driver for all early learning. In creating an environment where children interact, explore, and learn with each other and with their environment, the teachers use observations and feedback from parents to make the child's learning visible along a developmental continuum. Teachers seek to understand "What does this child know? What is he or she able to do?" in order to support the child's continued growth and development.

The Pathways program uses the Development and Learning Report as the child's trimester report. The Development and Learning Report highlights a child's strengths in particular areas of development and learning. Parents are able to see the areas in which their child is able to demonstrate their abilities and highlight the next areas of development and learning.

The 7 areas of development and learning include:

- Social Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Early Literacy Skills
- Early Numeracy Skills
- Second Language Acquisition - English

The Development & Learning Report does not communicate achievement of pre-defined indicators, as this practice does not align to a growth-based assessment philosophy, adaptable to the wide range of ages and development present in an early learning population. For external purposes, Pathways Faculty and administration prepare required documentation as needed.