

## INSTRUCTION

### Grading and Progress Reports

- I. The purposes of grades and a progress reporting system are:
  - A. To assist students in determining their progress for a specified period of time.
  - B. To inform parents/guardians of their child's academic progress during a specified period of time.
  - C. To guide teachers in making instructional decisions about students.
  - D. To provide schools with basic information for a student's permanent school record.
  - E. To provide district administrators with information relevant to curriculum review.

Information reported to students and parents/guardians is a combination of subjective and objective evaluation of a student's performance in the total school program. This information is an assessment of a child's progress based on an established standard for that subject.

Report cards in the elementary school will inform parents of their student's progress toward meeting grade level expectations in all content areas.

Special education progress reports will be shared with families in addition to the report card on a schedule determined by the Director of Special Education.

### II. Parent-Teacher Conferences

An effective reporting system includes frequent communications between home and school. Schoolwork, notes, telephone calls, conferences all are important components of the formal reporting system and should be initiated by both parents/guardians and teachers. It is essential that parents/guardians understand the grading system and the way the grades describe each child's achievement.

Formal parent-teacher conferences will be scheduled for students in grades K-5 and 6-8 in the fall and spring, and parents/guardians of students in grades 9-12 participate in parent-teacher conferences each fall.

Informal parent-teacher conferences may and should be initiated by either parent/guardian or teacher at any time that either feels such a conference would be beneficial to the student.

### III. Grading

#### A. Course and grading consistency

Teachers measure student attainment of standards and assign grades based on consistent grading procedures that have been established within content areas and courses (6-12) or each grade level (K-5).

B. Academic Integrity

Student work is assigned to reinforce, extend and assess student learning. All work a student turns in must be his or her own work. The only exceptions to this rule are those instances where the teacher has specifically stated that the project is to be completed by partners or a group, in which case all members of the group share responsibility for the integrity of the product. Any borrowed ideas, opinions or quotations used in a student paper or project must be properly acknowledged with credit clearly given. If one student uses or copies another student's work with that student's knowledge, both students have been academically dishonest and both students will be held accountable for their actions. Acts of copying and plagiarism and any other academically dishonest behavior may result in disciplinary action. The student may be required to redo the assignment/test/project or complete an alternative assignment as feasible.

C. Attendance

Attendance is a behavior issue and should not be used as a penalty in determining student grades. Performance-based course participation requirements, approved by the school principal, will be clearly stated in writing for earning of course credit/Pass at grades 6-12. An example for music participation requirements might be: Students must attend 3/4 of the concerts during the semester to earn a credit.

D. No group scores will be used in determining individual student grades

Teachers determine grades based on individual student achievement of standards.

E. Grades across content areas and within grade levels

Grades should be determined using a body of evidence of achievement for each student. Teachers should look at patterns and trends in student achievement to determine the most consistent level of achievement (4-3-2-1 or A-B-C-D).

1. If using measures of central tendency, consideration may be given to a student's mode and median scores, rather than a primary reliance on average score (mean).
2. If a mean (average) is used, then the other measures of central tendency may be reviewed to ensure that a true picture of academic achievement is determined/reported.
3. When learning is developmental and will grow with time and repeated opportunities, emphasis should be placed on the more recent evidence rather than giving equal weight to the total body of evidence.

IV. Progress Reporting System

A. The report card

A report card will be prepared for each student in grades one through twelve.

B. Explanation of marks (Grades K-5)

In the elementary school, grades are assigned on the basis of whether a student has achieved a standard rather than an average of scores.

- 4: Exceeds - significantly exceeds grade level expectation
- 3: At grade level - consistently meets grade level expectation

2: Approaching - is developing and needs support  
1: Below - does not meet grade level expectation and needs considerable support  
NA: Not assessed at this time

C. Explanation of marks Grades 6-12

If using a 100 point scale

A	=	93% -100%
A-	=	90% - 92%
B+	=	87% - 89%
B	=	83% - 88%
B-	=	80% - 82%
C+	=	77% - 79%
C	=	73% - 76%
C-	=	70% - 72%
D+	=	67% - 69%
D	=	60% - 66%
F	=	0% - 59%

D. Explanation of marks Grades 9-12 Using a 4 Point System

Achievement marks are based upon a student's progress in learning the material presented at that particular level. The system used will be based on a marking/grading form that reports marks/grades earned by students in courses as applicable to the standardized school transcript. That standardized system is as follows:

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0
C-	=	1.7
D+	=	1.3
D	=	1.0
F	=	0.0

The minimal passing mark/grade at the end of a term is D = 1.0. Pass/fail, credit/no credit, and satisfactory/unsatisfactory may also be used; however, these non-numerical marks/grades will be clearly identified and excluded from the calculation of the grade point average. A mark/grade of a "W" will be used to indicate withdrawal from a course. Alternative programs may use alternative means of reporting progress.

Marks/grades for each course taken will be included in the calculation of grade point averages. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade will be included in the calculation of grade point averages.

Marks/grades for recurring classes will all be included in the calculation of grade points. Grade point averages will be rounded to two decimal places and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school.

The standardized high school transcript will contain:

1. The student's name (last name, first name, and middle names or middle initials);
2. The student's current address, address at graduation, or address at withdrawal from school (street, city, state, zip code)
3. The student's birth date and sex;
4. The student's identification number (if applicable);
5. The school's name;
6. The school's address (street, city, state zip code, and telephone number);
7. The dates of the student's entry, reentry, withdrawal, and graduation (if applicable) related to the school issuing the transcript;
8. The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted, and grade point average);
9. The name and address of parent(s) or guardian(s) (street, city, state, zip code) if such information is available;
10. A list of previous high schools attended (school name, address, city, state, and month and year of entrance and exit); and
11. The signature and/or seal of the authorized school official (name, title, date).

E. Special Education classes

Special education students will receive a progress report outlining the student's progress toward their Individualized Education Program (IEP) goals, on a schedule determined by the Director of Special Education. All students, except those students who take the WA-AIMS, will receive a report card that indicates their progress toward meeting grade level expectations.

V. In General

- A. Each term, each teacher will specify in writing and explain the grading system to the students at the beginning of that class/course.

For elementary:

At each grade level, teachers will provide a developmentally appropriate explanation to students of how to meet grade level expectations in each standard assessed on the report card. Teachers will also ensure that parents have understanding of what is required for their student to meet the grade level expectations in each standard.

- B. Students should be able to review factors that contribute to the course grade. Grading system should assist students in becoming self-evaluative.

For elementary:

Students will engage in self-assessment in regards to meeting grade level expectations in their classroom with their teacher's assistance. Students will set appropriate goals and monitor their progress toward meeting grade level expectations throughout the grading period.

- C. Teachers will notify parents/guardians when students are in danger of failing a course. Students should not normally fail a course without a warning during that grading period.

For elementary:

Teachers will notify parents/guardians when students are in danger of not meeting grade level expectations.

- D. The teacher assigned to the class will determine the grade for each student in accordance with this policy.
- E. Students and parents/guardians should understand the level of competency of appropriate standards that must be achieved to fulfill class and grade requirements
- F. Daily attendance may influence grades as described in district Policy 3122.
- G. All courses and grade levels may be retaken for an improved record. The higher grade received will be given for the course. The student will not receive credit twice.  
Does not apply to elementary school
- H. Grade challenges must be initiated in writing to the teacher. The teacher will respond to the student and/or parent in writing within 10 school business days. Grade challenges may be appealed to the school principal. The principal's decision may be appealed to the superintendent, whose decision is final. There are no grade challenge appeal rights to the school board.

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