

INSTRUCTION

Grading and Progress Reports

Teachers shall provide the principal and parents of their students with a written explanation of how semester/yearly grades will be determined for the classes that they teach. This may be done as a separate document or as part of an overall course syllabus. These written explanations shall be completed prior to the first posting of grades in Power School / Power Grade.

Assignments and assessments in Power School / Power Grade should be described clearly enough that parents and students know the skills/knowledge being assessed. For example, simply listing an assessment as “Chapter 1 Test” would not be sufficient. Adding “Chapter 1 Test – State Capitols,” for example, would provide adequate explanation.

Principals shall annually collect the grading systems of all teachers in their buildings and determine if they meet the expectations of Policy 2420.

Principals, in consultation with certificated staff, shall determine if any school-wide grading system is to be used. Principals should use their Site Councils or other school-wide decision making processes when considering implementation of a school-wide grading system. The school-wide grading system must be approved via the Site Council or similar building decision-making process. If a substantial majority of teachers are not in favor of a school-wide grading system, one shall not be implemented.

If a majority of teachers approach the principal and ask for a review/reconsideration of a school-wide grading system which has already been implemented, the principal shall do so within a time frame designed to allow the school to finish the year in the current system but be able to implement a new system for the following year. No school-wide grading system shall be changed during a school year without approval by the Assistant Superintendent overseeing that level.

Teachers should consult with principals regarding giving credit for work that is not directly connected to their course. Typical kinds of things for which students should not receive academic credit would include, but not be limited to the following:

- Bringing in any kind of classroom supplies (paper, Kleenex, etc.)

- Returning required forms (federal cards, etc.).

- Donating items to charity drive.

- Dressing up for School Spirit activities

Students may receive non-academic rewards for doing these kinds of activities, but not academic credit.

At elementary schools, teachers within the same grade level should use identical grading systems (grading scales, weighting of homework, tests, etc., participation, etc.) and have consistent expectations for assignments and assessments. At the secondary level, teachers within the same course (8th Grade Science, Algebra, US History, etc.) should use identical grading systems (grading scales, weighting of homework, tests, etc., participation, etc.) and have consistent expectations for assignments and assessments. The expectation is that this consistency should be

achieved over the next couple of years, and be completely in place by the beginning of the 2014-15 school year.

Teachers are encouraged to create assignments and projects that require students to work cooperatively and in groups. However, each student within the group shall be uniquely graded for his/her part in the completion of the group assignment. Students should never be penalized for the lack of effort or failure to complete work by another member of the group.

Teachers in grades K-2 may report grades on report cards using numerals (1, 2, 3, etc.) and symbols such as +, \surd , or -. Final grades on report cards for grades 3-12 must be reported using a letter system A-F. Teachers may temporarily assess students new to the country with alternative grading systems. Students in special programs shall be assessed in accordance with their Individualized Education Plan.

August 16, 2012