

Instructional Policies - Staff Middle School and Secondary Grading Practices

Grades represent an evaluation of how successfully a student achieved the objectives of the course. Objectives will vary considerably from course to course. In some courses, factual knowledge may be the most important objective, while in others, major consideration may be given to skill, attitude, and citizenship objectives. In most cases it will be some combination of these factors. In any case, students need to thoroughly understand the objectives of the course and how attainment of those objectives will be evaluated.

When a special education student is enrolled in a regular course and, based on the IEP, is graded on substantially reduced standards or content, the course is designated as modified by showing the course title with -M on the transcript.

Scale

A - Work of such character as to merit special recognition.

B - Above-average performance.

C - Average work, meeting minimum requirements.

D - Work below-average and fulfills only the minimum expectations of the course.

F - Failing work which does not meet minimum requirements and demonstrates lack of competence.

I - Incomplete

Used only when unavoidable circumstances have deterred the student from completing the class work by grade-marking time. Although it is the student's responsibility to perform the work to clear the incomplete, it is the teacher's responsibility to convert the incomplete to a grade when the grade has been earned. Incompletes not made up within three weeks after the end of the grading period will automatically become "F."

N - No Grade

For office use only. Indicates that the student took the class but received no grade for it. N is not used in the calculation of the GPA. No graduation credit is awarded.

P - Passing

Awarded to students with modified course objectives (e.g., IEP students). P is a final grade that is not used in the calculation of the GPA. Graduation credit is awarded.

S/U - Satisfactory/unsatisfactory

Assigned only to students working as aides or who have made special arrangements to take a course on a "satisfactory/unsatisfactory" basis.

WP - Withdrawn Failing

Administrative approval is required. Used to indicate that the student has withdrawn from class with an F. Like the F grade, WF (point value 0) is a final grade used in the calculation of the GPA. No graduation credit is awarded.

WP - Withdrawn Passing

Administrative approval is required. Used to indicate that, upon withdrawal, the student was passing the class but unable to finish. WP is a final grade and cannot be made up. It is not used in the calculation of the GPA. No graduation credit is awarded.

Grading Policy

1. Each teacher's philosophy and grading process are to be clearly explained; students in each class should receive a written copy of the explanation.
2. Building attendance standards are to be part of each teacher's grading policy, particularly with respect to unexcused absences and excessive absences. Teachers should always plan to have a make-up assignment for any student who misses a day of class time. Attendance should be used as a rationale for lowering a student's grade only where a clear relationship can be shown between work missed and student performance.
3. A sufficient number of samples of the pupil's work shall be graded so that reasonable validity is assured. At least an average of one grade per week minimum should be recorded.
4. Each teacher should be able to support a student's grade with an objective grading system rationale. The more objectivity there is to the grading system, the more meaningful grades will be to students and parents.
5. Students should be kept well-informed of their status in class through teacher conferences, parent notification, progress reports, or other means. Parents and counselor notification is mandatory when drastic changes occur in student performance and/or attendance.
6. The full range of the grading scale should be available to all students in all classes, regardless of the ability level of the class.
7. Final tests will be given at the end of each semester by all teachers. Any variation from this policy must be approved by the principal or curriculum assistant principal. Mid-semester grading period tests are optional for the teacher. A planned, integrated testing program is expected to be part of every course structure.
8. Each teacher should have a reasonable number of grades in his/her grade book for each student in order to justify the grade given.

9. When a teacher wishes to change the grade recorded for any student after the grading period (mid-semester or semester) has ended he/she must complete a grade change form in the registrar's office. Grade changes which alter the official transcript must have the approval of the principal or his/her designee. Grade changes for any grading period must be made within nine weeks of the end of that grading period.

Grading Procedures for Secondary Special Education Students

The following procedures for grading secondary students with disabilities should be followed:

1. When a special education student is enrolled in a regular course and, based on the IEP, is graded on substantially reduced standards, the course is designated as modified by noting the course title with -M on the transcript.
2. When a special education student is enrolled in a regular course and meets the course requirements (with or without allowable accommodations), he/she is graded like all other students.
3. Prior notice is provided to parents when a decision is made to modify (reduce course goals or standards). The decision is made on a case-by-case basis at the IEP team meeting and specified on the student's IEP (form attached). This decision is communicated to the registrar by completing the Transcription Notation from SP18 (attached).
4. The transcript cannot identify a student with disability. The transcript legend page will read: [-M Course with modified objectives].
5. Students earning modified grades are included on honor roll lists, but not considered for honors such as valedictorian, National Honor Society, or top 10 percent class ranking unless the proportion of modified classes is such a small percentage that the principal makes an exception.

Elementary Grading Practices

Elementary schools will provide four report cards to students and conduct fall and spring parent conferences.

The schools will utilize the current report card and follow the grading guidelines that were developed for that report card.

Date _____
mm/dd/yy

Counselor _____

**Jewell High School
Transcript Notation**
(for students with reduced or altered course goals or standards)

Student:	Student ID#
	Grade
Course	Teacher
Course	Teacher
Course	Teacher
Course	Teacher

To Office Manager:

The goals or standards of the above course(s) have been modified.

The student's transcript should include the notation -M after the course title.

Counselor

Parent

OFFICE:

[] Title change processed

Please send to Office Manager.

White: Registrar

Yellow: Case Manager

Pink: Student

Gold: Parent

Transcript Notation

This optional form is used to:

Notify the counselor that a student's grade has been modified and should be so indicated on the transcript.

Directions:

1. Determine whether a modified grade is appropriate:
 - a. Decide if supplementary services, modifications and accommodations will have had the effect of reducing or altering the course goals or standards for the student.
 - b. Do not use this form if supplementary services, modifications and accommodations will only have the effect of minimizing the impact of the disability.
2. Discuss the decision with the student and parents.
3. If a decision has been made to notate the transcript, use this form to notify the counselor.
4. Enter the requested information.
5. Distribute copies of completed form, including Xerox copies to teachers of classes noted.