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**No. 213B**  
**Pupils**  
**Grading Policy**  
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## **213B. Grading Policy**

### **DEFINITION**

Grading is that system of measuring, recording and reporting student progress and achievement.

### **PHILOSOPHY**

We believe:

1. A system of grading for all pupils should be consistent with the educational goals of the district.
2. Grading should enable students, parents, and teachers to learn students' strengths and weaknesses.
3. Grades should measure a student's progress against his/her own potential for achievement.
4. Grades should measure a student's achievement against the achievement of others at the same grade level with respect to appropriate learning objectives contained in the written curriculum.

### **OBJECTIVES**

1. To identify expected levels of achievement at the outset of any planned course or unit of study
2. To determine methods of grading which are appropriate to a course of study at the maturity of students\*
3. To objectively evaluate student efforts
4. To encourage students to evaluate their own achievements
5. To allow for the appropriate classification of students\*\*
6. To determine student proficiency for the purpose of promotion\*\*
7. To achieve consistency at the Elementary and Secondary levels in measuring, recording and reporting student progress/achievement.

\*School evaluation policy for the exceptional child is found in the Deer Lakes Special Education Plan, Appendix VI.

\*\*Public School Code #1531

### **GUIDELINES FOR DEVELOPING GRADING PROCEDURES**

In developing grading procedures, each teacher shall:

1. Abide by district policy established for the elementary and secondary programs
2. Evaluate student work and record grades in the class record book

3. Insure that sufficient grades are recorded to justify each pupil's progress report for each nine week period.
4. Have a minimum of nine scores in the daily record book for each subject that is awarded A,B,C,D, or F grade for the elementary schools. Have a minimum of nine scores in the daily record book for each subject (aside from project-oriented courses i.e. Tech Ed, etc.) that is awarded percentage grade or points in the secondary schools.
5. Develop each nine weeks report card grade independently of the previous report card grade; however, the teacher should be cognizant of any significant change in the grade.
6. Use the following suggested categories for student evaluation in conjunction with any other activity approved by the building principal to determine grades/scores for each area of scholarship or personal development for the four nine week report periods:

**a. TESTS**

- i. Textbook unit tests
- ii. Textbook chapter tests
- iii. Teacher prepared tests
- iv. Publisher's standardized tests
- v. Quizzes
- vi. Skills tests
- vii. Criterion referenced tests
- viii. Semester exams

**b. INSTRUCTIONAL ACTIVITIES**

- i. Projects
- ii. Reports
- iii. Laboratory work
- iv. Homework
- v. Contracts
- vi. Work sheets
- vii. Notebooks
- viii. Class work

**GUIDELINES FOR REPORTING PUPIL PROGRESS**

1. Report cards in the primary, intermediate, middle, and high school will be issued once each nine weeks – a total of four periods per school year. Kindergarten report cards will be issued twice a year (semesters) in addition to ongoing parental conferences.\*
2. In grades one through twelve, notices of poor work (interim reports) shall be issued by each teacher at the middle of the nine week report period to parents of students who in their judgment are not working at a level commensurate with their individual potential

and/or who are not meeting the requirements established by the teacher. These notices are intended to inform parents and stimulate more satisfactory progress.

3. In addition to the district approved report card and interim report, the teacher shall use any other appropriate medium of communicating pupil progress such as notes, letters, phone calls, e-mail, etc. These, however, are not to take the place of report cards and interim reports.
4. No elementary or secondary pupil shall receive a failing grade for a nine week period or for the school year, unless prior notification has been given to parents/guardians reasonably in advance of the end of a report period.  
\*Public School Code #1532.

### **GUIDELINES FOR GRADING, PROMOTION, GRADUATION**

1. Report card grades are to be entered as percentages for the secondary schools. Numerical grades/scores may be used in the teacher grade book for maintenance purposes in the elementary schools. Numerical grades will be listed on secondary report cards to indicate strength of the grade.
2. An incomplete grade (I) for a nine week period shall indicate that the work for that period has not been completed. If the incomplete grade is not removed within an agreed period of time, the incomplete grade shall become a failing grade (F) for that nine week report period. Should a student fail to remove two incomplete grades for any two nine week periods within agreed times, a final failing grade shall be given for the course.
3. The final grade for the year shall be determined by averaging the nine week percentage grades. Final grades for nine week courses or semester courses shall be determined by averaging the number of report period grades for that course. High school final exams should count for one ninth (1/9) of the final grade for year. High school final exam grades will be identified on the student report card. The final grade should reflect the progress of the student over the entire grading period.
4. Promotion or retention of an elementary pupil shall reside within the jurisdiction of the school district with due consideration given to parental judgment. The school district may accede to parental requests, but reserves the right to exercise final judgment in the best interest of the child.

5. Secondary students in grades 9-12 must earn 24 credits and in planned instruction and satisfactory completion of graduation project as mandated by the State Board of Education in the Chapter 4 Curriculum Regulations.