

## ***Regulation***

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### **GRADING SYSTEM**

#### **Purpose of Grading**

- A. The purpose of grading is to assist students in the process of learning; all grading systems will be subject to continual review and revision to that end.
- B. It is the teacher's responsibility to determine/create assessments that reflect the district's initiatives and are directly related to the curriculum and state standards.
- C. The collection of activities that are chosen to be graded within a marking period should give students the opportunity to show understanding of the concepts taught:
  - Not all assessments need to be announced
  - Grades are private and should not be announced or displayed
  - When work is displayed, grades or initials should be placed on the back or not at all
- D. Grades acknowledge a student's demonstrated proficiency in the NJ Student Learning Standards for Mathematics, Science, Social Studies and English Language Arts as well as locally established learning goals and objectives.
- E. Engagement of social and emotional learning competencies including; self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.
  1. Willingness to work to the best of his/her ability and to do more than the minimum expected.
  2. Active participation in and attention to daily lessons;
  3. Frequent contribution to discussions;
  4. Prompt, thorough, accurate, and neat preparation of assignments;
  5. Thorough preparation and performance on tests and assessments;
  6. Display of an eagerness to learn and an inquisitive approach to lessons;
  7. Attention to the need for proper materials;

#### **Preparation for Grading**

- a. Each student must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study;
- b. Each student must be kept informed of his/her progress during the course of a unit of study. Students should request to see the grades resulting from their performance during the grading period;
- c. Students should be encouraged to evaluate their own achievements;
- d. The process of review of grades will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, students.

### Grading Periods

1. For full year courses, final grades will be awarded at the end of 4 marking periods in each school year for grades 1 through 12.
2. For half year courses, final grades are issued at the 2<sup>nd</sup> and 4<sup>th</sup> marking periods;
3. Kindergarten report cards are sent out twice a year at the end of the 2<sup>nd</sup> and 4<sup>th</sup> marking periods;
4. For health and physical education classes.  
At the high school/middle schools:  
Health is graded for 1 quarter (different marking period for each grade) and stands alone.  
PE is graded using the average of the 3 marking periods.  
They must pass the quarter of health, and the average of their 3 marking period of PE must be a passing grade.  
The elementary schools receive a full year grade for PE/Health
5. Grades will be recorded on report cards for parents/guardians notification according to Board policy 5124 Reporting to Parents/Guardians.

### Basis for Grading

The teacher responsible for assigning a grade should take into consideration the student's:

1. Completion of assignments;
2. Contributions in class, including but not limited to discussions, observations, collaborative participation, presentations, initiation of topics;
3. Performance on multiple measures of assessment;
4. Verbal and written reports on materials presented by the student;
5. Laboratory work;
6. Research based project with or without a written component;
7. Grades given must adequately reflect student work and covers the curriculum;
8. Other evidence of the student's constructive efforts and achievements in learning.

### Meaning of Grades

Kindergarten		
Grade	From	To
S	84.5	110
P	69.5	84.4
N	0	69.4

Descriptors will be used for progress in mastering subject specific skills and indicated by letters:  
S– Satisfactory, P – Progressing and N – Needs Improvement

Grades 1 - 2			
Grade	From	To	QP
A+	96.5	100	4.33
A	92.5	96.4	4.00
A-	89.5	92.4	3.67
B+	86.5	89.4	3.33
B	82.5	86.4	3.00
B-	79.5	82.4	2.67
C+	76.5	79.4	2.33
C	72.5	76.4	2.00
C-	69.5	72.4	1.67
D	64.5	69.4	1.25
D-	59.5	64.4	0.67
U	0	59.4	0.00

<b>Grades 3 - 5</b>			
Grade	From	To	QP
A+	96.5	100	4.33
A	92.5	96.4	4.00
A-	89.5	92.4	3.67
B+	86.5	89.4	3.33
B	82.5	86.4	3.00
B-	79.5	82.4	2.67
C+	76.5	79.4	2.33
C	72.5	76.4	2.00
C-	69.5	72.4	1.67
D	64.5	69.4	1.25
D-	59.5	64.4	0.67
F	49.9	59.4	0.00

<b>Middle Schools</b>			
Grade	From	To	QP
A+	97	110	4.33
A	93	96.9	4
A-	90	92.9	3.67
B+	87	89.9	3.33
B	83	86.9	3
B-	80	82.9	2.67
C+	77	79.9	2.33
C	73	76.9	2
C-	70	72.9	1.67
D	65	69.9	1.25
D-	60	64.9	0.67
F	49.9	59.9	0

<b>High School</b>			
Grade	From	To	QP
A+	97.0	100	4.33
A	93.0	96.9	4.00
A-	90.0	92.9	3.67
B+	87.0	89.9	3.33
B	83.0	86.9	3.00
B-	80.0	82.9	2.67
C+	77.0	79.9	2.33
C	73.0	76.9	2.00
C-	70.0	72.9	1.67
D	65.0	69.9	1.25
F	54.9	64.9	0.00

1. A grade of A indicates superior performance. It may be given to a student whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose;
2. A grade of B indicates above average performance. It should be given to a student whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject;
3. A grade of C indicates average performance. It should be given to a student whose achievement in most areas of the subject is average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency;
4. A grade of D indicates below average performance. It should be given to a student whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject;
5. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a student who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study;
6. Letter grades may be modified by plus or minus signs.

### **Incompletes**

A grade of "Incomplete" will be given to those students unable to complete the work assigned to the course for reasons beyond the student's control, such as the student's disability.

1. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the student will require to complete the work necessary for the granting of credit;
2. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period or, if the student is disabled at the end of the marking period, two weeks after the student's return to school;
3. The student's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the student's transcript;
4. A student who does not complete the work within the period allowed will receive a grade of F in the subject to replace the incomplete.

### **Excused**

A grade of "M" will be given to each student in a physical education class who was excused for good cause from participation in certain aspects of the course requirements.

Determination of being medically excused will be made by the School Nurse.

### **Grade Validation**

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to students. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded:

- All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
- All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
- Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
- Any notation of discussions with the student on a grade or the student's cumulative grade average;
- Any referrals for guidance, discipline, and the like;
- Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

## Appeal

- Each teacher is responsible for the determination of the grade a student receives for participation in the teacher's course of study;
- Each teacher may be required to furnish reasons, supported by evidence within out grading system to substantiate any grade earned;
- If a grade is challenged by a student or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade;
- If the parent(s) or legal guardian(s) or student is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the student in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment;
- If the Principal in consultation with the teacher determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed;
- No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct;
- The Assistance Superintendent or CSA may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

Adopted:

NJSBA Review/Update:

Readopted: