





## **Grading Policy –TRANSITIONAL FIRST GRADE**

The Transitional First Grade Student Evaluation Report will be used to show progress to parents during parent conferences. Portfolios of student work and assessments shall be accumulated and shared with parents during parent conferences. Contents of the portfolio will include: Developmental Reading Assessment or DIBELS results, vision screening, hearing screening, writing sample, spelling assessment, and math sample. The teacher is responsible for completing and issuing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance to class. There may be supplementary remarks added to the elementary report card as determined by the school. A student who has completed transitional first grade shall be assigned to first grade. Students showing Needs Improvement on all available criteria will be referred to the SBLC/SAT. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. These modifications must be documented on an Individual Accommodation Plan (IAP) or on an Individual Education Plan (IEP). All assessments shall be fair and reasonable as determined by the principal or designee. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. There shall be no Honor Roll.

## **Grading Policy - GRADE 1**

The following grades will be assigned in first grade:

**E** - Excellent Progress

**S** – Satisfactory Progress

**N** - Needs Improvement

**NA** - Not assessed at this time.

At the 4<sup>th</sup> grading period, the reading level will be indicated on the report card denoting **BL** (*below level*) or **OL** (*on level*) according to the DIBELS results. Students shall be assigned grades in reading based on the student's instructional level. The instructional level will be indicated by the student's ability to read designated material with at least 90% accuracy in word recognition and comprehension. Upon request, portfolios of student work shall be accumulated and shared with parents of at risk students. Contents of the portfolio for first grade will include: DIBELS assessment results three times per year, writing sample, word recognition test, basal reading series assessments, math sample, Richard Gentry's spelling test, Voyager Passport Program, or DRA results, if applicable and any other pertinent information. There shall be a minimum of nine assessments for each student during the grading period. During unusual circumstances, such as testing, some grading periods may be shortened. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. Test items must reflect the instructional objectives of the teacher's lesson plans based on the content standards and benchmarks.

Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades will

be given based on these accommodations. These modifications must be documented on an Individual Program Plan (IPP), an Individual Education Plan (IEP), Individual Accommodation Plan (IAP) or an Individual Limited English Proficient Plan (ILEPP). All assessments shall be fair and reasonable as determined by the principal or designee. Student conduct shall not be considered when computing the quarter grade. Conduct shall be considered separately and denoted accordingly on the report card. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. The teacher is responsible for completing and issuing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance to class. There may be supplementary remarks added to the elementary report card as determined by the school. There shall be no Honor Roll.

## **GRADING SCALE (2-12)**

A = 92-100

B = 83-91

C = 74-82

D = 65-73

F = 64 and below

### **Grading Policy - GRADES 2-3**

A grade A, B, C, D or F shall be assigned in math, reading, language, and spelling for each of the four quarter grading periods for all students. In third grade A, B, C, D and F shall be assigned in science and social studies for all four grading periods. Only letter grades shall be recorded in the grade book.

**A** - Excellent. The student has consistently demonstrated excellent performance.

**B** - High Quality Work. The student's performance is in upper range of the satisfactory category.

**C** - Satisfactory. The student is performing in a satisfactory manner for grade level.

**D** - Needs Improvement. The student's performance is below satisfactory standards. Parent(s) and teacher(s) need to have a conference.

**F** - Unsatisfactory Work. The student is not progressing according to standards. Parents and teachers need to have a conference.

The grades E, S, N or U shall be used for conduct, handwriting, music, and physical education. These grades will also be used in social studies and science for second graders.

The grades are indicated by:

- E** - Excellent Progress
- S** - Satisfactory Progress
- N** - Needs Improvement
- U** - Unsatisfactory Progress

Assessment notations shall be recorded in the class record book as letter grades. When the letter grades (A, B, C, D and F) are recorded on the report card at the end of the year, add the four quarterly grade quality points (A=4, B=3, C=2, D=1, F=0) and divide by four. A “.5” shall be rounded up in all cases with the exception of any average less than 1.0. Any average less than 1.0 shall receive an “F” for the end-of-the-year letter grade.

The St. Tammany Parish numerical scale shall be used when appropriate to determine letter grades:

- A = 92-100
- B = 83-91
- C = 74-82
- D = 65-73
- F = 64 and below

There shall be a minimum of nine assessments for each second and third grade student during each quarter. Due to unusual circumstances, such as testing, some grading periods may be shortened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples,

interviews, observations and anecdotal records. Test items shall reflect the instructional objectives in the teacher's lesson plans based on the content standards and benchmarks. Student conduct shall not be considered when computing the quarter grade.

Conduct and work habits shall be considered separately and denoted accordingly on the report card. At the fourth grading periods, the reading level will be indicated on the report card denoting **OL** (on level), or **BL** (below level) according to the DIBELS assessment results. Portfolios of student work shall be accumulated and shared with parents. Contents of the portfolio for second and third grades will include: DRA or DIBELS results, vision screening, hearing screening, writing sample, reading theme level, math sample, spelling test and CRT/NRT score, (3<sup>rd</sup> grade only). Students shall be assigned grades in reading based on the student's instructional level. The instructional level will be indicated by the student's ability to read designated material with at least 90% accuracy in word recognition and comprehension. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Modifications shall be made to accommodate students' individual differences in the area of learning styles/levels, and this will be indicated on the report card. Grades are given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), and an Individual Limited English Proficient Plan (ILEPP). All assessments shall be fair and reasonable as determined by the principal or designee. At the close of the fourth quarter grading period, report cards will be mailed to the home at the close of the teachers' last day, or parents may make arrangements for picking up the report card from the school as per school policy. The teacher is responsible for completing and issuing report cards. Each teacher is responsible for any other markings such as behavior, work habits and attendance in class. There may be supplementary remarks added to the elementary report card as determined by the school. There shall be no Honor Roll.

## **Grading Policy - GRADES 4-6**

<u>Grading Scale:</u>	A = 92-100
	B = 83-91
	C = 74-82
	D = 65-73
	F = 64 and below

This scale shall be used for all courses and subjects. Letter grades shall be used in the teacher's record book. Modifications will be made to accommodate students' individual differences in the area of learning styles/levels, and this shall be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), or an Individual Limited English Proficiency Plan (ILEPP). All assessments shall be fair and reasonable as determined by the principal or designee. There shall be a minimum of nine assessments for each student during the quarterly grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or a fractional equivalent of the shortened or lengthened grading period. A variety of assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotes.

Test items shall reflect the instructional objectives in the teacher's lesson plans based on the content standards, benchmarks, and GLE's. Student conduct shall not be considered when computing the quarterly grade.

Conduct shall be considered separately and graded "E", "S", "N" or "U".

**E** - Excellent

**S** - Satisfactory

**N** - Needs Improvement

**U** - Unsatisfactory

When a grade of "U" occurs on a report card, a parent conference shall be requested.

The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or fractional equivalent of the shortened or lengthened grading period.

Homework guidelines shall be communicated in writing to the student and parent.

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter the class.

Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents.

Letter grades A, B, C, D or F shall be assigned in the following subjects:

Reading

Mathematics

Language Arts (including spelling)

Science

Social Studies

6<sup>th</sup> grade electives that are taught 50 minutes per day during the entire school year.

For the above listed subjects, letter grades only shall be recorded on the report card and in the grade book. The letter grades (A=4, B=3, C=2, D=1, F=0) for each grading period shall be averaged for the end-of-the-year final grade and recorded on the report card.

**IMPORTANT NOTE:** Averages of .5-.9 shall be rounded up to the next highest numeral; however, in order for a student to pass a subject, he/she must have at least a 1.00.

Anything below 1.00 (.75 or .5) cannot be rounded up.

<b><i>Example #1:</i></b>	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	<b>Final</b>
	Grade	Grade	Grade	Grade	<b>Grade</b>
	B=3	C=2	B=3	C=2	<b>B=3</b>

Total quarterly quality points equal 10 divided by four quarterly grading periods = 2.5.

2.5 is rounded up to 3.0. 3= B.

<b><i>Example #2:</i></b>	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	<b>Final</b>
	Grade	Grade	Grade	Grade	<b>Grade</b>
	C=2	D=1	B=3	B=3	<b>C=2</b>

Total quarterly quality points equal 9 divided by four quarterly grading periods = 2.25.

2.25 is rounded down to 2. 2= C.

<b><i>Example #3:</i></b>	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter	<b>Final</b>
	Grade	Grade	Grade	Grade	<b>Grade</b>
	D=1	D=1	F=0	D=1	<b>F=0</b>

Total quarterly quality points equal 3 divided by four quarterly grading periods = .75. .75 is rounded down to 0. 0=F

The following subjects shall be graded E, S, N or U:

Health and Physical Education

Art

Music

Handwriting

Foreign Language

**E** - Excellent

**S** - Satisfactory

**N** - Needs Improvement

**U** – Unsatisfactory

These subjects shall not affect the quarterly or final grade point average.

Honor Roll - There shall be an Honor Roll for each grading period.

A minimum of 3.0 GPA is required for the 3.0 Honor Roll.

A minimum of 3.5 GPA is required for the 3.5 Honor Roll.

A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject.

A school may report a straight “A” Honor Roll at the end of the year. To be listed on the straight “A” Honor Roll, a student must have made all A’s on his/her report card in every subject, every grading period of the school year.

**Grading Policy - GRADES 7-8**  
**(and 6<sup>th</sup> grade where a school has only 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades)**

<u>Grading Scale:</u>	A =	92-100
	B =	83-91
	C =	74-82
	D =	65-73
	F =	64 and below

This scale shall be used for all courses and subjects. Modifications will be made to accommodate students' individual differences in the area of learning styles/levels and this shall be indicated on the report card. Grades shall be given based on these accommodations. These modifications must be documented on an Individual Accommodation Plan (IAP), an Individual Education Plan (IEP), or an Individual Limited English Proficiency Plan (ILEPP). All assessments shall be fair and reasonable as determined by the principal or designee. There shall be a minimum of nine assessments for each student during the quarterly grading period. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. No assessment shall count for more than 1/9 of the quarterly grade or the fractional equivalent of the shortened grading periods. The quarterly test shall be comprehensive for the entire grading period and count for 20% of the quarterly grade. There shall be no exemptions. A variety of

assessments shall be included, i.e. portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotal records. Test items shall reflect the instructional objectives in the teacher’s lesson plans based on the content standards, benchmarks, and GLE’s as appropriate. Student conduct shall not be considered when computing the quarterly grade.

Conduct shall be considered separately and graded “E”, “N”, “S” or “U”.

**E** - Excellence in Conduct

**S** - Satisfactory

**N** - Needs Improvement

**U** – Unsatisfactory

Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class.

Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period. Homework guidelines shall be communicated in writing to the student and parent. For all subjects, numerical grades shall be recorded in the class record book and averaged for the quarterly grades. The quarterly numerical grade and corresponding letter grade shall be recorded on the report card. The numerical grades for each quarter shall be averaged for the yearly grade and recorded on the report card along with the corresponding letter grade.

<i>Example:</i>	1 <sup>st</sup> Quarter Grade	2 <sup>nd</sup> Quarter Grade	3 <sup>rd</sup> Quarter Grade	4 <sup>th</sup> Quarter Grade	<b>Final</b>
<b>Grade</b>	93/A	90/B	92/A	90/B	<b>91/B</b>

Note: The yearly average of 91.25 was rounded to 91.

All numerical grades of .5-.9 shall be rounded up to the next highest number including the grade of 64.5.

English/Spelling - Since English and spelling are combined for one grade, spelling shall count for no more than 10% of that combined grade.

Honor Roll - There shall be an Honor Roll for each grading period.

A minimum of 3.0 GPA is required for the 3.0 Honor Roll.

A minimum of 3.5 GPA is required for the 3.5 Honor Roll.

A minimum of 4.0 GPA is required for the 4.0 Honor Roll.

To be included on the Honor Roll, a student must not earn a “D” or “F” in any subject. Conduct is not a subject.

Only letter grade equivalents “A=4,” “B=3,” “C=3,” shall be used to compute the Honor Roll.

There shall be no rounding of grades to compute Honor Roll.

*Example 1:* A student with a 2.9 GPA would not be placed on the 3.0 Honor Roll.

*Example 2:* A student with a 3.4 GPA would be placed on the 3.0 Honor Roll.

*Example 3:* A student with a 3.9 GPA would be placed on the 3.5 Honor Roll.

A school may report a straight “A” Honor Roll at the end of the year. Straight “A” Honor Roll: A student must have made all A’s on his/her report card in every subject, every grading period of the school year. All students shall be eligible for inclusion on the Honor Roll.

Extracurricular Academic Eligibility - For 7-12 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard with one exception. Students in grade 7 and 8 will have academic eligibility determined on a quarterly basis as opposed to a semester basis. All other eligibility requirements for these and other activities are at the discretion of the school. The school shall disseminate these requirements to students and parents.

## **Grading Policy - GRADES 9-12**

### Grading Scale:

A =	92-100
B =	83-91
C =	74-82
D =	65-73
F =	64 and below

This scale shall be used for all courses and subjects, except the designated weighted courses. In non-weighted classes, the following quality points will be assigned to the letter grade: “A” = 4, “B” = 3, “C” = 2, “D”=1, “F” = 0. In the designated weighted courses, the following quality points will be assigned to the letter grade: “A” = 5, “B” = 4, “C” = 3, “D” = 1, “F” = 0. The numerical grade and letter equivalent will be recorded on the report card. There shall be a minimum of nine assessments for each student during the grading period, excluding the quarterly test. Due to unusual circumstances, such as testing, some grading periods may be shortened or lengthened. In this case, the number of assessments shall be a minimum of the number of weeks during that grading period. A variety of assessments shall be included, i.e., portfolios, journals, written tests, projects, checklists, writing samples, interviews, observations and anecdotes. Test items shall reflect the instructional objectives in the teacher’s lesson plans based on the content standards, benchmarks, and GLE’s as appropriate. Student conduct shall not be considered when computing the quarterly grade. Conduct shall be considered separately and graded “S” or “U”. “S” denotes “Satisfactory”, and “U” denotes “Unsatisfactory.”

Each assessment shall count for no more than 1/9 of the total quarterly grade or the fractional equivalent of the shortened or lengthened grading periods. The quarterly test shall count 20% of the quarterly grade. Because of the State testing calendar, St. Tammany Parish School Board is omitting exams for the 3<sup>rd</sup> grading period. Students and teachers are still responsible for content requirements. The 2<sup>nd</sup> and 4<sup>th</sup> quarterly

exams may be comprehensive for the entire semester; however, the exam shall include no more than 20% of material tested in the previous quarterly grading period. There will be no exemptions from quarterly exams for students in grades 9, 10 or 11. This policy also pertains to seniors with the following exception:

#### Semester Exam Exemption Policy

**Seniors**: The semester grade for the report card will be the average of both quarters prior to the semester exam for those students meeting the criteria:

- A average and 5 or fewer combined absences and/or tardies
- B average and 4 or fewer combined absences and/or tardies

**Sophomores and Juniors**: The second semester grade for the particular GEE subject will be the average of both quarters prior to the second semester exam for those students meeting this criteria:

- Advanced or Mastery on GEE subject = A average in the subject and 5 or fewer absences and/or tardies in the subject
- Advanced or Mastery on GEE subject = B average in the subject and 4 or fewer absences and/or tardies in the subject

For the purpose of exemptions the following absences are **not** counted:

- School sponsored field trips, athletics, and activities
- Two official college visit days per year
- Spring Testing days

**\*\*Both excused or unexcused absences and/ or tardies count in the total.**

If testing results are not available prior to the beginning of the first exam, underclassmen will not be exempt.

The course syllabus shall reflect the performance standards and homework requirements. The degree to which homework will play a part in the overall grade shall not exceed 1/9 of the total grade or the fractional equivalent of the shortened or lengthened grading period. Homework guidelines shall be communicated in writing to the student and parent. Teachers shall communicate, in writing, their grading practices to parents and students at the beginning of the school year and to new students when they enter class. Activities, projects, presentations, reports, etc., will require that specific grading scales or rubrics be developed and communicated to students and parents. Each teacher shall note on the report card, following parish procedures, student











