

Grading Policy

Excerpts from the 2011-2012 Pupil Progression Plan

Grading Policy - KINDERGARTEN

The Kindergarten Student Evaluation Report will be used to show progress to parents. Portfolios of student work and assessments shall be accumulated and shared with parents during parent conferences. Contents of the portfolio for kindergarten will include: DIAL 3 results, DIBELS results, a writing sample, a math sample, and any other pertinent information.

The evaluation key to be used on the Kindergarten Student Evaluation Report Card is as follows:

- + Satisfactory/Meets or exceeds stated goals
- ✓ Progressing toward stated goals
- Needs Support/Emerging

Emphasis will be placed on regular communication with the parents through formal and informal conferences. The teacher is responsible for completing and issuing report cards. Each teacher is to be 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. Students shall be promoted if they show satisfactory progress at the end of the 4th quarter grading period. Students showing Needs Support/Emerging on all available criteria will be referred to the SBLC/SAT to determine promotion or retention, with parent permission. 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. 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 Accommodation Plan (IAP) or on an Individual Education Plan (IEP). All assessments shall be fair and reasonable as determined by the school principal or designee. There shall be no Honor Roll.

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: 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 Support/Emerging 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/Exceeds stated goals
- S** – Satisfactory/Meets stated goals
- N** - Needs Support/Progressing toward stated goals
- U** - Unsatisfactory/Not grasping stated goals

Portfolios of student work shall be accumulated and shared with parents during parent conferences. 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, 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 =	93-100
B =	85-92
C =	75-84
D =	67-74
F =	66 and below

Grading Policy - GRADES 2-3

A grade A, B, C, D or F shall be assigned in reading, language, spelling, mathematics, science and social studies for each of the four quarter grading periods for all students.

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 for conduct will be as follows:

- S** - Satisfactory Progress
- N** - Needs Improvement

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.

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. Portfolios of student work shall be accumulated and shared with parents.

Contents of the portfolio for second and third grades will include: DIBELS results, vision screening, hearing screening, writing sample, basal reading assessments, math sample, spelling test and CRT/NRT score, (3rd 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 =	93-100
	B =	85-92
	C =	75-84
	D =	67-74
	F =	66 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

6th 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.

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

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

2.5 is rounded up to 3.0. 3= B.

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

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

2.25 is rounded down to 2. 2= C.

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

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

<u>Grading Scale:</u>	A =	93-100
	B =	85-92
	C =	75-84
	D =	67-74
	F =	66 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 st Quarter Grade	2 nd Quarter Grade	3 rd Quarter Grade	4 th Quarter Grade	Final
Grade	93/A	90/B	93/A	91/B	92/B

Note: The yearly average of 91.75 was rounded to 92.

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 7-8 athletics, dance team, student council, class/club officers, and cheerleaders, the academic requirements of the Louisiana High School Athletic Association will be the standard. Students in grade 7 and 8 will have academic eligibility determined on a quarterly basis. Students in grades 7 and 8 must pass five (5) subjects and earn a GPA of 1.5 or greater for the previous quarter. All other eligibility requirements other activities are at the discretion of the school. The school shall disseminate these requirements to students and parents. A student’s GPA cannot be rounded.

Grading Policy - GRADES 9-12

Grading Scale:

A =	93-100
B =	85-92
C =	75-84
D =	67-74
F =	66 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. During the fourth quarterly grading period, for students who participate in the State administered End of Course tests, the assessment results must be used as the final exam and count 20% of the quarterly grade. The quarterly test shall count 20% of the quarterly grade. The 2nd and 4th 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. Seniors who are enrolled in a course where there is an End of Course Test cannot be exempted. This policy also pertains to seniors with the following exception:

Senior 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 3 or fewer absences
- B average and 2 or fewer absences

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 with documentation of participation
- Spring Testing days with documentation of participation

All absences, both exempted and non-exempted absences, are counted for the purposes of senior exemptions.

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 grades earned with documented modifications. 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.

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 semester grade and recorded on the report card along with the corresponding letter grade.

<i>Example:</i>	1 st Quarter Grade	2 nd Quarter Grade	Semester Grade
	93/A	92/B	93/A

NOTE: The semester average of 92.5 was rounded up to 93.

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

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.

In non-weighted courses letter grade equivalents “A = 4,” “B = 3,” “C = 2,” shall be used to compute the Honor Roll. In weighted courses letter grade equivalents “A = 5,” “B = 4,” “C = 3” shall be used to compute the Honor Roll.

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

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

All students shall be eligible for inclusion on the Honor Roll if they are attempting at least five credits.

Weighted Courses

A student will receive an extra quality point for an A, B, or C earned in a weighted course. The extra quality point assigned to an A, B, or C in a weighted course will not be retroactive. Students may earn a one-half unit in a weighted course.

Students will receive an extra quality point for an A, B, or C earned in a maximum of 16 weighted courses from the designated weighted courses.

Designated Weighted Course List

<u>English</u>	<u>Math</u>
English I (H) (G)	Algebra I (H) (G)
English II (H) (G)	Geometry (H) (G)
English III (H) (G) (AP)	Algebra II (H) (G)
English IV (H) (G) (AP)	Advanced Math I (H) (G)
	Advanced Math II (H) (G)
	Calculus (H) (G)
	AP Calculus AB
	AP Calculus BC

<u>Science</u>	<u>Social Studies</u>
Physical Science (H) (G)	World Geography (H) (G)
Biology (H) (G)	Civics (H) (G)
Chemistry (H) (G) (AP)	Free Enterprise (H) (G)
Physics (H) (G) (AP)	American History (H) (G) (AP)
Biology II (AP) (H)	Western Civilization (H) (G)
Anatomy & Physiology (H)	Psychology (H) (AP)
Chemistry II (H) (AP)	American Government (H) (AP)
Physics II (H) (AP)	World History (H) (G)
	European History (AP)

Articulated non-remedial college courses in English and math will be given weighted designation. A student may schedule college level course/s with approval from the principal and the assistant superintendent of curriculum and instruction. Approval must

be established prior to the student enrolling in the college level course. Approved college level course/s will carry the weighted designation approved by the St. Tammany Parish School Board and will comply with current regulations concerning postsecondary enrollment.