

Draft Board Policy for Consideration:

Grade Criteria

Grades are based upon objective criteria. Teachers shall communicate their grading criteria to the site principal, parents/guardians and students at the beginning of the school year and/or beginning of each trimester/semester.

Transitional Kindergarten Through Grade 6 Performance Level Marks

4 Excelling – Students at the Excelling level of performance are consistently performing at grade level, can demonstrate independence, and can extend the grade level standards, when applicable, expected at this point of the school year.

3 Achieving – Students at the Achieving level of performance demonstrate an adequate understanding of and ability to apply skills needed to meet grade level standards expected at this point of the school year.

2 Progressing – Students at the Progressing level of performance are partially meeting the grade level standards expected at this point in the school year.

1 Beginning/Standard Not Met **YET** – Students at the Beginning/Standard Not Met are not yet meeting the grade level standards expected at this point of the school year. Performance level marks describe students' progress toward year-end standards.

High School Grades (G.P.A.)

High School Grading Scales

4- A

3- B

2- C

1- D

0- F

Letter Grade-A/4

Students at this level demonstrate broad and in-depth understanding of complex concepts and skills embedded in the standards and benchmarks. They make abstract and insightful connections among ideas. These students provide extensive evidence for inferences and justification of solutions. They demonstrate the ability to apply knowledge and skills effectively and independently by applying sophisticated strategies to solve complex problems. Students communicate effectively and thoroughly by supplying answers which are beyond the obvious. Students present clear, insightful, logical, sequential, and detailed descriptions of their thought processes.

Letter Grade-B/3 Students at this level demonstrate thorough understanding of concepts and skills embedded in the standards and benchmarks. Students make multiple connections among independent ideas and concepts, providing supporting evidence for inferences and justification of solutions. They apply concepts and skills to solve problems using appropriate strategies. Students communicate effectively and provide clear, logical, sequential descriptions of their thought processes.

Letter Grade - C/2 Students performing at this level demonstrate understanding of concepts embedded in the standards and benchmarks. Students make proficient connections among ideas and provide supporting evidence for inferences and solutions. Students apply concepts and skills to routine problem-solving situations.

Letter Grade - D/1 Students performing at this level demonstrate minimum understanding of concepts and skills embedded in the standards and benchmarks. They occasionally make connections among ideas, provide minimal evidence or support for inferences and solutions.

Letter Grade - F/0 Students performing at this level have not demonstrated an understanding of concepts and skills embedded in the standards and benchmarks. They do not make connections among ideas, provide no evidence or support for inferences or solutions. Students have not demonstrated an understanding of the standards.

BP 5121(d) GRADES/EVALUATION OF STUDENT ACHIEVEMENT (cont.) Students have not consistently demonstrated an understanding of the standards.

Behavior, effort, and attendance shall be reported in separate evaluations, not in the student's academic grade.

A grade of **no mark** shall be given to any student who is failing a class. This will provide equitable opportunities to improve a student's attainment of mastery of course content.

The purpose of this scale is to calculate Grade Point Averages.

Grade Points for Grades 7 – 12 Grades received in non-weighted courses will be computed on the following scale:

- A - 4 grade points
- B - 3 grade points
- C - 2 grade points
- D - 1 grade point
- F - 0 grade points

Grades received in weighted courses will be computed on the following scale:

- A – 4 grade points
- B - 3 grade points
- C - 2 grade points
- D - 1 grade point

F - 0 grade point

Effects of Absences on Grades If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the student shall be provided opportunities to exhibit mastery of learning and turn in assignments.

A grade of **no mark** shall be given to any student who is failing a class. This will provide equitable opportunities to improve a student's attainment of mastery of course content.

Additional Assignments

All assignments shall be considered on the same scale during the school year. Any additional assignments by the teacher for late work, make-up work, or other work shall adhere to the course content standards and be considered as a demonstration of mastery as other assignments during the year.