

### 2624 GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual students is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Students shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward students for positive efforts and minimize failure, and students should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and students, a grading program appropriate to the course of study and maturity of students. The final decision on any contested grade will be the responsibility of the Principal. A student classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Adopted: 17 September 2014



### R 2624 GRADING SYSTEM

#### A. Purpose of Grading

1. 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.
2. Grades acknowledge a student's demonstrated proficiency in the New Jersey Core Curriculum Content Standards and locally established learning goals and objectives:
  - a. Active participation in and attention to daily lessons,
  - b. Frequent contribution to discussions,
  - c. Prompt, thorough, accurate, and neat preparation of assignments,
  - d. Thorough preparation and performance on tests and assessments,
  - e. Display of an eagerness to learn and an inquisitive approach to lessons,
  - f. Attention to the need for proper materials,
  - g. Cooperation with the teacher's efforts, and
  - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

#### B. Preparation for Grading

1. 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.
2. Each student must be kept informed of his/her progress during the course of a unit of study. Students who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the students.
4. Students should be encouraged to evaluate their own achievements.
5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, students.



### C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year.
2. Students will be given notice of their mid-term grades at mid-point of each marking period.
3. Students will be given a final grade in each subject at the end of the school year.
4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

### D. Basis for Grading

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

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral and written reports on materials read by the student;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;
9. Other evidences of the student's constructive efforts and achievements in learning; and
10. For the final grade, the student's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460.



### E. Meaning of Grades

1. The following grades will be given in each academic subject at the end of each marking period:
  - a. 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.
  - b. 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.
  - c. A grade of C indicates average performance. It should be given to a student whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
  - d. 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.
  - e. 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.
2. The following grading scales and indicators shall be used:

#### Kindergarten

Proficient (P) =	Student performs task majority of the time when asked
Developing (D) =	Student performs task some of the time, but has not yet mastered



# REGULATION

## LAUREL SPRINGS BOARD OF EDUCATION

PROGRAM  
R 2624/page 4 of 7  
Grading System

Needs Improvement (N) = Skill has been taught, but student has not yet mastered

Not Assessed at this Time (NA) = Skill is not being assessed at this time

Grades 1 & 2

Evaluation Key

G – Good                      ✓ - Areas of Weakness

S – Satisfactory            / - Not Applicable

N – Needs Improvement    I - Improving

Special Area Grades (Grades 1 & 2)

G = Good

S = Satisfactory

I = Improving

N = Needs Improvement

F = 69 - Unsatisfactory

Grades 3 – 6

Grading Scale

93 – 100 = A

85 – 92 = B

77 – 84 = C

70 – 76 = D

Below 70 = F

NG = No Credit Status



### Special Area Grades (Grades 3 - 6)

A = 93 – 100

B = 85 – 92

C = 75 – 84

D = 70 – 74

F = 69 –

3. 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.
  - a. 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.
  - b. 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.
  - c. 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.
  - d. A student who does not complete the work within the period allowed will receive a grade of F in the subject.
4. Final grades, year-end or semester-end, will be calculated by assigning a numerical value to each marking period grade and dividing the sum of those values by the number of marking periods.



### F. 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.

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

### G. Appeal

1. Each teacher is responsible for the determination of the grade a student receives for participation in the teacher's course of study.
2. Each teacher may be required to furnish reasons, supported by evidence (see paragraph E above) to substantiate any grade earned.
3. 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.



4. 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.
5. If the Principal 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.
6. 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.
7. The Superintendent 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.

Issued: 17 September 2014

