

R 2624 GRADING SYSTEM

A. Purpose of Grading

1. The purpose of grading is to communicate the level of mastery students have demonstrated; ~~assist students in the process of learning~~; all grading systems will be subject to continual review and revision to that end.
2. 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.
3. The collection of activities that are assessed ~~chosen to be graded~~ within a marking period should give students the opportunity to demonstrate ~~show~~ understanding of the concepts taught:
 - a. Not all assessments need to be announced;
 - b. Grades are private and should not be announced or displayed;
 - c. When work is displayed, grades, including graded rubrics, ~~or initials~~ should be placed on the back or not at all.
4. Grades acknowledge a student's demonstrated proficiency in the New Jersey Student Learning Standards for Mathematics, Science, Social Studies and English Language Arts as well as locally established learning goals and objectives. Grades must reflect student understanding and mastery of learning objectives from the course curriculum.
- ~~5. Engagement of social and emotional learning competencies including; self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.~~
 - ~~a. Willingness to work to the best of his/her ability and to do more than the minimum expected;~~
 - ~~b. Active participation in and attention to daily lessons;~~
 - ~~c. Frequent contribution to discussions;~~



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- d. ~~Prompt, thorough, accurate, and neat preparation of assignments;~~
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- e. ~~Thorough preparation and performance on tests and assessments;~~
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- f. ~~Display of an eagerness to learn and an inquisitive approach to lessons;~~
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- g. ~~Attention to the need for proper materials.~~

B. Preparation for Grading

1. Each student must be informed of the expected learning goals and objectives aligned to content-area standards ~~behavior and achievements expected of him/her~~ at the outset of each course of study or unit of study.
2. Each student and their parent(s) or legal guardian(s) must be kept informed, in a timely manner, of the student's/his/her progress during the course of a unit of study. Timely updates allow for reflection and growth within the unit of study. Grades may be reviewed by teaching staff members, parent(s) or legal guardian(s), and students at any time. ~~Students should request to see the grades resulting from their performance during the grading period.~~
3. Students should be encouraged to evaluate their own achievements, reflecting upon their efforts and level of standard mastery.
4. ~~The process of review of grades will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, students.~~

C. Grading Periods

1. For full year courses, final grades will be awarded at the end of four marking periods in each school year for grades one through twelve.
2. For half year courses, final grades are issued at the second and fourth marking periods.
3. Kindergarten report cards are sent out at the end of each marking period periods.



4. For health and physical education classes:
 - a. At the high school/middle schools:
 - Health is graded for one quarter (different marking period for each grade) and stands alone.
 - Physical Education is graded using the average of the three marking periods.
 - Students must pass the quarter of health, and the average of their three marking periods of Physical Education must be a passing grade.
 - b. The elementary schools receive a full year grade for Physical Education/Health.
5. Grades will be recorded on report cards for parents/guardians notification according to Board policy.

D. Basis for Grading

1. The teacher is responsible for communicating grades that reflect student mastery of standards based on coursework, including but not limited to:~~The teacher responsible for assigning a grade should take into consideration the student's:~~
 - a. Demonstration of knowledge on assignments;~~Completion of assignments;~~
 - b. Engagement (including active contribution or active listening) in classroom discussions;~~Contributions in class, including but not limited to discussions, observations, collaborative participation, presentations, initiation of topics;~~
 - c. Performance on multiple measures of assessment, e.g. portfolio assessments;
 - d. Verbal and written reports on materials presented by the student;
 - e. Laboratory work;
 - f. Research based project with or without a written component;



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~~g. Grades given must adequately reflect student work and covers the curriculum;~~

hg. Other evidence of the student's constructive efforts and achievements in learning towards mastery.

E. Meaning of Grades

1. Grade K:

a. Descriptors will be used for progress in mastering content-specific skills and indicated by letters:

M = Meets or exceeds grade level expectations

A = Approaching grade level expectations

N = Needs support in developing skill

NA = Skill has been not yet assessed/no evidence available

b. Descriptors will be used for progress in mastering skills that support learning and indicated by letters.

C = Consistently

S = Sometimes

I = Infrequently

N = No evidence available

Grades 1 – 2 in Core Content Areas			
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



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D	64.5 <u>59.5</u>	69.4	1.25
D-	59.5	64.4	0.67
U	<u>50</u>	59.4	0.00

Grades 3 – 5 in Core Content Areas			
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 <u>59.5</u>	69.4	1.25
D-	59.5	64.4	0.67
F	49.9 <u>50</u>	59.4	0.00

Grades K-5 in Special/Elective Areas

S = Satisfactory

N = Needs support in developing skills

<u>Middle Schools Grades 6-12</u>			
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



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D	65.0 <u>59.5</u>	69.9	1.25
D-	60.0	64.9	0.67
F	49.9 <u>50</u>	59.9 <u>59.4</u>	0.00

High School			
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 mastery of expected standards~~performance~~. It may be earned by~~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~~application of knowledge and understanding.
2. A grade of B indicates above average ~~performance~~mastery of expected standards. It should be ~~given to~~earned by 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~~mastery of expected standards. It should be ~~given to~~earned by 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~~mastery of expected standards. It should be ~~given to~~earned by a student whose achievement in



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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~~ a failure to master expected standards and that no credit can be given for the subject. It should indicate to a student that they have 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.

F. 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~~ to earn 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.

G. Excused

A grade ~~of "M" designating~~ "excused" 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.



H. Grade Validation

In order that he/she/they may justify a grade, each teacher is directed to retain in his/her/their 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. All grades earned for classroom activities such as quizzes, tests and, reports, ~~and class recitations~~.
2. All grades earned for activities conducted elsewhere, such as homework assignments and ~~term papers~~ long-term assignments.
3. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered.
4. Any notation of discussions with the student on a grade, the student's academic progress, or the student's cumulative grade average.
5. Any referrals for guidance, attendance, intervention or other support, ~~discipline, and the like~~.
6. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other ~~teaching~~ staff members.

I. Appeal

1. Each teacher is responsible for the determination of the grade a student ~~earns/receives for participation~~ in the teacher's course of study, as long as that grade follows district grading policies.
2. Each teacher may be required to furnish reasons, supported by evidence within the grading system 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/they may appeal the grade to the Principal or their designee, who will consult with the teacher and the student in an attempt to resolve the dispute. The Principal or their designee will give every reasonable deference to the teacher's professional judgment.



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5. If the Principal ~~or their designee in consultation with the teacher~~ determines that the grade should be changed, he/she/they 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/their belief that the grade originally given is fair and correct.
7. The ~~Assistant~~ Superintendent or ~~Superintendent~~ their designee may hear an appeal from the Principal or their designee's determination. Only in the most extraordinary circumstances will the Superintendent or their designee alter a grade determined at the school building level.

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