

## R 2624 GRADING SYSTEM

### A. Purpose of Grading

1. The primary purpose of grading is to communicate the level of mastery ~~students have demonstrated of the New Jersey Student Learning Standards and locally established learning goals. To ensure accuracy and equity;~~ 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.~~ **Teachers shall determine and create assessments that align with district initiatives, course curriculum, and State standards.**
3. The collection of activities that are assessed within a marking period should give students the opportunity to demonstrate understanding of the concepts taught:
  - a. Not all assessments need to be announced;
  - b. ~~Grades are private and should not be announced or displayed;~~ **Grades are confidential and shall not be announced or displayed publicly.**
  - c. ~~When work is displayed, grades, including graded rubrics, should be placed on the back or not at all.~~ **When student work is displayed, grades and rubrics must be placed on the back of the work or omitted entirely to maintain student privacy.**
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.~~

### B. Preparation for Grading

1. Each student must be informed of the expected learning goals and objectives aligned to content-area standards at the outset of each course of study or unit



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of study. This includes a clear explanation of the grading and assessment criteria.

2. Each student and their parent(s) or legal guardian(s) must be kept informed, in a timely manner, of the student's 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. Timely entry of grades is required to support student reflection, intervention, and ongoing communication with families.

a. To ensure timely and meaningful feedback to students and families, grades shall be entered into the district's student information system within the following timeframes:

1. Summative Assessments: Within 11 school days from the date of submission
2. Formative Assessments: Within 6 school days from the date of submission.

b. Grades shall be maintained in the district's digital gradebook and may be reviewed by administration, parent(s) or legal guardian(s), and students at any time.

c. Students ~~should be~~ are encouraged to evaluate their own achievements, reflecting upon their efforts and level of ~~standard mastery.~~ proficiency in the New Jersey Student Learning Standards.

### C. Grading Periods

1. Report cards in grades K-2 are distributed at the end of each marking period to communicate progress in mastering content-specific skills.

~~For full year courses, final grades will be awarded distributed 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.~~ Final grades in full-year courses will be awarded at the conclusion of four marking periods in each school year for grades three through twelve. Final grades in half-year courses are issued at the conclusion of the two marking periods.



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~~3. Kindergarten report cards are sent out at the end of each marking period.~~

34. 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.~~

a. Grades K-5 receive a single full-year grade for Comprehensive Physical Education and Health.

b. In Grades 6-12:

1. Health is graded for one quarter (the specific marking period varies by grade level) and stands as a separate, independent grade.
2. Physical Education is graded using the average of the remaining three marking periods.
3. To receive credit, students must pass the quarter of Health independently, and the average of their three marking periods of Physical Education must also be a passing grade.

c. All grades will be recorded on report cards and maintained within the district's student information system for parent/guardian notification according to Board policy.

D. Basis for Grading



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1. The teacher is responsible for communicating grades that reflect student mastery of standards based on **a diverse range of assessments and coursework, including but not limited to:**
  - a. ~~Demonstration of knowledge on assignments;~~
  - b. ~~Engagement (including active contribution or active listening) in classroom discussions;~~
  - 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;~~
  - g. ~~Other evidence of the student's constructive efforts and achievements towards mastery.~~
2. **To ensure a balanced evaluation, grades shall be categorized and weighted as follows:**
  - a. **Summative Assessments (60% of the marking period grade): These are comprehensive measures of learning conducted at the conclusion of an instructional unit to determine mastery of standards.** Examples include but are not limited to: unit tests and chapter exams, final research-based projects (with or without a written component), portfolio assessments or performance-based tasks, verbal and written reports on presented materials.
  - b. **Formative Assessments (40% of the marking period grade): These are ongoing measures used to provide feedback on progress toward mastery and adjust instruction during the learning process.** Examples include but are not limited to: short quizzes, laboratory work and practical applications, demonstration of knowledge on daily assignments, engagement in classroom discussions, including active contribution or active listening, and other evidence of constructive effort toward mastery.
3. **Minimum Graded Evidence:** Distribution of graded evidence should ensure that no single assignment disproportionately affects a student's final marking period average.
  - a. Teachers must record a minimum of three (3) Summative assignments per marking period, except:
    - i. Grades K-5 Special Areas, Grades K-5 Social Studies, and Grades K-5 Science as well as Grades 6-7 cycle courses must have



- recorded a minimum of two (2) Summative assignments per marking period/cycle.
- b. Teachers must record a minimum of eight (8) Formative assignments per marking period, except:
    - i. Grades K-5 Special Areas, Social Studies, and Science as well as Grades 6-7 cycle courses must have recorded a minimum of four (4) Formative assignments per marking period/cycle.
4. Grades as Measures of Academic Mastery
- Grades shall reflect a student's level of mastery of the New Jersey Student Learning Standards and course-specific learning objectives. Grading practices must be aligned to academic performance and evidence of learning and shall not be used to measure or manage student behavior.
- a. Academic grades shall be based on demonstrated understanding of content, skills, and standards as measured through formative and summative assessments.
  - b. Non-academic factors shall not be included in the calculation of a student's grade. These include, but are not limited to:
    - i. Compliance-based behaviors (e.g., bringing materials to class, handing in cell phones, or following classroom procedures)
    - ii. Participation structures unrelated to academic evidence (e.g., raising hands, volunteering to speak without demonstrating understanding)
    - iii. Attendance at events or activities outside of scheduled class time
    - iv. Extra credit or incentive-based tasks not aligned to course standards
  - c. Participation may be included in grading only when it reflects academic discourse and evidence of learning aligned to standards. This includes, but is not limited to, contributions that demonstrate analysis, reasoning, use of evidence, questioning, or engagement in collaborative discussions that advance understanding of course content.
  - d. While such behaviors may be addressed through classroom management practices, school-wide expectations, or separate indicators (e.g., work habits, citizenship, or conduct), they shall not impact a student's academic grade.



5. **Reassessment Opportunities for Summative Assessments**  
To support student learning, growth, and mastery of standards, opportunities for reassessment shall be provided under the following conditions:
- a. Students who earn a score below 70% on a summative assessment, but who have demonstrated reasonable effort in completing the original assessment, shall be provided the opportunity to complete a reassessment at the student's request.
  - b. Reassessment opportunities must take place within the marking period/cycle in which the original assessment was given. Exceptions are given to assessments taken within the last week of the marking period/cycle, in which any reassessment must be taken within three weeks of grading.
  - c. Teachers shall provide feedback prior to reassessment to ensure the student has an opportunity to improve their understanding of the assessed standards. Students must demonstrate effort to review/practice prior to the reassessment, at the discretion of the teacher.
  - d. Reassessments may be administered:
    - i. After school hours on the last Wednesday of each month in which school is in session; or
    - ii. At another time mutually agreed upon by the teacher and the student.
  - e. The reassessment should not be taken at a time in which new material is being presented or at any other time that interferes with new learning.
  - f. The format and content of the reassessment may differ from the original assessment but must measure the same standards and learning objectives.
  - g. The reassessment score shall not exceed 70%, shall replace the original assessment grade, and shall be recorded in accordance with district grading practices, with the intent of more accurately reflecting the student's level of mastery.

E. **Meaning of Grades**

1. Grade K:

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



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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 |
| D                                  | 59.5 | 69.4 | 1.25 |
| -                                  | -    | -    | -    |
| U                                  | 50   | 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 |



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|    |      |      |      |
|----|------|------|------|
| 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  | 59.5 | 69.4 | 1.25 |
| -  | -    | -    | -    |
| F  | 50   | 59.4 | 0.00 |

1. Grading Descriptors in Grades K-2
  - a. Content-Specific Skills: Descriptors shall be used to communicate progress in mastering content-specific skills as follows:
    - i. 4 - Exceeding grade level standard consistently and independently exceeds expectations
    - ii. 3 - Meeting grade level standard consistently and independently meets expectations
    - iii. 2 - Approaching grade level standard with prompting and support
    - iv. 1 - Needs support in developing standard; performs the standard with significant teacher support
  - b. Skills Supporting Learning: Descriptors shall be used to communicate progress in mastering behavioral and developmental skills that support learning as follows:
    - i. C = Consistently
    - ii. S = Sometimes
    - iii. I = Infrequently
    - iv. N = No evidence available
2. Grades K-5 in Special/Elective Areas  
 S = Satisfactory  
 N = Needs support in developing skills
3. Marking Period/Cycle Final Grades in Grades 3 – 5 in Core Content Areas and in Grades 6 - 12 all areas

| Grades 6-12 |           |     |      |
|-------------|-----------|-----|------|
| Grade       | From      | To  | QP   |
| A+          | 97.0-96.5 | 100 | 4.33 |



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|    |           |              |      |
|----|-----------|--------------|------|
| A  | 93.0-92.5 | 96.9<br>96.4 | 4.00 |
| A- | 90.0-89.5 | 92.9<br>92.4 | 3.67 |
| B+ | 87.0-86.5 | 89.9<br>89.4 | 3.33 |
| B  | 83.0-82.5 | 86.9<br>86.4 | 3.00 |
| B- | 80.0-79.5 | 82.9<br>82.4 | 2.67 |
| C+ | 77.0-76.5 | 79.9<br>79.4 | 2.33 |
| C  | 73.0-72.5 | 76.9<br>76.4 | 2.00 |
| C- | 70.0-69.5 | 72.9<br>72.4 | 1.67 |
| D  | 59.5-59.5 | 69.9<br>69.4 | 1.25 |
| F  | 50        | 59.4         | 0.00 |

#### 4. Summative Assessment Grades in Grades 3-12

| Grade | From | To   |
|-------|------|------|
| A+    | 96.5 | 100  |
| A     | 92.5 | 96.4 |
| A-    | 89.5 | 92.4 |
| B+    | 86.5 | 89.4 |
| B     | 82.5 | 86.4 |
| B-    | 79.5 | 82.4 |
| C+    | 76.5 | 79.4 |
| C     | 72.5 | 76.4 |
| C-    | 69.5 | 72.4 |



|   |      |      |
|---|------|------|
| D | 59.5 | 69.4 |
| F | 50   | 59.4 |

## 5. Formative Assessments Grades in Grades 3-12

| Grade | From | To   |
|-------|------|------|
| A+    | 96.5 | 100  |
| A     | 92.5 | 96.4 |
| A-    | 89.5 | 92.4 |
| B+    | 86.5 | 89.4 |
| B     | 82.5 | 86.4 |
| B-    | 79.5 | 82.4 |
| C+    | 76.5 | 79.4 |
| C     | 72.5 | 76.4 |
| C-    | 69.5 | 72.4 |
| D     | 59.5 | 69.4 |
| F     | 0    | 59.4 |

## 6. Formative, Summative, and Marking Period/Cycle Grade Descriptors

- a. A grade of A (89.5%-100%) indicates superior mastery of expected standards. It may be earned by 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 application of knowledge and understanding.
- b. A grade of B (79.5%-89.4%) indicates above average mastery of expected standards. It should be earned by 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 (69.5%-79.4%) indicates average mastery of expected standards. It should be 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.



- d. A grade of D (59.5%-69.4%) indicates below average mastery of expected standards. It should be earned by 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 (50%-59.4% on Summative Assessments/MP/Cycle or 0%-59.4% on Formative Assessments) indicates 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.
- f. The above letter grades may be modified by plus or minus signs.
- g. For formative and summative assignments/assessments, the below additional grades may be used:
  - i. "M" (Missing/0%): Indicates no reasonable or meaningful work aligned to the assignment objectives was completed or submitted. A grade of M may also be assigned to students who cheat and/or plagiarize their work.
  - ii. "I" (Incomplete): Indicates work is currently incomplete but is expected to be completed at a later date. This is a temporary placeholder and does not factor into the grade calculation until replaced by an alphabetic/numeric score.
  - iii. "E" (Exempt): Indicates the student is not required to complete the assignment; this is not counted in the grade calculation.

F. Incompletes

A grade of "Incomplete" for a marking period will be given to those students unable to complete the work assigned to the course for reasons beyond the student's control.

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 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 two weeks after the student's return to school.



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3. The student's completed work will be graded and the teacher will submit an **alphabetic/numeric** 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 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. **Marking Periods marked "E" shall have no impact on the student's grade average.**

### H. Grade Validation

In order that ~~he/she/they may~~ to justify a grade, each teacher is directed to retain ~~in his/her/their possession~~ of the following records to validate grades awarded to students. ~~The records should be kept~~ **These records shall be maintained within the district's student information system or a secure personal archive** 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~~ **Formative and Summative** activities such as ~~quizzes, tests and reports.~~
2. ~~All grades earned for activities conducted elsewhere, such as homework assignments and 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 **or their family regarding** ~~on~~ a grade, the student's academic progress, or the student's cumulative grade average.
5. Any referrals for guidance, attendance, intervention or other **student support services.**
6. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other staff members.

### I. Appeal

1. Each teacher is responsible for the determination of the grade a student earns in the teacher's course of study, ~~as long as~~ **provided** that grade



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- follows the specific category weights and district grading policies established herein.
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 to 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~~ an appeal may be made to the Principal, Department Supervisor, or their designee, who will consult with the teacher and the student in an attempt to resolve the dispute. The Principal, Department Supervisor or their designee will give every reasonable deference to the teacher's professional judgment.
  5. If the Principal, Director of Teaching and Learning, or their designee determines that the grade should be changed, 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 the belief that the grade originally given is fair and correct.
  7. The Superintendent or their designee may hear an appeal from the Principal or Department Supervisor 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 or department level.

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