

# REGULATION

## Clementon School District

Section: Program  
2624. GRADING SYSTEM  
Date Created: July, 2009  
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### 2624. GRADING SYSTEM

#### A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the adopted New Jersey State Standards, and/or 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 pupil 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 pupil must be kept informed of his/her progress during the course of a unit of study. Pupils 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 pupils.
4. Pupils 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, pupils.

#### C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year.
2. Progress reports will be provided to pupils and parents of students in grades 3-8 at mid-point of each marking period.
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 pupil'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 pupil;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;
9. Other evidences of the pupil's constructive efforts and achievements in learning; and
10. For the final grade, the pupil'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 pupil whose achievement is significantly above and/or exceeds or meets grade level standards; 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 pupil whose achievement is meeting or exceeding grade level standards; 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 pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency, who is developing proficiency on grade level standards.
- d. A grade of D indicates below average performance. It should be given to a pupil 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, who developing and/or not meeting proficiency on grade level standards.
- e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil 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, is not meeting grade level proficiency standards.

2. The following grading scales and indicators shall be used:

Pre-School: Narrative and/or Skill Based

Kindergarten through Eight: Scales

- 4 = Exceeds grade level standards
- 3 = Meets grade level standards
- 2 = Developing proficiency on grade level standards
- 1 = Not yet meeting grade level standards
- NA = Not assessed

Grades One through Eight: Grading Scale (Percent)

- 93 – 100 = A
- 85 – 92 = B
- 75 – 84 = C
- 65 – 74 = D
- 64 and below = F**

Special Areas: Expectations Scale

- O = Outstanding – Exceeding and/or meeting expectations
- S = Satisfactory – Meeting and/or developing expectations
- N = Needs Improvement – Developing and/or not yet meeting expectations
- U = Unsatisfactory – Not meeting expectations

### Rubric Scores - Custom Grades

- 4 = 100%
- 3.5 = 95%
- 3 = 90%
- 2.5 = 85%
- 2 = 80%
- 1.5 = 75%
- 1 = 70%
- 0.5 = 65%
- 0 = 60%

### Grades K through Eight: Categories (Percent)

Categories	K	1	2	3	4	5	6	7	8
Homework	5%	5%	5%	10%	10%	15%	15%	15%	15%
Assessments/Projects	55%	55%	55%	50%	50%	50%	50%	50%	50%
Classwork	40%	40%	40%	40%	40%	35%	35%	35%	35%

#### 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 pupils. 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 pupil on a grade or the pupil'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 **Assistant** Principal, or other teaching staff members.

#### G. Appeal

1. Each teacher is responsible for the determination of the grade a pupil 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 pupil 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 pupil 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 pupil in an attempt to resolve the dispute. The **Assistant** Principal will give every reasonable deference to the teacher's professional judgment.
5. If the **Assistant** 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/**Principal** may hear an appeal from the **Assistant** Principal's determination. Only in the most extraordinary circumstances will the Superintendent/**Principal** alter a grade determined at the school building level.

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