

GLASSBORO PUBLIC SCHOOL DISTRICT

District Policy

2624 - GRADING SYSTEM

Section: Program

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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 New Jersey Student Learning 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 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 & D. Grading Periods and Basis for Grades 3-12

1. Term grades below 50 will not be given out for the following:
 - a. Bullock School (grades 3-5): 1st and 2nd marking period

- b. Thomas E. Bowe Middle School: 1st and 2nd marking period (for semester long courses, first marking period of semester only)
 - c. GHS 1st and 2nd marking period
- 2. Grading weights will be assigned and will include the following:
 - a. Bullock School (grades 3-5): 60% summative assessments, 40% formative assessments/assignments
 - b. Thomas E. Bowe Middle School: 60% summative assessments, 40% formative assessments/assignments
 - c. GHS: 70% summative assessments, 30% formative assessments/assignments
- 3. Though the numbers will vary based on individual courses, students should reasonably expect to receive a ratio of 1 summative assignment for every 5 formative assessments (2-5 summative assessments and 10-25 formative assessments per marking period).
- 4. Formative assessments and assignments will be accepted late with a 10% penalty per school day of final scored work until the assignment is submitted (up to 10 school days and/or by the last day of the marking period OR until unit assessment, whichever occurs first). For instance, if an assignment is worth 100 points, and receives a score of 86, the work will be marked as follows: 77.4% (1 day late), 69.6% (2 days late) and so on. Some work is excluded from the late policy, including daily homework and classwork assignments which require time sensitive review. In these cases, students would not be able to receive partial credit for late work.
- 5. Teachers will notate (in online grading system) of non-receipt of assignments within forty-eight hours.

Each grade level (at elementary level) and each course (at secondary level) will also develop agreed upon common assessments and performance measures to ensure equity between teachers.

Kindergarten through Grade 2: Performance levels reported on the K-2 report card will be based on grade-level formative and summative assessments identified by the district and maintained in the online grading system throughout each marking period. Assessments will be weighted [60% summative assessments, 40% formative assessments/assignments] to determine the supporting score for each performance level (see Section E.2).

Below is an explanation of major assessments of learning (summative) and minor assessments of learning (formative). This will help guide teachers in planning.

Formative Assessments - Formative Assessments are used to measure the accurate application of skills at appropriate intervals and to provide feedback to foster student growth and achievement.

What Formative Assessments are: Formative Assessments can be meaningful independent or group application activities, such as homework, classwork, or quizzes, assigned for students to apply new learning, demonstrate knowledge of previously learned concepts, and take compositional risks in a comfortable and supportive environment. Formative Assessments should not be graded arbitrarily to ensure accountability and provide extrinsic rewards. Formative Assessments should be equal parts qualitative and quantitative; Formative Assessments should include insightful feedback to guide students and facilitate improvement.

Summative Assessments - Summative Assessments are performance-based evaluations used to measure mastery of skills, objectives, and standards at the conclusion of a unit or a marking period.

What Summative Assessments are: Summative Assessments can be unit tests, meaningful projects, essays, speeches, presentations, and live performances. These should be evaluated holistically, using a rubric that is understood by students and, preferably, includes student input.

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 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 pupil 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 pupil whose achievements 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 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.
 - 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.
2. The following grading scales and indicators shall be used:

K-2

Academic Achievement Key

E (93-100)	The pupil consistently demonstrates in-depth understanding of grade level standards and applies skills independently and accurately.
M (80-92)	The pupil's performance meets grade level standard. The pupil understands concepts & applies skills.
S (70-79)	The pupil demonstrates some progress toward meeting the grade level standard.
NI (69 and below)	The pupil demonstrates limited progress toward meeting the grade level standard.

The numerical ranges above are supporting scores maintained in the online grading system to document the basis for each performance level. Supporting scores are not reported on the K-2 report card; families receive the performance level only.

Qualities of a Learner Key

+	Demonstrates.
-	Area of Concern.
X	Not Introduced.

Grades 3 - 8

A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	0 to 59

Grades 9 - 12

A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	0 to 59
I	Incomplete
M	Medical Excuse
W	Withdrew
P	Passed
NC50	Failure due to excessive absences
O	Failure due to not taking final exam

3. A “pass” or “fail” grade may be given in a particular course of study provided that:
 - a. The course of study is nonsequential in nature,
 - b. The parent(s) or legal guardian(s), teacher, and guidance counselor have consented to the grading method,
 - c. The pupil has requested pass-fail, on a form submitted to his/her guidance counselor, and
 - d. The pupil agrees that his/her choice of the pass-fail option for that course of study is final and cannot be revoked.

4. A grade of “Incomplete” will be given to those pupils unable to complete the work assigned to the course for reasons beyond the pupil’s control, such as the pupil’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 pupil 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 pupil is disabled at the end of the marking period, two weeks after the pupil’s return to school.
 - c. The pupil’s completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the pupil’s transcript.
 - d. A pupil who does not complete the work within the period allowed will receive a grade of F in the subject.
5. A grade of “Withdrawal” will be given to each pupil who withdraws from a course of study after the second week of classes.
6. A grade of M will be given to each pupil in a physical education class who was excused for good cause from participation in certain aspects of the course requirements.

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 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 F 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 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.