

MANDATORY

GRADING SYSTEMS

Function of the Grading System

A teacher should grade carefully and be able to justify every grade given. It should be pointed out to the student with a low grade that he/she is falling short of the standard in one of these valuable qualities. Teachers have long felt the need of definite points of defense when questioned about a grade but these five desirable qualities need emphasis and should be used in conferences with students. It is essential that students understand this system as thoroughly as do the teachers. This will give students a secure sense of direction in attempting improvement.

Reporting to Parents

It is important in the grading system to periodically report the student's progress to the parents. For this purpose, the Report Card adopted by this system shall be used. It is highly recommended that the Report Card should be supplemented by scheduled parental conferences whenever feasible.

Distribution of Grades

This is a very important factor in the system of grading. Within the class, and within the school, it is expected that the proper regard be given to the Normal Curve of Frequency. However, the grades are not to be made primarily for the purpose of fitting the curve. The curve is to be used as a check to see what "Norm" would be under usual conditions with a large enough group. It is expected that a teacher will be able to justify excessive variations in grade distribution from the Normal Curve of Frequency, but all of these things are only sign posts – the teacher's understanding of the child is more important than any curve or standard.

Percentage of Distribution of Grades

The following grading scale will be used:

A	94-100%	4.0
A-	90-93%	3.6
B+	88-89%	3.4
B	84-87%	3.0
B-	80-83%	2.6
C+	78-79%	2.4
C	74-77%	2.0
C-	70-73%	1.6
D+	68-69%	1.4
D	64-67%	1.0
D-	60-63%	0.6
F	Failing work	0.0

K	Passing with effort	1.0
Q	Passing grades, but credit withheld due to excessive absences	

To have the credit restored for a Q, the student must:

1. Check grade card for the number of days needed to be tutored. Number of days over ten (10).
2. Hire a tutor for one (1) hour for each day over ten (10). A tutor is anyone who has a valid teaching certificate.
3. Have the tutor contact the high school principal for approval.
4. Have the tutor contact the classroom teacher in the area to be tutored for make-up work.
5. Tutor the child for the number of hours needed.
6. Tutor needs to turn completed work into the high school principal who will, along with the classroom teacher, make the final approval.
7. If work is approved, the grade and credit will be issued.

Students are responsible for completing the tutoring for first semester prior to the end of the third grading period in that school year to receive the credit. Second semester "U's" need to be completed by two (2) weeks prior to the beginning of the next school year.

Nine-Weeks Grades

For determining nine-weeks grades the Board does not recommend any one specific method. However, the Board feels that many phases of the student's work should be weighed, and that the teacher should, at the beginning of the course, thoroughly acquaint the students as to how much weight each phase bears.

Credits earned at the High School and Middle School are based on semesters. Semester grades are averaged based upon the following: nine week (40%) + nine week (40%) + semester exam (20%).

Adopted: _____ 10/2006 _____