



GRADING PROCEDURES

1. Grading is the process whereby information about student performance is converted into a single symbol for ease of communication. Because teachers, students, parents, administrators, and others outside of the school community use information communicated by grades to make decisions, grades must communicate as accurate a picture of student performance as possible.
 - a. For accurate communication about student performance to occur, persons assigning grades and decision makers who interpret grades must have a uniform understanding of what grades mean.
 - ~~b. Clarity of meaning requires that the following parameters be met for marking period grades:~~
 - c. Quality assessments (see Board Policy #105) measure the degree to which students meet performance targets.
 - d. Information generated by assessments and observations of work habits is documented and analyzed according to generally accepted practices.
 - e. The processes of converting assessment and observational information to scores and scores to grade percentages are documented and communicated.
2. Grades shall be determined and reported out using a percentage system. The teacher shall retain the percentage grade for each marking period. The numerical marking period grades shall be used to determine final grades. A key shall be provided on the report card so that percentage scores can be converted to letter grades by parents and students.
 - a. An "I" may be used in place of a percentage grade to indicate that a student has not completed course requirements by the end of a marking period.
 - b. An "M" may be used in place of a percentage grade to indicate that a student has not completed course requirements by the end of a marking period for verified, medically related reasons.
 - c. An "N" may be used in place of a percentage grade to indicate that a student is not receiving credit for the course.

- d. An "O" may be used in place of a percentage grade to indicate that the course is "Ongoing."
3. Report cards and interim reports will be issued four times per year.
 4. Teachers will select comments to indicate reasons for failures or low grades on the report card and on interim reports. Positive comments will be selected when applicable.
 5. The final course grade shall be a weighted average of the total performance marking period percentage grades, optional mid-course exam percentage grades, and required end-of-course examination percentage grades.
 - a. For full year courses, each marking period grade shall have a value of 20%. The mid-course and end-of-course exams shall each have a value of 10%. If a mid-course exam is not administered, the end-of-course exam shall have a value of 20%.
 - b. For one-credit or half-credit semester courses, each marking period grade shall have a value of 40%. The final exam grade shall have a value of 20%.
 6. For summer school make-up courses and for remedial courses, the final exam may have a value greater than 20% but not more than 33%.
 7. Students receiving a grade of incomplete for marking periods 1, 2, or 3 shall complete course requirements within two weeks of the end of the marking period. If course requirements are not met in this time, the penalty of no credit for the missing requirements shall be part of the percentage grade earned and reported. Medical problems and documented family crises are reasons for making exceptions to this rule and shall be the only basis for giving an incomplete grade during the last marking period of any course. The principal must approve any exception to this policy.
 8. To earn honor roll status, students must (1) earn grades in all courses above 80%, and (2) have the following marking period GPA:
 - a. Distinguished Honor Roll: 3.5 and above
 - b. Honor Roll: 3.0-3.49
 9. Course syllabi will be developed by teachers and distributed to students no later than the third class period. Teachers shall include their course grading system in course syllabi, which shall be submitted to immediate supervisors for review and approval prior to distribution to students. Each grading system should include the processes of converting assessment and observational information to scores and scores to grades (see 1.c. above).
 10. The giving of a "grade" or "mark" is the traditional method of evaluating a student's achievement. A grade represents the teacher's estimate of a pupil's accomplishment for a given period of time. In NCCVTSD, the grading system is as follows:

90 – 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

≤ 59 = F

11. Specific regulations for the implementation of the grading policy will be developed and reviewed every three years; ~~in conjunction with the Core Curriculum Review Process;~~ by a committee designated by the Superintendent that is consistent with the Board-Association agreement.