

Bigfork School District #38

INSTRUCTION

2420P

Grading and Progress Reports

The District believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The District directs the Superintendent to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Adoption Date: August 14, 1994 Review Date: March 24, 2004

Grading and progress reports

The primary purpose of grades should be to communicate to the student and parents how well the student is achieving compared to a standard set by the school. What should be emphasized are high expectations within reason for every student. Additionally, students and parents must know what will be figured into the grade before the grading period begins.

The Northwest Regional Educational Laboratory recommends that grades be based on paper and pencil tests, quizzes, performance assessments and some assignments. It is further recommended that cutoffs for grades be set according to standards, not based upon a curve or improvement; also, it is recognized that achievement is not necessarily distributed normally on a fixed curve. Grades are only our best estimate of student achievement. With these precepts in mind, narrative, checklist or alternative reports determined by grade level teams are to be used in grades K – 3 K - 8 with a minimum of two parent/teacher conferences per year; thereafter, letter grades are to be assigned using the following criteria for assigning grades:

A "A" "SP: Superior Performance" grade should represent superior scholarship and superior knowledge acquisition. Students who earn an "A" "SP" must meet or exceed all course expectations for academic achievement. Unless a student demonstrates superior knowledge, a "A" "SP" grade is NOT to be utilized. Grade level and department standards shall determine what constitutes superior scholarship and knowledge acquisition. In performance courses such as art, chorus, band and shop, teachers should set standards that will motivate and challenge the best students. The primary consideration for an "A" "SP" grade must be superior ability and performance. Other factors such as hard work, completion of all course requirements, and some extra credit work should be expected of students vying for an "A" grade.

A "B" "P: Proficient" grade is a symbol of excellent scholarship and knowledge acquisition. Proficient students have consistently demonstrated mastery of grade level expectations. Extraordinary effort and other factors may be factored into a "B" grade.

A "C" "NP: Nearing Proficient" grade is a symbol of average approaching grade level scholarship and knowledge acquisition. This grade implies solid effort and basic achievement.

A "D" "N: Novice" grade is a symbol of below average grade level scholarship and minimal knowledge acquisition and acceptable effort.

A "F" "NE: No Evidence" grade is a symbol demonstrating no proof of learning. of unacceptable scholarship and unacceptable effort.

Student behaviors and work habits will be reported separately, and in addition to their acquisition of the content standards.

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The academic challenging of students who possess scholarship capabilities above and beyond the acknowledged superior range is a responsibility of the individual classroom teacher. Individualized programs, which challenge these students, should be developed with the cooperation of Gifted and Talented personnel, school librarians, and community resources.

Grades for students in special services shall have an asterisk (*) designation, which denotes special considerations were used to determine the final grade. Grades with an asterisk will not be included for academic honors, but each school shall provide students with disabilities the opportunity to earn awards and honors reflecting student effort and achievement. A form for communicating student performance in below grade level programs may be attached to appropriate report cards.

Chapter students may compete for academic honors in courses not designated as below grade level. Grades in courses designated as basic or remedial shall not count toward academic honors. Each school shall provide the students in Chapter programs the opportunity to earn awards and honors reflecting student effort and achievement.

GRADE POINT AVERAGE - Grade point averages are to be computed for all students, grades 9 - 12. This is done by assigning value number to each grade:

A = 100 - 90Superior scholarship
B = 89 - 85Excellent scholarship
C = 79 - 70Average scholarship
D = 69 - 60Below average scholarship
F = 59 - 0No credit given.....Unsatisfactory P = Achieved expected progress for the individual. Credit given with grade points.
W/F Withdrawal/Failing - withdrew from the course. Given after withdrawing from a course after the second week.

GRADE based on mastery of content standards - Grades are to be computed for all students, grades K - 8. This is done by assigning value to each grade:

SP = 4Super Performance

P = 3 Proficient
NP = 2 Nearing Proficient N = 1Novice
NE = 0 No Evidence

Content mastery marks will reflect the most recent or consistent level of achievement.

Waivers may be granted under extraordinary circumstances upon approval of the teacher and principal.

Board Review Date: January 5, 1995

Ten-point scale approved by Trustees on 6/22/00

Adopted: October 23, 2013