

# District Policy

## 2624- GRADING POLICY AND PROCEDURE

Section: Program

Date Created: May 2011 Date Edited: **May 2021**

### THE PURPOSE OF GRADING

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. Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Student Learning Standards and locally established learning goals and objectives.

### PREPARATION FOR GRADING

1. Each student must be informed of the grading expectations at the outset of each course of study or unit of study.
2. Each student must be kept informed of his/her progress during the course of a unit study. Students 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 students.

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4. Students should be encouraged to evaluate their own achievements.

5. The process of review and revision will involve teaching staff members, parent(s) or legal and, as appropriate, students.

### GRADING PERIODS

1. Grades will be awarded at the end of four marking periods in each school year.
2. Students will be given notice of their mid-term grades at mid-point of each marking period.
3. Students will be given a final grade in each subject at the end of the school year.

guardian(s),

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4. Grades will be recorded in power school for parent(s) or legal guardian(s) to access, in accordance with district policy.

### Meaning of Grades

In order to insure the consistency of teacher grade books throughout the District in all grade levels and subject areas, the following grade book setups must be adhered to:

Each reporting period (Q1, Q2, Q3, Q4, etc.) will be set up in the teacher's grade book to utilize "category weights". The student's FINAL GRADE (Y1) will be set up based on "term weights". Year-long courses will weight each term equally in calculating the final grade.

Ex 1. A year-long class Q1- 25% Q2-25% Q3- 25% Q4-25% Ex 2. Semester 1 class Q1- 50% Q2-50%  
Ex 3. Semester 2 class Q3- 50% Q4-50%

It also is recognized that the District has New Comer Students who enter the United States at various times in a semester. Therefore, No Grade (NG) should be given to these level 1 students on the first report card within 45 days from the time the student enrolled in a district school; a portfolio of student work, completed since the child arrived, must be shared with parents at the report card conference and throughout the year.

Below are the recommended minimum number of assignments per reporting period per category based on grade level group and whether it is a class that meets on both A and B days or just one day.

\*Credit value of course (\*applicable at High School only) will also dictate minimum number of assignments. These are MINIMUM numbers and teachers are encouraged to have more than the minimum if possible.

It is also recommended that all assignments be clearly defined as to what Core content standards they are addressing.

#### FORMATIVE ASSESSMENTS

A formative assessment is an assessment for learning. It is a grade that tells where the student is at a particular point and informs the teacher and student as to what needs to be done in order for that student to meet summative goals. The teacher selects the eight assignments to count towards the formative assessment category. Examples of assignments that may be counted in this category may include, but are not limited to classwork assignments; homework assignments; class participation; exit tickets; quizzes; labs; rough drafts of essays, artwork, and presentations; class debates; educational software reports; etc.

K-12 Minimum number of assignments is 8 per reporting period for classes that meet every day K-12  
Minimum number of assignments is 4 per reporting period for classes that meet every other day

K-12 Minimum number of assignments is 2 per reporting period for classes that meet less than every other day

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#### SUMMATIVE ASSESSMENTS

A summative assessment is an assessment of learning, where students demonstrate mastery of content standards and topics over a period of time. The teacher selects the four assignments to count towards the summative assessment category. Examples of assignments that may be counted in this category may include, but are not limited to quarterly assessments; End of Unit Assessments (EUA); End of Module Assessments (EMA); lab reports; Project/Problem Based Learning (PBL); classroom tests; classroom quizzes; final drafts of essay; final drafts of projects; final drafts of presentations; performances with music and dance; final drafts of artwork; midterm and final exams; etc.

K-12 Minimum number of assignments is 4 per reporting period for classes that meet every day  
 K-12 Minimum number of assignments is 2 per reporting period for classes that meet every other day

K-12 Minimum number of assignments is 1 per reporting period for classes that meet less than every other day

*Summary Recommendations - All Subjects*

Category	Percentage of Overall Grade
Formative Assessment	60%
Summative Assessment	40%

\*Please note that currently Health and Physical Education are taught as a “single” course. Since the category weights for Physical Education and Health differ, secondary Health (Gr 6-12) should be taught during a single reporting period in order to adjust grade books according to the category weights for each reporting period.

For example: *YEAR-LONG Health and Physical Education classes meeting in four reporting periods, Q1, Q2, Q3, Q4 would have different category weights for Physical Education (Q1, Q3 & Q4) than for Health (Q2).*

*Please also note that 11<sup>th</sup> grade “Drivers Ed” uses the HEALTH category weights. So a semester-based Health and Physical Education class would have 1 Health/Drivers-ed reporting period and only 1 Physical Education reporting period. Also please note in order for students to receive a NJ Drivers Ed card, they must invest at least 30 hours of seat time and score at least an 80% on the NJ Drivers Ed test.*

**Grade Scales**

***Currently the district identifies three different grade scales. One for grade levels K-2, one for grade levels 3-5, and another for grade levels 6-12.***

*Grades K-2 the scale is as follows:*

<i>Numeric</i>	<i>Reported Grade</i>
<b>4</b>	Exceeds Standard
<b>3</b>	Meets Standard
<b>2</b>	Approaching Standard
<b>1</b>	Needs Improvement

*Grades 3-5 the scale is as follows:*

<i>Numeric</i>	<i>Reported Grade</i>
98-100	A+
93-97	A
90-92	A-

87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
50-59	F

*Grades 6-12 the scale is as follows:  
Regular Classes*

<i>Grade</i>	<i>Reported Numeric</i>	<i>GPA points</i>
A+	98-100	4.0
A	93-97	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.4
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.4
D	63-66	1.0
D-	60-62	0.7
F	50-59	0.0
<i>Honor Classes</i>		
<i>Grade</i>	<i>Reported Numeric</i>	<i>GPA points</i>
A+	98-100	4.4
A	93-97	4.4
A-	90-92	4.1
B+	87-89	3.6
B	83-86	3.3
B-	80-82	3.0
C+	77-79	2.6
C	73-76	2.2
C-	70-72	1.9
D+	67-69	1.5
D	63-66	1.1
D-	60-62	0.8

<i>F 50-59 0.0</i>		
<i>Advanced Placement Classes</i>		
<i>Grade</i>	<i>Reported Numeric</i>	<i>GPA points</i>
A+	98-100	4.8
A	93-97	4.8
A-	90-92	4.4
B+	87-89	4.0
B	83-86	3.6
B-	80-82	3.2
C+	77-79	2.9
C	73-76	2.4
C-	70-72	2.0
D+	67-69	1.7
D	63-66	1.2
D-	60-62	.8
F	50-59	0.0

*Final Grade Determination and Appeals Process*

*Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study. Each teacher may be required to furnish reasons, supported by evidence to substantiate any grade earned.*

*When a grade is challenged by a pupil or a parent(s) or legal guardian(s), a conference is convened at the school level that may include the counselor, teacher, parent/legal guardian and student for the purpose of explaining the grading system and the reasons for the final grade. If the parent(s) or legal guardian(s) 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. 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.*

Adopted: 16 May 2011

**Revised: 24 May 2021**