



Book	Policy Manual
Section	BOARD POLICIES UNDER CONSIDERATION
Title	Copy of GRADING
Code	po5421
Status	Policy Committee Review
Adopted	July 23, 2007
Last Revised	May 15, 2024

5421 - GRADING

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately the student's his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.

~~To determine grades for courses, teachers are expected to develop procedures for grading whereby the professional staff:~~ The Board directs the Superintendent to develop

- A. ~~develop~~ develops clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. ~~help~~ helps each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. ~~provide~~ provides frequent opportunities for each student to obtain information as to the student's his/her progress toward the learning goals of the student's his/her courses or programs;
- D. ~~provide~~ provides for a pass/fail grade in programs for which it is appropriate;
- E. ~~provide~~ provides students the opportunity to assess both their own achievements and their areas of difficulty.

The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

The grading system should be subject to periodic review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

The following final grading scale applies to grades 6-12. Grades for courses which earn credits toward a high school diploma will be awarded value as indicated in this policy, which will be used to determine class rank.

	RANGE	REGULAR	HONORS	AP
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A	92-100	4.0	4.5	5.0
A-	90-91.9	3.7	4.2	4.7
B+	87-89.9	3.3	3.8	4.3
B	83-86.9	3.0	3.5	4.0
B-	80-82.9	2.7	3.2	3.7
C+	77-79.9	2.3	2.8	3.3
C	73-76.9	2.0	2.5	3.0
C-	70-72.9	1.7	2.2	2.7
D+	67-69.9	1.3	1.3	1.3
D	64-66.9	1.0	1.0	1.0
D-	60-63.9	0.7	0.7	0.7
F	<59.9	0.0	0.0	0.0

Grading Practices:

- A. For all grade levels, teachers should follow these practices:
- Grade entries should be based solely on academic performance. Examples of "grade entries" include (but are not limited to): tests, quizzes, homework, in-class assignments, project checkpoints, group work, etc.
 - If given, extra credit must relate to the content area and must enrich the curriculum.
- B. It is the student's responsibility to obtain their assignments and complete their work during suspensions. Teachers will facilitate student access to assignment information during a suspension using the District Learning Management System and other processes as appropriate to the individual student. Assignments are due to teachers on the day the suspended student returns to school. Assignments turned in after the due date will be governed by the language set forth in this guideline.
- C. Students who are absent when assignments are given are expected to obtain their assignments and complete their work as applicable. Make-up work for a student with an excused absence will be due in an equal number of school days the student is absent plus one day. Assignments turned in after the due date will be governed by the language set forth in this guideline.
- D. Daily assignments that are turned in late will be reduced at the teacher's discretion for each school day the work is late. A teacher may review daily assignments in class after the due date. Once a teacher reviews a daily assignment with students, that assignment may not be accepted under the late work rules and given a grade of zero (0).
- E. Academic dishonesty is considered a serious violation of academic integrity and the Student Code of Conduct. Academic dishonesty will result in grade-level appropriate action. Examples of academic dishonesty include (but are not limited to): plagiarism, cheating, falsification of data, etc. (Grade-level appropriate action will be defined in the student planner/agenda/handbook for each grade level school.)
- F. Collaborative group work is encouraged. Students may be assessed by using both individual and group grades. Teachers will facilitate and monitor group goals while ensuring individual accountability.
- G. Teachers are encouraged to work with students who may have unusual or extenuating circumstances that may affect their ability to meet the standards set forth in this guideline.

Pass/Fail Grades

Pass/fail credit may be issued for academic learning experiences that may be outside of the school day, or for experiences that support the learning program, such as field experiences, independent study, internship, and/or educational travel.

Grade Replacement for Students in Grades 10-12

Open to all students in grades 10-12 taking courses for high school credit who earned one (1) or more failing semester grades.

Grading LEP Students in Grades 3-12

Many LEP students who are in their first year of U.S. schooling are not able to adequately demonstrate academic competence due to the language barrier. The LEP Grading Rubric is recommended for the following students in grades three (3) through twelve (12):

- A. LEP students who are within their first year of U.S. schooling;
- B. LEP students who are within their first three (3) years of U.S. schools and are still at the pre-functional or beginner level of OTELA (composite score).

The LEP Grading Rubric may be used to supplement or supplant grades in any content area. If used, the report card should indicate that this is a modified or accommodated grade. A team of educators, including the ESL teacher, should decide how or when the LEP Grading Rubric is used.

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