

Descriptor Term:

## GRADING/ASSESSMENT SYSTEMS

Descriptor:

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### BOARD POLICY

The Board is committed to ensuring that all students are graded fairly and appropriately for their academic performance. Communicating academic performance to students, parents and guardians shall be in the form of report cards issued following the conclusion of each grading period and "Progress Reports" issued at the midpoint of each grading period. Grading systems in the District shall be uniform among schools having the same grade level organization.

The Board authorizes the administration to implement grading policies and procedures consistent with this policy.

### ADMINISTRATIVE POLICY AND PROCEDURE

1. The parents/guardians of students enrolled in kindergarten and first grade, with the agreement of the teacher and principal, may request not to receive grades by notifying the principal in writing that they do not want to receive grades during the kindergarten and first grade year.
2. The grading, marking and reporting system will be based on a scale of 0 to 100. The grading, marking and reporting system for special needs students will utilize the same system, or a system specified by the student's individualized education plan (IEP).
3. Report cards and progress reports will be provided to students and parents on the date established by the TPSD calendar. Except in grades nine through twelve, parents will be asked to sign and return the progress reports to the school. A duplicate of the progress report will be maintained on file by the teacher. A conference may be requested by the parents or the teacher to discuss the progress report.
4. Portfolio assessment, parent conferences, and other alternative forms of grading, marking and reporting may be used as additional methods for communicating academic performance to students, parents, and guardians. When used as additional methods for communicating academic progress, or as the primary method for kindergarten and first grade students whose parent(s) elect not to receive grades, portfolio content, conferences, and alternative assessment must follow a consistent plan approved by the principal and superintendent. Additional methods for communicating academic performance may be approved by the principal and superintendent and may be used to supplement, but not replace the District's grading, marking and reporting system.
5. On the dates established by the TPSD, each student and parent will be provided a report card. Grades for the appropriate nine weeks will be recorded on the report card in accordance with the District calendar. Semester and yearly grade averages will also be recorded on the report card.
6. All grades shall be reflective of progress toward or degree of accomplishment relative to the stated goals and objectives of a subject and shall represent only quality of assignments completed or not completed. Such grades shall indicate academic achievement only and shall not reflect citizenship, behavior or any other related nonacademic area.
7. District Numerical and Letter Grading System
  - 7.1. Schools offering the same grade organization will utilize the applicable numerical grading system for completing report cards, progress reports, and communicating academic performance to students, parents, and guardians.
  - 7.2. The appropriate level(s) of the grading/marking/reporting scales as stated in this policy will be published in all student handbooks, teacher handbooks and on all applicable report cards and mid-grading period progress reports.

### Kindergarten and Grade One

E = Excellent: The child is mastering the learnings and skills from the Tupelo Learning Continuum at an accelerated rate and at an increased level of proficiency.

S = Satisfactory: The child is mastering the learnings and skills from the Tupelo Learning Continuum at a rate and level supportive of successful completion of the current academic year.

N = Needs Improvement: The child is mastering some learnings and skills from the Tupelo Learning Continuum, but not at a rate and level supportive of successful completion of the current academic year.

U = Unsatisfactory: The child is not mastering the learnings and skills from the Tupelo Learning Continuum at a rate and level supportive of successful completion of the current academic year and needs additional time and instruction.

E = Excellent: The student has completed proficient work on all standards and objectives for the subject area and advanced work on some standards and objectives.

S = Satisfactory: The student has completed proficient work on all subject area standards and objectives.

N = Needs Improvement: The student has completed proficient work on the most important objectives and standards so that he/she can continue to the next grade level.

U = Unsatisfactory: The student has completed proficient work on only a few of the important standards and is missing mastering enough of the standards to fail the course.

#### Grades Two through Twelve

The numerical and letter grading system for grades two through twelve is established and listed for consistent use by teachers and administrators in all courses:

A = A numerical average of 93 to 100

B = A numerical average of 85 to 92

C = A numerical average of 75 to 84

D = A numerical average of 70 to 74

F = A numerical average of 69 or less

#### **Modified Ten Point grading Scale**

<b>Range</b>	<b>Letter Grade</b>	<b>Points</b>
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
64-66	D	1.0
Below 64	F	0.0
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7

67-69	D+	1.3
64-66	D	1.0
Below 64	F	0.0

A grade received in an accelerated course will be multiplied by a factor of 1.025, and a grade received in an advanced placement course will be multiplied by a factor of 1.045.

8. Awarding of Carnegie Unit Credit: 8.1. Students in each course must achieve a numerical average of 70 percent or above as specified in the grading plans for the course in order to receive Carnegie unit credit in the course. These grades may include items such as tests, class assignments, class participation, completion of projects, and other teacher assignments as approved by the principal.

8.2. Students must meet attendance standards as set forth by the local Board and State Department of Education in order to receive Carnegie unit credit.

8.3. Upon approval by the principal, a student may complete a course he/she has failed by (a) completing a correspondence course before August 1, (b) enrolling in summer school the following school session, or (3) taking the course the following school year.

#### 9. Dropping Classes

9.1. A student will not be allowed to drop a yearly course or a semester course after the 12th day of the course, or equivalent thereof.

9.2. A course dropped within the guidelines of this statement will be recorded as either “WP” – Withdrawal Passing or “WF” – Withdrawal Failing, based on the numerical average at the time of the withdrawal. No credit will be awarded.

9.3. A student will not be allowed to audit a course as opposed to withdrawing from the course.

9.4. In hardship cases, an attendance committee, composed of one counselor, two administrators and two teachers plus the teacher of the course, will be authorized to review a written request from the parents of a student who seeks to drop a yearly or semester course outside the parameters provided by this policy and to render a decision to approve or deny the request.

9.4.1. The decision of this committee will be final and subject to no further appeals.

9.4.2. Examples of hardship cases are extended illnesses or injuries that require extended medical care as documented by a physician or other appropriately licensed caregiver. Decisions of the attendance committee will be final.

10. Any change of grades, other than a final grade, shall be addressed with the teacher who issued the grade and the building level administrator. Any change of a final grade (as recorded on a cumulative folder or permanent record) shall be presented and approved by a panel consisting of, at a minimum, the teacher issuing the grade, the building level administrator, and a central office administrator. Written documentation (which includes signatures of all panel members) of all actions must be included in the cumulative folder and available for review by the Mississippi Department of Education. Any changes or corrections must be made on the cumulative folder and permanent record.

#### **EXHIBITS**

None

#### **REFERENCES**

MCA §§ 37-15-1 through 3

State Board Policy Grading 403 Mississippi Cumulative Folders and Permanent Records Manual of Directions.

#### **FORMS**

None

#### **\*RESCINDS**

IKA Issued 12/15/1998; IKA-E Issued 03/04/2008