

Progress and report card grades should accurately reflect a student's mastery of content standards or course expectations.

### **PURPOSES OF GRADES**

- A. Communicate achievement of content standards and course outcomes to students and parents/guardians.
- B. Provide feedback and guidance regarding student learning.

### **GRADING GUIDELINES**

- A. There are four grading periods during each school year. Progress reports are issued at the mid-way point of each grading period and report cards are issued at the end of each grading period.
- B. Grades reported on progress reports and report cards will be calculated from work that measures student learning of the knowledge, skills, and competency profiles outlined in the course curriculum.
- C. With the exception of the eighth grade Honors Physical Science classes that earn high school credit, the middle school grading scale will be based on the following formula:
  - 50% daily grades
  - 50% test grades

Physical Science grading formula:

  - 40% daily grades
  - 60% test grades
- D. No grade below a 50 shall be issued on a report card. Progress reports may have grades below 50.
- E. Attendance, effort, volunteering in class, and other student compliance behaviors or disciplinary action will not be considered when calculating student grades unless those factors are specifically outlined in a student's Individual Education Plan (IEP).
- F. Teachers will return student's assessed work in a timely manner in order to help drive instruction in the classroom and inform parents/guardians about their progress.
- G. At the beginning of each year, middle school students will receive subject area curriculum maps that contain the standards for the courses for the year.

### **PROGRESS AND REPORT CARD GRADING SCALE**

In sixth through eighth grades the following grading scale will be used to describe student achievement:

90% - 100%	Consistently meets curriculum standards at an outstanding level
80% - 89%	Generally meets curriculum standards at a high level
70% - 79%	Meets curriculum standards at a satisfactory level
60% - 69%	Meets some curriculum standards
59% or less	Fails to meet curriculum standards

I = Incomplete

An Incomplete may be given when a student has not completed the assigned work or has failed to demonstrate an appropriate level of mastery on an assignment. The teacher will determine when an Incomplete should be converted to the appropriate numeric grade. An Incomplete may be converted to a zero if a student does not complete an assignment. Teachers must consult with the school principal before assigning an Incomplete on a report card. An Incomplete on a report card must be converted to the appropriate numeric grade no later than the mid-way point of the subsequent grading period.

Percent scores are rounded to the nearest whole number. Any score below .5 rounds down, and any score .5 and above rounds up. Example: 89.49% rounds to 89%; 89.50% rounds to 90%

## **PARENT/ TEACHER CONFERENCES**

Early Release Parent/Teacher Conference days are scheduled three times each school year. Personal contact with the teacher affords parents/guardians an opportunity to participate fully in their child's education. Teachers, counselors, and administrators are available for conferences at other times during the school year as well. Parents and teachers are urged to initiate conferences when there is a concern about a child's academic performance or conduct. Teachers will request a conference with the parents/guardians if a student is in danger of failing classes or a grade level.

## **GRADE APPEALS**

In the instances when a student or parent disagrees with the grade assigned to a student, the student and/or parent should arrange a conference with the teacher. If the issue of the grade is not resolved, the parent or student may appeal the grade to the principal. If a disagreement still exists after the principal's decision is rendered, the parent or student may appeal the principal's decision in writing to the Superintendent of Schools.

## **HOMEWORK POLICY**

Homework assignments should be meaningful; that is, assignments should be related to course outcomes, rigorous and relevant to students, and differentiated, as appropriate, to account for individual differences among students.

## **PURPOSES OF HOMEWORK**

- A. To prepare for subsequent lessons (e.g., read the next chapter)
- B. To practice or review concepts or skills already taught in class (e.g., complete practice problems)
- C. To evaluate what students know by applying, extending, or integrating their knowledge and understanding through projects or other assignments (e.g., write a report or complete a long-term project)

## **HOMEWORK GUIDELINES**

- A. Different classes will likely demand varied amounts of homework. Homework should be assigned on an as needed basis as determined by the teacher.
- B. The amount of homework should be appropriate to the student's needs and abilities; moreover, the total amount of homework from all the student's teachers should be reasonable.
- C. Students should be able to complete homework assignments independently. Parents should monitor student homework and encourage student efforts to complete assignments, but students alone should complete the homework.