GRADING SYSTEMS

Grades are intended:

1. To provide parents and students of the student’s academic success
2. To provide a basis for career guidance and course selection
3. To provide a basis for a tenuous prediction of future performance
4. To provide information for transcripts, awarding scholarships, determining eligibility for honor rolls, school activities and athletics.

The board recognizes students generally respond more positively to success than to the threat of failure. It is expected that grades will be issued with a concern for the human dignity of each student and that grades will not be used as a threat or as a form of discipline unrelated to the instructional program.

The board encourages the use of instructional objectives that identify the purpose of instruction and are designed to make achievement recognizable and possible for students.

Grades are to be issued on a regular basis established with the adoption of a school calendar.

Grade One

The first grade report for students in grade one shall be a parent conference. The following grade reports shall be a report card:

Grades 1 – 6

Student achievement is to be reported by the use of symbols as follows:

A = attached all the objectives of instruction, makes a clear and significant contribution to class work, presents assignments completed with a quality better than generally required. The performance indicates a high likelihood of success in subsequent instruction.

B = attained the basic, as well as many of the high level objectives of instruction, makes a definite contribution to class work, presents complete assignments with good quality work. The performance indicates a good likelihood of success in subsequent instruction.

C = attained the basic objectives of instruction, makes some contribution to class work and completes assignments. The performance indicates a reasonable likelihood of success in subsequent instruction.

D = attained some of the basic objectives of instruction, makes little contribution to class work, completes minimum work and often poorly done.

F = makes no serious effort, or with serious effort fails to grasp objectives of instruction, contribute to class work, or to complete assignments.

Inc = incomplete represents those occasions when unexcused absence has made it impossible for a student to complete assignments.

The student grade shall be the instructor’s record of attainment in relation to course objectives.

Adopted 8/29/79
Revised 11/13/79
Grades 7 – 12

The grade reporting system for student achievement in grades 7-12 shall be as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
<tr>
<td>Inc. -</td>
<td></td>
</tr>
</tbody>
</table>

Inc. - represents those occasions when unexcused absence has made it impossible for a student to complete assignments.

The student grade shall be the instructor’s record of attainment in relation to course objectives.

All staff members shall establish a record system using numbers and the average at the end of each grading period shall be converted to a letter grade. If other symbols are used an explanation of the symbol and the letter equivalent shall appear in the front of each rank book.

Principals are expected to develop with appropriate staff members those items and factors that are to be considered in a student grade and the weight to be given to each. Once determined, students shall be advised.

1. The individualized program in developmental reading at Woodbury School, and Home Economics and Vocational Education at Salem High School may be graded according to the student’s achievement toward meeting the instructional objectives designed for each of the individual students and need not be compared to the entire class.

Grades 1 – 8

In addition to academic progress, a symbol shall be used to indicate effort and classroom behavior as follows:

Effort is defined as the instructor’s estimate of a student’s attention and diligence to the task(s) at hand. It may reflect attendance and punctuality.

Effort:

<table>
<thead>
<tr>
<th>Effort</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outstanding</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

Classroom behavior is defined as the instructor’s estimate of a student’s behavior.

Behavior:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>3</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>
The Superintendent of Schools is granted authority to approve a plan of make-up privilege, honor rolls, and student transcripts for the Woodbury School and Salem High School.

**Special Education**

A special education student is defined as any student classified as educationally handicapped and for whom an Individual Education Plan has been written.

The report card for a special education student shall be in the form of a commentary on their progress in the achievement of the objectives identified in the IEP and stapled to a regular report card. At the secondary school level it is necessary to identify the objectives in the IEP and which courses of instruction they are intended to meet. (To be eligible for a high school diploma a special education student at the secondary school level must spend a minimum of 9,500 minutes in each course and receive a passing grade.)

1. A student receiving full time instruction in any instructional area from a special education teacher in accordance with an IEP shall be graded in that instructional area by the special education teacher.

   In grades 1-8 that shall take the form of a commentary as defined above. The permanent record form shall carry an “RR” to indicate student progress is defined by a history to be found in a student folder.

   In grades 9-12 it is necessary to identify a course by title and to give a letter grade consistent with the grade recording system for grades 7-12 except that the judgment on the relative success of the student is to be based on their achievement of the IEP.

2. Special education student receiving less than one half of their instruction from a special education teacher in any instructional area shall be graded by the classroom teacher in accordance with the grading policy of the district.

3. Handicapped students in a full time classroom situation, such as trainable mentally retarded and emotionally handicapped, shall receive a commentary based on the IEP even if they spend a portion of their time in so-called mainstreaming.
FINAL EXAMINATIONS
(Salem High School)

Final examinations shall be used at the end of each course at Salem High School. The final examination shall be designed in such a way as to effectively evaluate the student’s attainment of the instructional objectives on which learning activities were based.

The examination shall be planned to require no more than 85 minutes of student time to complete.

The principal shall prepare with appropriate staff members a plan for final examinations and submit a final copy to the Superintendent of Schools. Consideration may be given to departmental examinations and the method of test development and scoring. The examination schedule shall be prepared by the principal, including a contingency plan for excused absences and/or incomplete grades.

Corrected final examinations shall be made available to students no later than five school days after administration of the test. The principal shall establish a procedure to make the examinations available to students.

The final examination shall represent twenty (20%) percent of each course grade.

Adopted 8/29/78
Revised 8/12/97
CORRECTION OF STUDENT PAPERS

The Board has a strong belief that students should not correct their work or the work of others. It is the belief of the Board that instructional personnel have a clear responsibility to correct papers submitted by students and to provide feedback on the outcome to students in a timely manner. Such a practice should lead to greater accuracy, appropriate confidentiality and offer a positive and constructive dialogue about student strengths and weaknesses.