

## Grading and Credit Policy

The intent of this policy is to establish the grading scale to be used by classroom teachers and lay out methods to determine if a student will receive credit for a course.

Credit can be earned in a given content area by meeting the content standards assessed during a course. A content standard is the top level standard in a hierarchy of learning targets and its value is derived from the subordinate graduation standards. There are two methods of meeting the content standards:

- 1) The average of the content standard must equal 75 or above and no graduation standard will be below 41.

**OR**

- 2) The average of the content standard must equal 75 or above, no graduation standard assessed will be below 41), **AND** specific graduation standards and performance indicators, as identified by the teacher must be met in accordance with the course syllabus.

\*In this case, the teacher will identify and publish a list of standards that must be met for the given course. This list will be approved by the principal and superintendent and any modifications will be staffed accordingly. Students will be provided specific grading practices at the beginning of a course.

In the absence of the teacher identifying specific standards, successful completion will be evaluated under the first rule.

- 3) The teacher will weigh evidence acquired over the course of the term to determine the final assessed grades. While our student information system calculates in-progress grades based on recorded summative assessments, the teacher has the authority to override these estimates at the end of a grading term when grades are being posted.

The following grade scale will be used for standards based grading effective September 8, 2020:

Standards Based Grading Scale		
Range	Description	
94-100	Exceeds Standard	Passing Standard
75-93	Meets Standard	
65-74	Progressing in Standard	Not Passing Standard
41-64	Not Meeting Standard	
0-40	Insufficient Evidence	

**Failing Grades:**

Students will be provided opportunities to remedy unsatisfactory grades, regardless of the term or year they were assigned. Upon completion of a grading term students will be made aware of failing grades and the content area teacher will reach out to the student to coordinate support, identify shortfalls, and establish a learning plan that will help the student meet standards. Ultimately, it is the student's responsibility to complete the learning plan, although they will do so with whatever support is necessary.

In some cases it may be necessary for a student to repeat a class. As a general rule, if a student has failed to meet the content standard and over 50% of the graduation standards assessed in a given course of instruction it may be in the students best interests to receive a level of remedial instruction only available through a full term course. This decision will be made on a case-by-case basis by the school principal with input provided from the teacher, guidance counselor, parent and student.

Once the content area teacher has determined that a student has successfully mastered standards they had earlier not met or only partially met, they will formally notify the principal, superintendent, guidance counselor, and SIS manager so that assessed grades can be updated in the Student Information System and student transcripts.

**Approved August 2020 to be implemented in September 2020**