

REGULATION

Clementon School District

Section: Program
2624. GRADING SYSTEM
Date Created: July, 2009
Date Edited: June, 2014

2624. GRADING SYSTEM

A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the **adopted** New Jersey ~~Core Curriculum Content~~ **State Standards**, ~~Common Core State Standards~~, and/or locally established learning goals and objectives:
 - a. Active participation in and attention to daily lessons,
 - b. Frequent contribution to discussions,
 - c. Prompt, thorough, accurate, and neat preparation of assignments,
 - d. Thorough preparation and performance on tests and assessments,
 - e. Display of an eagerness to learn and an inquisitive approach to lessons,
 - f. Attention to the need for proper materials,
 - g. Cooperation with the teacher's efforts, and
 - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
4. Pupils should be encouraged to evaluate their own achievements.

5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year.
2. **Progress reports will be provided to pupils and parents of students in grades 3-8** ~~Pupils will be given notice of their mid-term grades~~ at mid-point of each marking period.
3. ~~Pupils will be given a final grade in each subject at the end of the school year.~~
4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

D. Basis for Grading

The teacher responsible for assigning a grade should take into consideration the pupil's:

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral and written reports on materials read by the pupil;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;
9. Other evidences of the pupil's constructive efforts and achievements in learning; and
10. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460.

E. Meaning of Grades

1. The following grades will be given in each academic subject at the end of each marking period:
 - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above **and/or exceeds or meets** grade level **standards**; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.

- b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is **meeting or exceeding above** grade level standards; whose work frequently excels; and who generally demonstrates strength in the subject.
- c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency, **who is developing proficiency on grade level standards.**
- d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject, **who developing and/or not meeting proficiency on grade level standards.**
- e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study, **is not meeting grade level proficiency standards.**

2. The following grading scales and indicators shall be used:

Pre-School: Narrative and/or Skill Based

Kindergarten through Eight: Scales

4 = Exceeds grade level standards

3 = Meets ~~or exceeds~~ grade level standards

2 = Developing proficiency on grade level standards

1 = Not yet meeting grade level standards

NA = Not assessed

Grades Two through Eight: Grading Scale (Percent)

93 – 100 = A

~~86~~ **85** – 92 = B

~~76~~ **75** – ~~85~~ **84** = C

~~70~~ **65** – ~~75~~ **74** = D

~~69~~ **65** and below = F

Special Areas: Expectations Scale

O = Outstanding – Exceeding and/or meeting expectations

S = Satisfactory – Meeting and/or developing expectations

N = Needs Improvement – Developing and/or not yet meeting expectations

U = Unsatisfactory – Not meeting expectations

~~3 = Meets or exceeds grade level standards~~

~~2 = Developing proficiency on grade level standards~~

~~1 = Not yet meeting grade level standards~~

~~NA = Not assessed~~

Grades K through Eight: Categories (Percent)

Categories	K	1	2	3	4	5	6	7	8
Homework	5%	5%	5%	10%	10%	15%	15%	15%	15%
Assessments/Projects	55%	55%	55%	50%	50%	50%	50%	50%	50%
Classwork	40%	40%	40%	40%	40%	35%	35%	35%	35%

F. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to pupils. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded.

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
6. Any referrals for guidance, discipline, and the like; and
7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

G. Appeal

1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.
2. Each teacher may be required to furnish reasons, supported by evidence (see paragraph E above) to substantiate any grade earned.
3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.
5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

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POLICY

Clementon Board of Education

Section: Program
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2624- GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Adopted: 27 July 2009

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REPORTING PUPIL PROGRESS (M)

5420 REPORTING PUPIL PROGRESS (M)

M

The Board of Education believes that the cooperation between school and home in the interests of children is fostered by the systematic communication of pupils' educational welfare to parent(s) or legal guardian(s). The Board directs the establishment of a program of reporting pupil progress to parent(s) or legal guardian(s) by both written reports and by parent-teacher conferences and requires the cooperation of all appropriate teaching staff members in that program as part of their professional responsibilities.

The Superintendent shall develop, in consultation with appropriate teaching staff members, procedures for reporting pupil progress to parent(s) or legal guardian(s) that utilize various methods of reporting appropriate to grade level and curriculum content; ensure that the pupil and parent(s) or legal guardian(s) receive ample warning of a possible failing grade or any grade that would adversely affect the pupil's educational status; enable the scheduling of parent-teacher conferences at such times as will ensure the greatest degree of participation by parent(s) or legal guardian(s); and require the issuance of report cards at intervals of not less than four times per year.

Reports of individual achievement on state assessment tests shall be promptly made available to the pupil or the pupil's parent(s) or legal guardian(s).

N.J.A.C. 6:3-4A.1

Adopted: 27 July 2009



R 5420 REPORTING PUPIL PROGRESS (M)

M

A. Purpose

The purpose of reporting the educational progress of pupils is to:

1. Inform parent(s) or legal guardian(s) of the progress children have made in school;
2. Apprise pupils of their progress in school;
3. Prompt teachers to make periodic, formal assessments of each pupil's progress;
4. Provide a cumulative record of a pupil's progress through the report card.
5. Enable each pupil to gain a positive sense of his/her intellectual, social, emotional, and physical abilities and growth toward effective citizenship.

B. Frequency

1. Report cards will be issued four times per year **for students in grades preschool through eight.**
2. **Progress reports will be issued for students in grades 3 to 8 four times per year during the mid-point of each marking period.**
3. The schedule of dates on which report cards **and progress reports** will be issued will be published in the parent and student handbooks ~~distributed by the school~~ so that parents or legal guardians can anticipate the receipt of a report card **and/or progress report.**
4. Parent(s) or legal guardian(s) and pupils, **when appropriate**, will be notified in writing of the possibility of a failing grade at the mid-point of the **2nd, 3rd, and 4th** marking periods.



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REPORTING PUPIL PROGRESS (M)

5. Parent(s) or legal guardian(s) and pupils, **when appropriate**, will be notified in writing of the possibility of a pupil's retention at grade level in accordance with Policy No. 5410.
6. Notices given pursuant to B2 4 and B3 5 will be sent home with the pupil and/or mailed to the parent(s) or legal guardian(s).
7. Nothing in this regulation should discourage teachers from implementing various forms of communication, as frequently as the circumstances dictate, to keep parent(s) or legal guardian(s) informed of the educational progress of their children.

C. Report Card Form

1. Grades will be determined in accordance with Regulation No. 2624.
2. ~~At the elementary level, report cards will report individual academic, personal, and social growth as well as work and study habits.~~
3. ~~At the middle school level, report cards will record pupil achievement in academic subjects, as well as the pupil's personal growth and development.~~
2. Report cards at all levels will record the pupil's **academic progress and/or achievement**, absences and tardiness.
3. Report card forms will include space for the ~~classroom or homeroom~~ teacher's personal comments on the pupil's personal growth and development.
6. ~~Report card forms will include space for the parent(s) or legal guardian(s) signature, comments, and request for a conference with the teacher.~~

D. Parent Teacher Conferences

Parent teacher conferences will be conducted in accordance with Policy No. 9280.

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CURRICULUM CONTENT (M)

2200 CURRICULUM CONTENT (M)

M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction, which include **New Jersey adopted state standards** ~~from the New Jersey Core Curriculum Content, the Common Core, the Student Learning Objectives (SLOs), the State Model Curriculum Unit Plans, and/or Lesson Plans.~~

The curriculum **unit plans** will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Common Core State Standards.

The Superintendent is responsible for implementing the curriculum **unit plans** approved by the Board.

The Board directs the curriculum **unit plans** be consistent with the educational goals and objectives of this district, the New Jersey **adopted state standards** ~~Core Curriculum Content Standards, the Common Core State Standards,~~ and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the school districts sending to the Pine Hill School District.

The curriculum shall provide programs in accordance with Board policies, the New Jersey **adopted state standards**, ~~Core Curriculum Content Standards, and the Common Core State Standards,~~ including but not limited to:

1. Preparation of all pupils for high school;



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CURRICULUM CONTENT (M)

2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies and World Languages;
3. Continuous access to sufficient programs and services of a library/~~media facility~~, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. ~~2460~~ and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with ~~Policy Nos.~~ **Policies** 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with ~~Policy Nos.~~ **Policies** 2260, 5750 and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.



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CURRICULUM CONTENT (M)

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

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R 2200 CURRICULUM CONTENT (M)

M

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children **regardless** of different races, colors, creeds, ~~sexes~~, **age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion, ancestryies,** national origins, ~~social or~~ socioeconomic status, and/or disabilityies.

In order to eliminate possible bias in the curriculum, staff shall use the following criteria:

- A. When instructional material contains stereotypes or discriminatory statements, staff should help pupils identify the stereotypes or discriminatory statement(s) and discuss with pupils the consequences of repeated stereotyping and discriminatory statements.
- B. If a particular instructional material is highly objectionable, staff should not use it, ~~N.J.A.C. 6:4-1.3(f)~~; such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.
- C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials, ~~N.J.A.C. 6:4-1.3(f)~~.
- D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

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