



## STUDENTS

5121

### Grading

#### Evaluation of Student Progress

The staff shall continuously review and improve the methods of evaluating student progress. Grading procedures will be explained thoroughly to all secondary school students during the first week of school.

Formal reports of student progress on a regular basis serves to promote a process of continuous evaluation of student performance, to inform the student and parents of growth and to provide a basis for bringing about change in student performance if such change seems necessary.

#### I. Grading Guidelines

##### A. GRADES K-5

Report cards are issued three times a year to all students. Interim reports are issued mid-trimester to parents of students who are exhibiting difficulties in the classroom. Conferences are held with every parent in November to review student progress in the first trimester.

##### 1. Academic Grading Criteria

Students are graded based upon their understanding of concepts and acquisition of skills in each academic area. Students are graded based upon their level of mastery of content area standards using the marks E (exceeds standard), M (meets standard), W (meets standard with support) or N (not meeting standard with supports in place).

##### 2. Work Habits and Social Skills Grading Criteria

Students are also assessed on grade-appropriate work habits and social skills. Comments issued are: 1 (meets expectations), 2 (needs improvement), 3 (does not meet expectations).

##### B. GRADES 6-8

Report cards are issued three times a year to all students. Interim reports with mid-trimester grades are issued to every student three times a year. Conferences are offered to parents or guardians twice a year in the fall and spring.

1. Academic Grading Criteria

Students are graded based upon their mastery of concepts and acquisition of skills in each academic area. They are issued grades of A (masters 90 to 100 percent of the expectations in the curriculum), B (masters 80-89 percent of the expectations in the curriculum), C (masters 70-79 percent of the expectations in the curriculum), D (masters 60-69 percent of the expectations in the curriculum), or F (fails to master at least 60 percent of the expectations in the curriculum). A small percentage of the academic grade in each course reflects students' mastery of 21<sup>st</sup> Century Skills (e.g. perseverance, collaboration, and work ethic).

Grades of pass / fail are issued in Health (grades 6 and 7) and World Language (grade 6). A grade of "P" indicates that students have mastered at least 60% of the expectations in the curriculum.

C. GRADES 9-12

Report cards are issued four times a year to all students. Interim reports with mid-quarter grades can be viewed electronically at the middle of each quarter. Conferences are offered to parents or guardians each fall after completion of the first quarter.

Grading Criteria

Students are graded based upon their mastery of concepts and acquisition of skills in each academic area. They are issued grades of A (masters 90 to 100 percent of the expectations in the curriculum), B (masters 80-89 percent of the expectations in the curriculum), C (masters 70-79 percent of the expectations in the curriculum), D (masters 60-69 percent of the expectations in the curriculum), or F (fails to master at least 60 percent of the expectations in the curriculum). A small percentage of the academic grade in each course reflects students' mastery of 21<sup>st</sup> Century Skills (e.g. perseverance, collaboration, and work ethic).

P = Passing (means passing without defining grade)

This grade is only used for students enrolled in SAT Verbal or SAT Mathematics prep courses and for some English Language Learners. To be awarded a "P," the student must meet at least 60% of the expectations in the curriculum or exhibit significant effort toward meeting those expectations.

A grade of "F" indicates the student has failed to achieve the accepted standard for passing due to: lack of mastery of 60% of expectations in the curriculum, failure to meet Board of Education attendance requirements as set forth in Policy 5113, or failure to complete coursework.

II. Special Education Students

The grading key for special education students will be consistent with the grading practices for regular education students at that grade level. The teacher and/or special teachers will notify the parents of the level of material through the PPT meeting and through IEP goals, correspondence, telephone, or conference. If the standards on the grade level report card are not appropriate for reporting the student's work, additional standards are reported through the IEP.

### III. Incomplete Work

#### A. Elementary

Incomplete work will be made up as soon as possible and at the discretion of the teacher.

#### B. Middle School and Senior High School

Incomplete work may be accepted after the end of a grading period at the discretion of the teacher and/or administration. It will be recorded on the report card with an I. Students will create a plan with their teacher to complete incomplete work within a designated time period with the exception of the last marking period. For the last marking period, the incomplete work must be made up by the close of school unless other arrangements have been made.

### IV. Withdrawal from Classes

#### A. High School

W = Withdrew before the end of the designated add/drop period

WF = Withdrew failing (Any student who withdraws from a course after the add / drop period has ended will receive a "WF" for that course on their report card and transcript.)

### V. High School Course Levels

The senior high school course numbers indicate the level of rigor of the class. The meanings of the course numbers are explained to the students and the parents on a yearly basis and are clearly defined in the Montville High School Instructional Program which is provided to every student prior to course registration each spring.

### VI. Assessments

Students in all grades will be assessed periodically using a variety of assessment methods to help determine whether students have mastered the standards of the course as defined and determined by the district.

#### A. Final Examination

The high school principal is responsible for developing a school policy concerning administration of final examinations and distributing said policy to teachers and students at the beginning of each school year. Students at the middle school who are taking high school courses will take the high school midyear and final exams.

B. Aspen Student Management System

The grades which appear on the report cards are to be substantiated by the grades recorded in Aspen. Grades for assignments should be entered within two weeks of the assignment due dates. Rarely, more lengthy assignments may take longer to correct. All graded assignments are to be entered into Aspen on the date they are assigned to inform students and parents of upcoming due dates. Students will be permitted to make up all school work that is missed due to excused absences.

VII. Notification

Parents and students will be advised of grading practices annually.

Policy Adopted: 6/17/86  
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