

Grading

ACHIEVEMENT

Teachers shall maintain detailed, systematic records of the achievement of each student. Trigg County Public Schools shall implement Standards-Based Grading to align grading practices with the content standards as measured by consistent and accurate student achievement data and common criteria for grading. The goal of Standards-Based Grading is to better communicate what each student knows and is able to do according to content standards and separately assess the influence of positive and consistent work habits on student learning.

The District will begin the transition of Standards Based Grading in Fall 2016 with full implementation by the ~~2018-19~~2020-21 school year for all content areas. ~~English/Language Arts will be fully standards based and reported accordingly for all grades, K—12.~~

Students participating in the personalized learning approach would not receive Standards Based Reports and would be exempt from the requirements outlined in this Policy. This personalized learning approach utilizes a mastery model and all courses are standards based. Participants would adhere to the grading and reporting requirements outline by the personalized learning approach.

Courses with a concurrent or dual credit enrollment at both the high school and post-secondary institution will adhere to the grading policy of the postsecondary institution. Students enrolled in dual credit courses would be exempt from the requirements outlined in this Policy other than application of the Weighted Units as defined below.

PROGRESS REPORTS

Reports shall be issued every nine (9) weeks for all students. These reports shall be standards based and reflect mastery of standards as set forth by the state of Kentucky and will provide a record of academic progress.

Mid-term reports shall be sent to parents midway through the grading period. Teachers may also send reports if, in their judgment, a student is either not making satisfactory progress or is doing exceptional work.

PARENT/TEACHER CONFERENCES

Conferences may be scheduled at the request of the parent or teacher.

STANDARDS MASTERY RUBRIC

Each school shall provide parents with a standards-based progress report. The following continuum shall be used to reflect the continuous progress of each child in grades K - 8:

- 4 – Master~~y~~ed (student demonstrates mastery of standard)
- 3 – Approaching Mastery (student demonstrates substantial mastery of standard)
- 2 – Progressing (student demonstrates progress towards mastery of standard)
- 1 – Not Progressing (student demonstrates inconsistent understanding towards master of standard)

Grading**STANDARDS MASTERY RUBRIC CONTINUED)**

The following continuum shall be used to reflect the continuous progress of each child in grades 9 - 12:

- 4 – Thorough Mastery (student consistently demonstrates thorough mastery of grade level or course benchmarks in new or extended contexts)
- 3 – Mastery (student demonstrates adequate mastery of grade level or course benchmarks in familiar contexts)
- 2 – Progressing (student demonstrates progress towards mastery of standard)
- 1 – Not Progressing (student demonstrates inconsistent understanding towards mastery of standard)

GRADING SCALE

The following grading scale shall be used for students in grades three through twelve (3-12) in the content areas that have not transitioned to Standards Based Grading:

A	90 - 100
B	80 - 89
C	70 - 79
F	Below 70

A grade of incomplete (I) is used when there is insufficient evidence of student work at the time to provide a grade. A grade of incomplete (I) must be changed to a passing or failing grade by the midpoint of the first nine-week grading period of the following school year.

Grades earned on end-of-course exams required for high school courses designated by Kentucky Administration Regulation shall not count as part of a student's final grade. The rationale for this will be presented to the Commissioner of Education annually by December 31. A student's grade shall not be lowered as a disciplinary action.

HABITS OF SUCCESS GRADUATE PROFILE COMPETENCIES

Trigg County Public Schools believes that students should learn and develop ~~habits and skills~~ competencies that contribute to success. These competencies include collaboration, communication, critical thinking, self-direction, and mastery learning. ~~habits and skills include collaboration, communication, critical thinking, creativity, time management, responsibility, etc. These non-academic habits are important for students to learn and utilize.~~

Each school's School Based Decision Making Council (SBDM) shall establish expectations regarding grading practices such as late assignments, zeros on missing or incomplete assignments, bonus points, and others. Homework and class participation should be used as formative data to guide instruction and not be utilized in grade calculations. ~~The Habits of Success should be used as the reporting mechanism for student work habits.~~

Grading

~~HABITS OF SUCCESS (CONTINUED)~~

~~These Habits of Success will be reported as part of the student report card for all students in grades K-12. The following continuum will be used to report student progress:~~

- ~~3—Student consistently exhibits the habit.~~
- ~~2—Student often exhibits the habit.~~
- ~~1—Student rarely exhibits the habit.~~

WEIGHTED COURSES

Weighted courses shall carry a higher numeric point value than normal curriculum offerings. Weighted courses will have an additional eight (8) numeric points added to the final average.

All Advanced Placement (AP) courses will be considered weighted courses. Dual credit courses are considered weighted courses. To be a dual credit course, a student must be enrolled in a course which allows him/her to earn high school and college credit at the same time through a partnership between Trigg County High School and a college or university.

The addition and/or deletion from the curriculum of weighted courses shall be recommended by the Trigg County High School SBDM Council and approved by the Board. All recommendations should be submitted to the Board by February 15 for inclusion for the following school year.

TRANSFER STUDENTS

For the purposes of calculating class rank and GPA, high school students who transfer into the District and whose transcripts show Advanced Placement courses for ninth, tenth, eleventh and twelfth grade work shall receive weighted credit if the course was not previously weighted. If documentation cannot be obtained and verified, then no additional weighting will be granted.

REFERENCES:

[KRS 158.140](#), [KRS 158.645](#), [KRS 158.6451](#); [KRS 158.860](#)
[KRS 161.200](#), [KRS 160.345](#)
[703 KAR 005:200](#)

Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools

RELATED POLICIES:

02.441, 08.113, 08.22, 08.222, 08.5

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