# Draft 8/3/2021

# CURRICULUM AND INSTRUCTION EZ08.221

Grading

Achievement

Teachers shall maintain detailed, systematic records of the achievement of each student.

Grade Reports

Grade reports shall be issued in grades four through twelve (4‑12) every nine (9) weeks. These evaluations shall provide a record of academic progress. Interim deficiency reports denoting unsatisfactory or failing work shall be sent to families midway through the grading period.

Parent Teacher Conferences

Parent/teacher conferences may be scheduled at the request of the parent or teacher.

Traditional Grading Scale (100 Point Scale)

The following grading standards shall be adhered to:

|  |  |  |
| --- | --- | --- |
| 90-100 | A | Excellent |
| 80-89 | B | Above Average |
| 70-79 | C | Average |
| 0-69 | F | Failing |
|  | I | Incomplete |
|  | WS | WithdrawalSatisfactory |
|  | U | Unsatisfactory |

An incomplete (I) grade must be changed to a passing or failing grade by June 30.

For courses ending at any time during the school year, a student will be allowed four (4) weeks to improve their incomplete (I) grade to a passing grade.

All grades of F or U shall be accompanied by the teacher’s written comment.

A student’s grade shall not be lowered as a disciplinary action.

# CURRICULUM AND INSTRUCTION EZ08.221

#  (Continued)

Grading

Standards Based Grading Scale

For schools or content areas that have transitioned or are transitioning to Standards Based Grading the following grading scale and decision rules will apply:

|  |  |
| --- | --- |
| 4 | **Exemplary-** In addition to 3, student demonstrates in-depth inferences and applications that extend beyond the standard with success |
| 3.5 | In addition to understanding of 3.0 content, in-depth inferences and applications with partial success |
| 3 | **Mastery-** Student demonstrates the skills and understandings of the standard. |
| 2.5 | Partial knowledge of the 3.0 content and no major errors or omissions regarding 2.0 content |
| 2 | **Progressing-** Student recognizes key academic vocabulary and demonstrates simpler or prerequisite skills and understandings. “Lowest Passing Score” |
| 1.5 | Partial knowledge of the 2.0 content without support but major errors or omissions regarding the 3.0 content with support |
| 1 | **Struggling-** Even with help, a partial knowledge of some 2.0 and 3.0 skills and understandings. |
| .5 | Incomplete or Irrelevant or No Understanding of Standard even with support |
| 0 | **No Evidence** |

**Decision Rules for SB Final Grade Calculation: for GRADES 9-12 STUDENTS**

|  |  |
| --- | --- |
| A | All strands achieved at 3.0 or higher  |
| B | 1 Strand at a 2.0 or 2.5 and all other strands at a 3.0 or higher |
| C | 2 or more strands at a 2.0 or 2.5 and all other strands at a 3.0 or higher |
| I | Any strand less than a 2.0 |

**Final SB Grade Calculation: for GRADES K-8 STUDENTS**

Students will continue with an “IN PROGRESS” score for each standard in every class/course with effective communications from the school and teachers to adequately communicate progress.

* A student’s grade shall not be lowered as a disciplinary action.

Final Exams

Students enrolled in high school credit-bearing courses may be required to take a final comprehensive examination in each class. The score earned on the final examination in courses not mandated as part of state accountability testing shall count for no more than ten percent (10%) of the final grade in that class and may be recorded on the student's grade card and permanent record.

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#  (Continued)

Grading

Primary Reporting Standards

For primary students, no grades will be assigned as per KERA initiative. However, a formal, inclusive, qualitative progress report shall be sent to parents approximately every nine (9) to twelve (12) weeks. This report shall include narrative, as well as a continuum plotting the student’s growth and development through the primary school year. In addition, other means of informing parents shall be used throughout the year such as, but not limited to, bulletins, parent conferences, phone calls, student reflections, and class newsletters.

Students with Disabilities

Procedures mandated by federal and state law and contained in the Board-approved Policy and Procedure Manual relating to students with disabilities shall be followed.

References:

KRS 158.140, KRS 158.860; KRS 161.200

Related Policies:

08.113; 08.22; 08.222