

Appoquinimink
School District
Grading and Grade
Reporting
Professional
Development Manual

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Purpose

To ensure the grading and grade reporting procedures throughout the Appoquinimink School District are communicated to all stakeholders and that procedures are implemented uniformly throughout the district.

Philosophical Statement of a Grade

The Board of Education of Appoquinimink School District is committed to ensuring that all students meet or exceed rigorous performance and achievement standards and recognizes the need for the regular assessment of each student's academic progress. Grading, promotion, and retention within the Appoquinimink School District are based on the degree of success the individual student has achieved in completing the educational program. The purpose of grades is to reflect the level of achievement of a student.

Definition of a Grade

A grade is a measure of student achievement relative to district curricular goals and objectives. Grades serve to inform students, parents, teachers, and administrators of the degree to which mastery has been attained.

Reporting Grades

Grades will be reported through:

- Interim Progress Reports
 - Gr. 3-8: Three times annually
 - Gr. 9-12: Reflecting progress through the date of issuance
- Report Cards
 - Gr. 3-8: Three times annually
 - Report cards gr.3-5 will be supplemented with checklists reflecting progress in district curricular goals and objectives.
 - Gr. 9-12: Conclusion of each marking period

*Teachers will communicate with parents and the school administration when students are at risk for receiving a failing grade on an interim progress report or a report card.

- Parent Conferences
 - Parent Conferences are scheduled twice throughout the school year.
 - Parents and/or teachers may request additional conferences to discuss student progress and/or concerns.
- Weekly Progress Reports (Elementary)
 - Teachers will prepare a weekly report of student performance in work habits and student behavior.

Grades will be reported using the grading scale for the Appoquinimink School District:

A+ 97 – 100%	B+ 87 – 89%	C+ 77 – 79%	D+ 67 – 69%	F 59 and below
A 93 – 96%	B 83 – 86%	C 73 – 76%	D 63 – 66%	
A- 90 – 92%	B- 80 – 82%	C- 70 – 72%	D- 60 – 62%	

Students are given letter grades on interim progress reports and report cards. The cumulative, final grade will be recorded on the final report card.

Calculating Letter Grades

Letter grades will be calculated using both formative and summative assessments. Specific category weights and assignment types vary according to grade level.

Grades 3 – 5:

- (60%) Formative Assessments – class work, classroom projects, quizzes, summer reading, and benchmark assessments
- (40%) Summative Assessments – unit tests, research reports, major projects, and published writing pieces

Grades 6 – 8:

- (40%) Formative Assessments - summer reading, class work, homework, classroom projects, quizzes and benchmark assessments
- (60%) Summative Assessments - unit tests, research reports, major projects, and published writing pieces

Grades 9 – 12:

- (30%) Process (Formative Evaluations)- homework, class work, participation, quizzes, summer reading, writing process, lab participation
- (70%) Product (Summative Assessments) - tests, essays, projects, rubric scored presentations, lab reports

*Assignment types are examples and are not intended to delineate the *only* types of assessments that may be assigned.

Recording Grades

Teachers will maintain an electronic grade book and evidence substantiating grades.

The electronic grade book purchased by the district is supported through the eSchool website. All teachers should be familiar with grade reporting in the eSchool system.

Examples of evidence supporting grades can include (but not limited to):

- elementary portfolios – samples of student achievement and mastery of the benchmarks
- rubric scores
- graded tests or assignments
- grade sheets

Communication

Regular communication with the parents of our students is expected. An interim progress report and/or report card should **not** be the first indicator to a parent that their child is not experiencing success. There are several methods by which communication can occur such as phone contact, letters to the home, or email. However, be sensitive to the information that is sent by way of email. Try to make a personal, verbal contact your first priority.

Communication concerning the expected grading and return of student work is critical. Graded assignments are used as feedback to students, teachers, and parents and thus should occur in an efficient timeline.

- An assignment due during a specific marking period should be graded and counted in the calculation of that marking period grade.
- If an exception to this procedure will occur, teachers **MUST** communicate, at the time the assignment is given, when the grade will be reported.

Parent conferences are scheduled twice annually. Parents should be made aware of conference dates and teacher availability at least one week prior to the published conference dates. Additional parent conferences may be scheduled throughout the year to address student achievement and/or concerns.

Teachers will maintain a log of all parent contacts which include the date and the nature of the contact.

In addition, teachers will communicate with parents and the school administration when students are at risk of receiving a failing grade on an interim progress report or a report card.

Promotion and Retention

Promotion is a vertical movement of a student through the educational system. Promotion/retention decisions will be made annually. The decision to either promote or retain will be based on the teacher's assessment of student performance on the instructional objectives and on the collaborative judgment of the teacher(s), principal, and parents. Final placement within a school shall be a responsibility of the principal.

Gr. 3 – 8

In order for a student to be promoted to the next grade he/she must pass **four** out of four of the core courses, as well as meet the requirement as defined by the Delaware Department of Education.

Gr. 9 – 12 Credit Based Promotions

- Grades 9 & 10 - Students must take a full schedule. For promotion, students must earn a minimum of five credits each year, four of which must be English, social studies, science and math. Those students who do not meet these criteria will be scheduled into appropriate courses in the next grade.
- Grade 11 - Students must take a full schedule and demonstrate progress toward meeting graduation requirements. For promotion to grade 12, students must acquire 15 credits. (This includes credits earned in grades 9 and 10.) Students must pass English & Social Studies.
- Grade 12 - A minimum of four credits is recommended. Students **MUST** take all courses necessary to meet the graduation requirements for Appoquinimink School District/State of Delaware Diploma.
- For graduation: All Grades: Students may not double up on core subjects (English, social studies, science or math) within the same school year, unless one of the two meets an elective or pathway requirement. Students must complete all requirements as stated previously. Students must pass English & Social Studies. Students must complete a senior project (paper, presentation, product and portfolio).

Homework Philosophy

- Homework is a planned part of the educational process that is designed to enhance student achievement.
- The purposes of homework, as outlined in Appoquinimink School District Board Policy 4108 are to:
 - Reinforce learning that takes place in the classroom.
 - Help students develop organizational, planning, and time management skills.
 - Provide the practice needed to develop student skills and become an independent learner.
 - Serve to strengthen the links between the school and the home.
- Suggested length of homework at the 3-5 grade level is a daily total of 1-4 assignments taking approximately 15-45 minutes depending on the child. Homework will be reflected in the Weekly Progress Report and the Skills for Successful Learners section of the Report Card.
- Suggested length of homework at the 6-8 grade level is a daily total of 3-5 assignments taking approximately 45-75 minutes depending on the child. Daily homework may count for up to one-third (1/3) of the formative assessments counted toward the letter grade (10% of the letter grade).
- At the 9-12 grade level, homework is calculated into a student's process grades. Daily homework varies from course to course, but generally a student can expect at least one hour of homework per night.
 - i. Students in Advanced Placement classes are working on courses at the college level and may regularly require more than 120 minutes for a given assignment. This expectation is clearly communicated to students from the outset and is necessary for the students to be successful on the national exam if college credit is awarded.

Additional Factors Influencing Grades

Discipline

Student grades may **not** be subject to a percentage grade reduction for lateness to class, absence, behavior or disciplinary action. Such actions, however could impact the final grade because of missed work and incomplete assignments.

Academic Dishonesty

Staff should refer to the Appoquinimink School District Code of Conduct (referenced in Appoquinimink School District Board Policy 7209) for guidelines on academic dishonesty.

Extra Credit

Since grades are a measure of student achievement, extra credit must reflect student work. Extra credit may only be awarded if it is linked directly to curriculum and addresses the goals and objectives of that marking period's content. Therefore, extra credit may not be granted for returning signed papers, bringing in classroom supplies, proper student behavior, as well as any other reason that is not related to Appoquinimink School District curricular goals and objectives.

MHS/AHS 5% Attendance Clause:

Students who have 5% unexcused absences will be jeopardy of not receiving CREDIT for the course. The 5% clause is a CREDIT ISSSUE, not a grade issue. Those students who exceed this 5% limit will be offered an opportunity to recoup the "seat time" at designated times during the school year.

Additional Procedures Specific to Grades 9-12

Class Rank

Class rank is reported using both weighted and non-weighted GPA.

- Grade Point Average (GPA) is calculated by dividing the total number of quality points by the number of credits attempted to date.
- Transfer Students: When a student transfers into the district, we enter letter grades from their sending school. Their class rank and GPA are then recalculated based on our quality point and weighting system.
- Only final course and yearly cumulative GPA's appear on transcripts.
- Courses carrying a designation of advanced placement (AP), honors (H) or Tech Prep (TP) will determine weighted class rank in grades ten through twelve.
- In grades ten through twelve, students must earn a grade of "B" or higher in accelerated, honors courses in order to earn the weighted designation of .5 additional quality point **per credit**. Students must earn a grade of "B-" or higher in an advanced placement or tech prep course in order to earn the weighted designation of 1.0 additional quality point **per credit**.
- Non-weighted GPA is computed electronically at the end of each marking period. The official class rank is determined electronically by end of marking period 2 of the senior year.

Grade	Quality Points (QP)	Honors QP	AP / Tech Prep QP
A+	4	4.5	5
A	4	4.5	5
A-	3.66	4.16	4.66
B+	3.33	3.83	4.33
B	3	3.5	4
B-	2.66	3.16	3.66
C+	2.33	2.33	2.33
C	2	2	2
C-	1.66	1.66	1.66
D+	1.33	1.33	1.33
D	1	1	1
D-	0.66	0.66	0.66
F	0	0	0

Course Transfers

- Students transferring to a different course are responsible for making up work missed in the new course.
- The following codes will denote different transfers:

Course	Time	Code for the Course Dropped
Between levels of the same course	Anytime	NO (W) code
Different Course	Before one week after the 1 st Interim Progress Report	NO (W) code*
Different Course	After one week after the 1 st Interim Progress Report	(W) code*

*Make up work will be averaged into the New Course 1st Marking Period Report Card Grade.

- The grades for students who have transferred in from another school will be averaged into the final grade for identical courses. The district will determine grade and credit transfer status for students entering the Appoquinimink School District from non-identical courses.

Incomplete Codes

- Incomplete codes (I) will be issued when a student has not been able to complete required course work due to excused absences or other extenuating circumstances. A teacher assigning an incomplete code will notify the supervising administrator as well as the appropriate guidance counselor.
- Incomplete codes must be converted to the appropriate letter grade no more than two weeks after the marking period ends, except in the unusual circumstances as approved by the principal or his/her designee. In the event the code is not converted, the system will automatically convert to an F.
- For academic eligibility for high school extracurricular activities, incomplete codes must be converted to a letter grade to determine eligibility.

Withdrawals

- Any student who withdraws from a course more than seven school days after the first marking period interim report (third marking period interim for spring semester courses) will receive a withdrawal (W) code on his/her transcript. (**See course transfers for exceptions to this procedure.)
 - The code (WP) will be entered for a student who is passing a course at the time of withdrawal
 - The code (WF) will be entered for a student who is failing a course at the time of withdrawal
- No credits will be issued to course from which a student has withdrawn.
- Courses dropped (WF) will factor into credits attempted and thus impact a student's GPA.

Failure Due to Absence

- Students with unexcused absences of 5% or greater may be denied credit for a course.
- This equates to 5 unexcused absences for a semester course and 10 unexcused absences for a year-long course.
- Students denied credit due to absence will be issued an (FA) code.
- The school attendance officer will issue letters regarding school absences.
- It is crucial that ALL teachers maintain accurate electronic attendance. Teachers are encouraged to maintain a paper backup of attendance records as well.
- Although the attendance office sends letters to the home, it is important to maintain consistent parent contacts for students who are in jeopardy of losing credit for a course due to attendance issues.