

GRADING

Progress and report card grades should accurately reflect a student's mastery of content standards or course expectations.

PURPOSES OF GRADES

- A. Communicate achievement of content standards and course outcomes to students and parents/guardians.
- B. Provide feedback and guidance regarding student learning.

GRADING GUIDELINES

- A. There are four grading periods during each school year. Progress reports are issued at the midpoint of each grading period and report cards are issued at the end of each grading period.
- B. Grades reported on progress reports and report cards will be calculated from work that measures student learning of the knowledge, skills, and competency profiles outlined in the course curriculum.
- C. The elementary grading scale will be based on the following formula:
 - 67% daily grades
 - 33% test grades
- D. Attendance, effort, volunteering in class, and other student compliance behaviors or disciplinary action will not be considered when calculating student grades unless those behaviors are specifically outlined in a student's Individual Education Plan (IEP). Students will earn a conduct grade on both the progress and report cards. Student behavior may also be communicated to parents via phone calls, conferences, written communications, or through the school's discipline procedures.
- E. Teachers will return student's assessed work in a timely manner in order to help drive instruction in the classroom and inform parents/guardians about their progress.
- F. At the beginning of each year, elementary students will receive a grade level syllabus that contains the standards for the courses for the year.

PROGRESS AND REPORT CARD GRADING SCALE

In first through fifth grades the following grading scale will be used to describe student achievement:

- | | |
|---------------------------------|--|
| 90% - 100%
outstanding level | Consistently meets curriculum standards at an |
| 80% - 89% | Generally meets curriculum standards at a high level |

70% - 79% Meets curriculum standards at a satisfactory level

60% - 69% Meets some curriculum standards

59% or less Fails to meet curriculum standards

I = INCOMPLETE

An Incomplete may be given when a student has not completed the assigned work or has failed to demonstrate an appropriate level of mastery on an assignment. The teacher will determine when an Incomplete should be converted to the appropriate numeric grade. An Incomplete may be converted to a zero if a student does not complete an assignment. Teachers must consult with the school principal before assigning an Incomplete on a report card. An Incomplete on a report card must be converted to the appropriate numeric grade no later than the mid-way point of the subsequent grading period.

Percent scores are rounded to the nearest whole number. Any score below .5 rounds down, and any score .5 and above rounds up. Example: 89.49% rounds to 89%; 89.50% rounds to 90%

Kindergarten students will receive progress reports and report cards based on their attainment of the skills outlined in the Georgia Kindergarten Inventory of Developing Skills (GKIDS). The primary purpose of GKIDS is to provide on-going, diagnostic information about Kindergarten students' developing skills in English Language Arts (ELA), Math, Science, Social Studies, personal/social development and approaches to learning. ELA, Math, Social Studies, and Science standards will be assessed using two to five performance levels for each element:

Not Yet Demonstrated Emerging Progressing Meets the Standard Exceeds the Standard

PARENT/ TEACHER CONFERENCES

Early Release Parent/teacher conference days are scheduled three times each school year. Personal contact with the teacher affords parents/guardians an opportunity to participate fully in their child's education. Teachers, counselors, and administrators are available for conferences at other times during the school year as well. Parents and teachers are urged to initiate conferences when there is a concern about a child's academic performance or conduct. Teachers will request a conference with the parents/guardians if a student is in danger of failing classes or a grade level.

GRADE APPEALS

In the instances when a student or parent disagrees with the grade assigned to a student, the student and/or parent should arrange a conference with the teacher. If the issue of the grade is not resolved, the parent or student may appeal the grade to the principal. If a disagreement still exists after the principal's decision is rendered, the parent or student may appeal the principal's decision in writing to the Superintendent of Schools.

HOMEWORK POLICY

Homework assignments should be meaningful; that is, assignments should be related to course outcomes, rigorous and relevant to students, and differentiated, as appropriate, to account for individual differences among students.

In an effort to reduce the workload on students enrolled in the elementary gifted classes, the following guidelines are to be followed:

While students are not required to make up class work and homework missed when he/she is in gifted class, it is strongly recommended that the student read the assignment that was missed so he/she will be able to participate in class the next day. Occasionally a student may miss a test while attending a gifted class. This situation can be handled in any of the following ways: (1) the student can be given the test at another time, (2) the student will be released from gifted class long enough to complete the test in the regular classroom, or (3) the test does not have to be made up if the student has several other test grades in the subject area missed. It is advisable for the classroom teacher and the gifted education teacher to confer and decide which of the testing alternatives will be followed. If it is decided that the student does not need to make up the test, the grade average will be calculated based on the number of tests the student has taken.

PURPOSES OF HOMEWORK

- A. To prepare for subsequent lessons (e.g., read the next chapter)
- B. To practice or review concepts or skills already taught in class (e.g., complete practice problems)
- C. To evaluate what students know by applying, extending, or integrating their knowledge and understanding through projects or other assignments (e.g., write a report or complete a long-term project)

HOMEWORK GUIDELINES

- A. Different classes will likely demand varied amounts of homework. Homework should be assigned on an as needed basis as determined by the teacher.
- B. The amount of homework should be appropriate to the student's needs and abilities;
moreover, the total amount of homework from all the student's teachers should be reasonable. One guideline found in the educational research that helps to clarify "a reasonable amount" of homework is the Ten-Minute Rule (Cooper, 2006). This guideline suggests that if assigned, students should have a total amount of homework of about ten minutes per grade level. For example, a first-grade student should have no more than a total of 10 minutes of homework, a fifth-grade student 50 minutes of homework, etc. Because of individual student differences, and because homework should only be assigned on an as needed basis, the Ten-Minute Rule is only intended to be a guideline and should not be interpreted as policy.
- C. Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework should do so with discretion.
- D. Students should be able to complete homework assignments independently.
Parents should monitor student homework and encourage student efforts to complete assignments, but students alone should complete the homework.

Fannin County Schools

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