

Examination And Grading

Elementary Progress

The building principal is responsible for ensuring that the grading procedure in his/her school is in accordance with the district's established policies and regulations.

The school grading procedure must include the following:

1. Effort and progress marks will be recorded in the first grade level. Effort and achievement marks will be recorded in levels two through six. Second grade students will be given only effort marks for the first two report periods.
2. Work habits and social skills effort marks will be recorded in levels one through six.
3. As a general practice, students working below the standards of expected student achievement for their grade level may not receive a mark higher than a "C." Exceptions to this rule require administrative approval and direct parent/guardian communication.
4. Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

Marks shall be issued for the following subjects four times a year as follows:

Subject Grade Level Marks Given

LANGUAGE ARTS

a. Reading 1 Effort and Progress all report periods.

2 Effort only for the first two report periods. Achievement

and Effort the last two re

port periods.

3-6 Achievement and Effort all

report periods.

a. Reading 1 Effort and Progress all report

periods.

b. Oral Language 1 Effort and Progress all report

periods.

2 Effort only for the first two

report periods.

Achievement and Effort the last

two report periods.

3-6 Achievement and Effort all re-

port periods.

c. Written Language 1 Effort and Progress all report

periods.

2 Effort only for the first two

report periods. Achievement

and Effort the last two report

periods.

3-6 Achievement and Effort all

report periods.

d. Spelling 1 Assessed with a progress mark

under Written Language.

2 Effort only for the first two

report periods. Achievement

and Effort the last two report

periods.

3-6 Achievement and Effort all

report periods.

e. Handwriting 1 Effort only (Assessed under

Work Habits - Handwriting/

neatness).

2 Effort only (Assessed under

Work Habits - Handwriting/

neatness).

3-6 Effort only (Assessed under

Work Habits - Handwriting/

neatness).

MATHEMATICS 1 Effort and Progress all report

periods.

2 Effort only for the first two

report periods. Achievement

and Effort the last two report

periods.

3-6 Achievement and Effort all

report periods.

SCIENCE 1 Effort only during the report

periods in which instruction

occurs.

2 Effort only for the first two

report periods. Achievement

and Effort the last two report

periods (during which instruction occurs).

3-6 Achievement and Effort all report periods.

HEALTH 1 Effort only during the report periods in which instruction occurs.

2 Effort only during the report periods in which instruction occurs.

3-6 Effort only during the report periods in which instruction occurs.

SOCIAL STUDIES 1 Effort only.

(Multicultural) 2 Effort only for the first two report periods. Achievement and Effort the last two report periods.

3-6 Achievement and Effort all report periods.

ART 1-6 Effort only.

MUSIC 1-6 Effort only.

PHYSICAL

EDUCATION 1-6 Effort only.

Achievement Grades

The quality of accomplishment compared to the district standard of expected student achievement for his/her grade level.

Authorized Grade Meaning of the Student Grade

A This grade indicates superior achievement. It is the grade most often earned by a student consistently performing at an outstanding level.

B This grade indicates better-than-average achievement. A student with persistent effort and/or special motivation may earn this grade.

C This grade indicates average achievement. A student of above-average ability can meet this standard quite easily. It is the grade typically earned by a student of average ability who consistently makes a good effort. For a student of below-average ability, this grade indicates he/she is doing very well.

D This grade indicates that the student is meeting only minimum standards.

F This grade indicates a failure to meet minimum standards.

G This mark means good effort and is reserved for those who display effort that exceeds the basic requirements needed for achievement.

Effort Grade Meaning of the Student Grade

S This mark is reserved for students who demonstrate satisfactory effort but do little that is above and beyond the basic requirements.

N This mark is reserved for students who need to improve and lack consistency in demonstrating acceptable effort towards achievement.

Behavior-Conduct (Citizenship)

The behavior-conduct (citizenship) grading should be based on the following criteria to help make reasonable, fair, and consistent evaluations and to provide counsel and guidance for students:

Authorized Grade Meaning of the Student Grade

G This mark means good conduct and is reserved for students who display behavior that exceeds the basic standards set by the teacher.

S This mark is for the student who demonstrates satisfactory conduct but does nothing to distinguish himself/herself from the ordinary students.

N This mark is for the student who needs to improve in paying attention, relying on self, showing self-control, obeying carefully, or being punctual and regular in attendance. This mark is for the

student who seriously interferes with classroom instruction; is rude to teacher, classmates; refuses to work; shows lack of respect for teacher.

Progress (First Grade)

Authorized Grade Meaning of the Student Grade

1 This mark is for the student who is at the beginning level of acquiring a skill in the subject area.

2 This mark is for the student who occasionally demonstrates the ability to perform a skill successfully in a subject area.

3 This mark is for the student who regularly demonstrates the ability to perform a skill successfully in a subject area.

X This mark indicates that the subject area or skill was not assessed this reporting period.

Grading for Special Needs Students

When performance level can be noted, these students should be graded in terms of effort and/or academic achievement. To indicate the performance level of the child "Accomplishment" will be used rather than "Achievement" as on the general education report card. Accomplishment is defined as "Quality of classroom work based on degree of success with grade level materials assigned by the teacher." Special Education students can receive the full range of marks when the Special Education Report card is used.

In addition, the Special Education Teacher will indicate the Functional Grade Level of the child for each subject where an "Accomplishment" grade is given. Functional Grade Level will be determined by the age designation for the State textbooks and district materials used by the student. The State Framework may also serve as a guide for determining "Functional Grade Level." This indicator will serve as qualifier for "Accomplishment" grades which might otherwise be higher than expected for students working below grade level.

Special Needs Students in the Resource Specialist Program

When an IEP Team determines that the Resource Specialist shall assume primary responsibility for a subject area, that instructor shall determine the report card grade for that subject under the following guidelines:

1. The instructor will indicate the "functional" grade level for each subject where an achievement grade is given. The "functional" grade level will be determined by the instructional materials used with that student.
2. A full range of marks/grades may be used with the use of the RSP Insert and the notation "RSP" in place of the general elementary report card mark.
3. These marks/grades have equal standing with general elementary report card marks when students are considered for achievement awards.

Students in Special Day Class

For special classes alternative but parallel report cards will be used for grades one and two and grades three through six with the following guidelines:

1. At the first and third report periods, the teacher will indicate functional grade level for reading, oral language, written language, spelling, and mathematics. The functional grade level will be determined by the instructional materials used or by comparison of performance to establish developmental norms. Functional grade level will serve as a qualifier for "Accomplishment" grades which might otherwise be higher than expected for students working below grade level.
2. To indicate the performance level of the student, "Accomplishment" will be used rather than "Achievement" as on the general elementary report card. Accomplishment is defined as "Quality of classroom work based on degree of success with grade level materials assigned by the teacher related to the student's needs."
3. A full range of marks/grades will be used on the alternative (special day class) report card.
4. Their marks/grades have equal standing with general elementary grades when students are considered for achievement awards, i.e., merit lists, honor roll, etc.
5. Students in grades one and two will be given effort and progress marks for all report periods, except Science, Health, Social Studies, Art, Music, and PE which will be given effort marks only in parallel with general elementary guidelines.
6. Students in grades three through six will be given "Accomplishment" and effort marks in parallel with the general elementary guidelines.

Middle School Grades

The basic philosophy which should guide staff in evaluation of achievement and behavior should include the following principles:

1. Grades are recorded primarily as a means of evaluation and should be sufficient in number to justify the grade reported.
2. The purpose of grades is to help students, parents/guardians, and teachers see how the student is progressing in relation to:
 - a. Standards of expected student achievement.
 - b. His/her own learning capacity.
3. A student should not be surprised by the grade he/she receives. Systematically, and as often as a given situation requires, the teacher should remind students of the criteria which govern the assignment of these grades and should keep students informed as to their status and progress.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

4. Grades should not be affected by short excused absences or unusual circumstances provided that work and tests are made up.

5. Grading will be determined by academic achievement and effort.

6. Special Education students, RSP and SDC, shall be graded in terms of effort and achievement. Course work will be reflective of State Framework Guidelines. Grades will be determined in relation to the content and material selected to meet student needs.

Special Education students can receive the full range of marks when the report card reflects enrollment in a course designed as RSP or SDC. These marks will have equal standing with other middle school report card marks when students are considered for achievement award.

Scholarship grades

Authorized Grade Meaning of the Student Grade

A This grade indicates superior achievement. It is the grade most often earned by a student consistently performing at an outstanding level

B This grade indicates better-than-average achievement. A student with persistent effort and/or special motivation may earn this grade.

C This grade indicates average achievement. A student of above-average ability can meet this standard quite easily. It is the grade typically earned by a student of average ability who consistently makes a good effort. For a student of below-average ability, this grade indicates he/she is doing very well.

D This grade indicates that the student is meeting only minimum standards.

F This grade indicates a failure to meet minimum standards.

E (Excused) This mark is given to designate that a student has been officially excused from physical education.

I (Incomplete) This mark is given if a course has not been completed. A teacher may specify the time limit for making up the incomplete, but the time may not exceed six weeks. If the work is not made up, the grade will be determined on the available grades, with the missed work assigned the grade "F." No incomplete may be given at the end of the second semester or when a student transfers.

P (Pass) This mark is given to indicate the satisfactory completion of a designated field of study where standard letter grades A, B, C, D are not used.

W (Withdrawal) This mark means that a student has dropped a course without penalty, generally prior to the end of the fifth or sixth week of the semester.

W/F This mark means that a student has

(Withdrawal dropped a course with penalty, generally after

with an F grade) after the fifth or sixth week of the semester.

N This mark is used to indicate no grade and no credit.

F/A This mark means withdrawal due to attendance.

The performance level column on the report card allows a teacher to show if the student is working on materials above, on, or below grade level.

+ This mark means that the student is working on materials above grade level.

= This mark means that the student is working on materials at grade level.

- This mark means that the student is working on materials below grade level.

Citizenship

Citizenship includes effort, attitude, and study skills.

G (Good) This mark means more than good conduct. It is reserved for the student who consistently is attentive, courteous, dependable, trustworthy, honest, responsible, prompt, careful, and respectful.

S (Satisfactory) This mark is for the student who demonstrates good conduct but does nothing to distinguish himself/herself from any other student.

N (Needs to Improve) This mark is for the student who needs to improve in paying attention, relying on self, showing self-control, obeying school rules, using school property carefully, or being punctual and regular in attendance. This mark is for the student who seriously interferes with classroom instruction; is rude to teacher, classmates; refuses to work; shows lack of respect for teacher.

High School Grades

The basic philosophy which should guide staff in evaluation of achievement and behavior should include the following principles:

1. Grades are recorded primarily as a means of evaluation and should be sufficient in number to justify the grade reported.
2. The purpose of grades is to help students, parent/guardians, and teachers see how the student is progressing in relation to:

a. Standards of expected student achievement.

b. His/her own learning capacity.

3. A student should not be surprised by the grade he/she receives. Systematically, and as often as a given situation requires, the teacher should remind students of the criteria which govern the assignment of these grades and should keep students informed as to their status and progress.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

4. Failing grades for high school students for excessive absences will be given in accordance with Board policy 5113, high school attendance policy. This principle applies to Special Education students unless an exception is defined and explained by an IEP Team for the individual student.

5. Special Education students, RSP and SDC, shall be graded in terms of effort and achievement. Course work will be reflective of State Framework Guidelines as well as the course description(s). Grades will be determined in relation to the content and materials selected to meet student needs.

Special Education students can receive the full range of marks when the report card reflects enrollment in a course designated as RSP or SDC.

Scholarship Grades

Authorized Grade Meaning of the Student Grade

A This grade indicates superior achievement. It is the grade most often earned by a student consistently performing at an outstanding level

B This grade indicates better-than-average achievement. A student with persistent effort and/or special motivation may earn this grade.

C This grade indicates average achievement. A student of above-average ability can meet this standard quite easily. It is the grade typically earned by a student of average ability who consistently makes a good effort. For a student of below-average ability, this grade indicates he/she is doing very well.

D This grade indicates that the student is meeting only minimum standards.

F This grade indicates a failure to meet minimum standards.

E (Excused) This mark is given to designate that a student has been officially excused from physical education.

I (Incomplete) This mark is given if a course has not been completed. A teacher may specify the time limit for making up the incomplete, but the time may not exceed six weeks. If the work is not made up, the grade will be determined on the available grades, with the missed work assigned

the grade "F." No incomplete may be given at the end of the second semester or when a student transfers.

P (Pass) This mark is given to indicate the satisfactory completion of a designated field of study where standard letter grades A, B, C, D are not used.

W (Withdrawal) This mark means that a student has dropped a course without penalty, generally prior to the end of the fifth or sixth week of the semester.

W/F This mark means that a student has

(Withdrawal dropped a course with penalty, generally

with an F grade) after the fifth or sixth week of the semester.

N This mark is used to indicated no grade and no credit.

F/A This mark means withdrawal due to attendance.

Note: After a student has been assigned to a class for 10 school days, a grade must be determined and recorded.

Behavior/Conduct/Citizenship

The behavior/conduct (citizenship) grading should be based on the following criteria to help make reasonable, fair, and consistent evaluation and to provide counsel and guidance for students:

Authorized Grade Meaning of the Student Grade

S (Satisfactory) This mark is for the student who demonstrates acceptable attitude toward class, subjects and teachers. This is a starting grade for all students at the first of each semester.

P (Poor) This mark is for the student who needs to improve in paying attention, relying on self, showing self-control, obeying school rules, using school property carefully, or being punctual and regular in attendance.

U (Unsatisfactory) For the student who seriously interferes with classroom instruction; is rude to teacher, classmates; refuses to work; shows lack of respect for teacher.

Augmented Grade Point of Honors and/or Advanced Placement

1. Beginning with the graduation class of 1995, Honors and Advanced Placement courses will receive a grade point augmentation of one point for grades A-C for up to four Honors and/or Advanced Placement classes.

2. The augmentation is credited for both fall and spring semesters for a maximum of eight augmented grades for the four courses. If the augmented Honors or Advanced Placement class is taken in the senior year, only one semester of augmentation is possible because GPA for class

rank is determined using both semesters of the sophomore and junior years and the first semester of the senior year.

3. Calculation will be as follows:

Grades X grade values + number of eligible courses taken = unaugmented GPA
Unaugmented GPA + augmentation add-on (.04 for up to 8 semesters) = augmented GPA.

4. All students with GPAs of 4.0 and above will be recognized as graduating with honor.

4.0 - 4.19 cum laude (with distinction)

4.20 boundary of highest GPA, magna cum laude (with great distinction)

4.32 - or highest GPA, summa cum laude (with highest distinction)

Regulation FRESNO UNIFIED SCHOOL DISTRICT

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