

INSTRUCTION

Grading and Progress Reports

Evaluating and Reporting Pupil Progress

Excellent – A (91-100)

Masters all assigned work. Completes work on time. Makes a real contribution to class discussion. Does all written work neatly. Works with vigor and enthusiasm. Evaluates and improves his own efforts. Willing to do more than the assigned work. Works independently of teacher and fellow students. Applies principles to daily experience.

Above Average – B (81-90)

Masters a major portion of assigned work. Completes work on time. Does all written work neatly. Makes a good response in class. Shows a decided interest in work. Tries to evaluate and improve own efforts. Willing to do more than assigned work. Shows evidence of ability to apply principles. Works with little assistance from others.

Average – C (71-80)

Masters the minimum assignments. Completes work on time. Does all written work assigned. Makes an average response in class. Shows some interest in work. Evaluates and improves work under direction. Makes an honest effort to do work.

Below Average – D (61-70)

Completes less than the minimum assignments. Completes work in reasonable time. Does most written work. Responds poorly in class. Makes some effort to do work.

Failure – F (60 and below)

Indicates work inferior to accepted standard for passing. This may be due to indifference, irregular attendance, or incomplete work.

Incomplete Work – I

Incomplete work at the end of the grading period, semester, or year will be recorded as an I or F according to the policy of the individual school. Incomplete work will be made up in a reasonable amount of time as determined by the school.

Grades 7-12

<u>Grade</u>	<u>Point Value</u>	<u>Credit Granted</u>	
A	4	Yes	Excellent
B	3	Yes	Above Average
C	2	Yes	Average
D	1	Yes	Below Average
F	0	No	Failed
I	NA	No	*Incomplete
W	0	No	Withdrew/Failing
P	NA	Yes	Passed (Pass/Fail)
S	NA	Yes	Passed (Special Consideration)

*Incompletes become F's after next ten school days.

Evaluation and Reporting Grades K through 6

Student progress is evaluated and reported in terms of the extent of performance on assessment measures corresponding with instructional objectives. These objectives are based on the Central Kitsap School District basal adoptions, student learning objectives, and curriculum guides appropriate to the subject, grade, and age level.

- A. For kindergarten, there will be a minimum of:
1. A group conference in September to orient parents to the nature, objectives, and format of the kindergarten program.
 2. An individual conference by midyear with the parents of each child to evaluate the child's progress. The District report card will be used as a guideline.
 3. A report card will be provided at the end of the first semester and at the end of the year for the parents of each child. This report may be supplemented by a conference at the request of either the teacher or the parent. The symbols used for reporting student progress are: Y-Yes, I-Improving, and N-Not Yet.
- B. For Grades 1, 2, and 3:
1. At least one parent-teacher conference will be conducted after the first quarter of each year and will be in conjunction with the first written report.
 2. The report form will be distributed three times during the school year: at the semester, 3rd quarter, and 4th quarter.

3. A report form will be marked with the symbols: EP – Excellent Progress, SP – Satisfactory Progress, and N/I – Needs to Improve. Student grade level placement in reading and mathematics will be indicated by marking above grade level, at grade level, below grade level on the report form.
- C. For Grades 4, 5, and 6:
1. At least one parent-teacher conference will be held after the first quarter of each year and will be in conjunction with the first written report.
 2. The written report will be distributed at the first conference, semester, 3rd quarter, and 4th quarter.
 3. A report form will be marked with /A/ through /F/ letter grades for subjects other than art, music, and physical education.
 4. The symbols: 1 – Outstanding Progress; 2 – Satisfactory Progress; and 3 – Needs Improvement will be used to report progress in art, music, and physical education.
 5. Student grade level placement in reading and mathematics will be indicated by marking in the grade level square the level of performance (i.e., 3rd, 4th, etc.)
- D. For grade 7 through 12:
1. A computerized report form will be used and marked with letter grades for all subjects.
 2. Evaluation will be based on evidence of the attainment of the instructional and performance objectives assigned the class and/or student, and also, consideration of the degree to which the student has attained these objectives will be determined by performances on assessment measure.
 3. An appropriate statement of student performance will be selected from a computerized list and placed on the report form.
 4. Reports will be provided quarterly.
- E. It is imperative that teachers notify students and parents when a student's grade deteriorates significantly.

Tests

In Grades 7 through 12 students will be tested periodically to help determine whether they have mastered the objectives of the course as defined and determined by the District.

Tests are to be given at appropriate times throughout the school year to determine that students are accountable for the material being taught. The grades that students receive on such tests will be a major factor in determining the student's nine week's and semester grades. The building administrator is responsible for developing a school policy concerning the giving of final examinations and distributing said policy to teachers and students at the beginning of each school year.

Special Education

Students enrolled in special education classes shall be graded on the basis of individual accuracy and completion of specific objectives of appropriate, specialized curriculum.

Emotional Problems

When a student has an emotional problem that has been identified by the teacher and psychologist, a grading scale is to be used that will be helpful to the student. The grading key for these students is to show that satisfactory work is being done on the particular grade level related to course objectives.

Learning Problems

When students have learning problems that have been identified by the teacher and the building principal, such students may be placed at the level of instructional materials where they would experience success. The grades given to these students will indicate their achievement for that level of instruction.

Educational Program Development

As educational programs are designed to meet the needs of students, new procedures of evaluating student progress will need to be developed. All new methods for evaluating student progress must have the approval of the Assistant Superintendent for Curriculum and Instruction on an annual basis.

Grade Book

The grades that appear on the report cards are to be substantiated by the grades recorded in the teacher's grade book. Students will be permitted to make up all school work that is missed due to excused absences and full credit for such daily work is to be given to the student.

At the beginning of each reporting period the teacher shall set up guidelines for students making up daily work and other assignments due to unexcused absences. Grade penalties for assignments not completed due to unexcused absences must be established and communicated to all students at the beginning of the reporting period.

Revised: May 23, 2001