

SUBJECT: GRADING POLICY

ORIGINATING OFFICE: ASSISTANT SUPERINTENDENT, PERSONNEL

EFFECTIVE: JULY 26, 1982

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SEPTEMBER 3, 2002
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I. Purpose

The purpose of a grading system is to:

- A. Provide a measure of subject achievement, personal development, effort, growth in citizenship and attention to work habits and attendance.
- B. Provide a basis for promotion, acceleration, retention, graduation and recognition for honors.
- C. Provide a permanent record of achievement.
- D. Provide information for counseling about current and future educational and career goals.
- E. Inform parents of student progress.
- F. Encourage student growth and development.

II. Criteria

The grading system shall:

- A. Be directly related to achievement and progress in the areas of curriculum and human behavior as defined in the educational goals and objectives of the district.
- B. Be accomplished in a manner that respects the integrity, dignity and worth of students as individuals.
- C. Be administered fairly, conscientiously and in a positive manner.

- D. Be based on work that is broadly representative of the student's mastery of course content, completion of assigned learning, and not solely on examinations.
- E. Take into consideration the wide variations in student learning patterns, abilities, and growth patterns.
- F. Convey accurate, useful and timely information to parents and students.

III. Factors in Grading

- A. Students' grades (such as A-F) in a course shall be based primarily, but not exclusively, on the degree of mastery of the course objectives.
- B. To receive a passing grade in a course, students are expected:
 - 1. to demonstrate mastery of minimum course objectives as outlined, and
 - 2. to meet other requirements that are identified in advance by the teacher.
- C. The grades students receive should represent the teacher's best judgment of their achievement of the course objectives and other requirements that are identified in advance by the teacher. In making this judgment, the teacher should consider all available evidence: tests, assignments, class participation, projects, informal teacher observation, etc.
- D. The primary task in determining grades is to evaluate learning. Grades should be based on actual participation and performance. Extra credit work should be directly related to course objectives, and should be identified and made available to all students at the beginning of a course. If minimum course objectives have not been mastered, extra credit work shall not be used to raise a final grade.
- E. At their discretion, teachers may use peer grading of student tests, papers and assignments as appropriate to reinforce lessons
- F. Students who make up a failing grade by repeating and passing the same course shall have both the failing and make up grades appear on the transcript and the make up grade points will replace the failing grade point ("0") for the purpose of calculating the college grade point average.

Therefore, the failing grade, when made up, shall not count in the college grade point average calculation.

IV. Classroom Grading Policy

Prior to the opening day of the school year, individual teachers are to develop, submit to the school administration, and enclose in the grade book, a classroom grading policy that incorporates a grading system, as related to course content/objectives. Individual teachers are to communicate to students, in writing, at the beginning of the course, or upon enrollment, the grading policy.

A. A grading system and marking system shall be established to correspond with course outlines for each course and marks shall be based on student achievement of course objectives as evidenced by results of measuring devices.

1. Standard Grading System

A = Outstanding achievement

B = High achievement

C = Average achievement

D = Low achievement

F = Failed to meet course objectives

NM = Student enrolled for less than a full grading period and/or no other data available.

INC = A teacher may use the incomplete grade when judgment indicates that the student needs additional time to complete minimum course objectives. A written (standardized) contract must be completed as follows:

- 1) denotes assignments to be met;
- 2) denotes length of time, determined by teacher, to complete deficiency;
- 3) indicates the grade to be issued if contract is not met; and

4) method of parent notification. The contract shall be agreed upon by the teacher and student, and kept on file in the administrative office of the school.

2. Weighted Grading System

Weighted grades shall be awarded in all Advanced Placement courses, International Baccalaureate courses (with SL and HL designations), Honors courses (as defined), and UC/CSU university transferable community college courses listed below.

Economics 1A
English 1A
English 1B
Math 13 (Statistics)
Math 30 (Calculus)
Math 31 (Calculus)
Political Science
Psychology 1
Sociology 1
U.S. History 17A
U.S. History 17B

In addition, prior to beginning the course, students may petition the Assistant Superintendent for Curriculum and Assessment to have additional UC/CSU transferable college courses that go beyond the high school curriculum weighted if the courses fall into one of the following categories:

- English
- Foreign Language, College Level 3 or above
- Math
- Science
- Social Studies
- VAPA

When calculating a student's grade point average, extra grade weighting shall not be assigned to a course required for admission to the University of California or the California State University unless the superintendent or designee has submitted the course curriculum to the President of the University of California and has received approval. (Education Code 1220.3) Weighted grades shall receive an additional grade point as indicated below:

- A = 5 grade points (instead of 4)
- B = 4 grade points (instead of 3)
- C = 3 grade points (instead of 2)
- D = 1 grade points
- F = 0 grade points

Grades of NM and INC shall be the same as in the standard grading system.

V. Granting of Partial Credit

- A. Less than (5) units are accepted on transcripts of students transferring into the district (grades 9-12) for units granted elsewhere.
- B. Two and one-half (2 1/2) units may be granted by the principal for students who:
 - 1. are entering the Roseville Joint Union High School District, following one quarter of course work with a passing grade, and who cannot continue in our district that course begun in the previous district of attendance.
 - 2. complete a course for a school quarter with a passing grade, and who are unable to continue attendance due to illness and are unable to take or complete a course in home teaching.

VI. Variable Credit

The Governing Board may approve courses awarding variable credit. In these approved courses the awarding of credits must be tied to the completion of the course objectives, i.e., the number of units earned should be in proportion to the amount of performance objectives completed.

VII. Parent Request to Change Grades

A pupil's parent or guardian may file a written request with the principal within fifteen (15) calendar days upon issuance of the report card, to correct grade(s) or marks awarded which the parent or guardian alleges to be inaccurate, due to clerical or mechanical mistakes, fraud, bad faith, or incompetence. If after meeting with the principal a grade issue remains unresolved, the parent or guardian may appeal to the district superintendent and to the Board of Education. (Education Code, 49066)

VIII. Progress Reports

There shall be a conference with or a written report to the parent or guardian of each pupil whenever it becomes evident to the teacher that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference, or respond to the written report, shall not preclude failing the pupil at the end of the grading period.

Legal Reference:

EDUCATION CODE

48070 Promotion and retention

48205 Excused absences

48431.6 Required systematic review

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding pupil's achievement

51220.3 Extra grade weighting for college admission courses