

Student Academic Achievement**Grading Systems**

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance in the school district. Grades shall be carefully assigned so as to serve the following important purposes.

Provide students with a periodic estimate of progress and achievement.

Afford a means of transmitting to parents/guardians information concerning the quality of achievement and progress of children.

Constitute a medium and sometimes a motive for bringing the home and school together to work more effectively on the task of promoting learning.

Serve as an incentive to greater and continuous effort in learning on the part of the student.

Furnish a system of records or administrative purposes of the school, including classification, promotion, transfer, entrance to higher education institutions and occupation information.

Supply data upon which experimental student and interpretation of the relative efficiency of different instructional methods, school organization and instruction materials may be evaluated.

The teachers of the school district shall use a five-letter scale in assigning grades. As a part of the official grading system, there will be provisions for a graduation of scores within each letter grade to accommodate the use of plus and minus signs to differentiate between the extremes in each letter grouping. In addition, special symbols and terms appropriate to non-graded programs may be used to indicate student progress. Exceptional student shall be graded according to their Individualized Educational Program (IEP).

The following grading scale will be used in the evaluative procedures appropriate to the instructional level of the students.

Letter grade	Grade points	Weighted Grade
A	4	5
B	3	4
C	2	3
D	1	2
F	0	0

Grading shall not be influenced by pressure from parent/guardians. In addition, grades are not to be used as a disciplinary measure.

Grades will be reported to parents/guardians and students on a nine-week basis. The first report is a mid-semester report. And the second report includes the last nine weeks and a semester grade. Teachers shall maintain records so that there is a clear understanding of how grades were derived, should questions arise.

Criteria for Weighted Courses:

1. The course is not a graduation requirement or in a possible sequence of required courses for graduation.
e.g. if a student takes Algebra I in 8th grade, Geometry and Algebra II would most likely be the sequence they would take in high school as their 2 math requirements therefore Geometry and Algebra II could not be weighted.
2. The course should be designed for juniors and seniors.
**Exception: There may be instances where sophomores with advanced standing may be enrolled in a Jr/Sr level course.
3. The course must have a minimum of one year in the subject area as a prerequisite.
4. The student may only take a weighted course if all prerequisites have been completed and passed.
5. The course should demand a high level of written communication skills, problem solving, and creative thinking abilities and should be taught with an equivalence to a post-secondary course (higher education).
6. Each department is responsible for recommending which courses should be weighted. These course are then submitted to a committee consisting of the school counselor and one delegated member from each of the following departments: Math Science, Social Studies, Language Arts, Practical Arts, Fine Arts, and Physical Education. This committee will review and approve all weighted courses annually.
7. Any course that is offered for dual credit is automatically considered a weighted course. Jr and Sr level courses offered over the ITV will be considered on an individual basis by the weighted course committee.

Adopted: April 17, 2012

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Knox County R-I School District, Edina, Missouri