

GRADING GUIDELINES

Philosophy:

The Council Bluffs School District believes that grades reflect and communicate academic achievement to students, parents, teachers, and postsecondary schools. As a result of a fair and consistent grading process, students will be able to evaluate their learning and set personal goals to attain the district learning targets and communicate achievement status to interested stakeholders.

CORE BELIEFS

- A wide variety of quality assessments determine grades. Quality assessments meet rigorous design criteria (e.g. clear targets, clear purpose, appropriate match of target and method, and a lack of bias and distortion) and help communicate progress on learning targets.
- Appropriate tools to record and maintain evidence of achievement, as well as evidence of work habits/ life skills, are critical to the process.
- Students should be involved in the assessment and grading process throughout the learning cycle. Students will understand the assessment process and how to communicate their achievement and progress.
- Learning occurs at different times and in different ways for students. Students may need multiple opportunities to demonstrate mastery.

GRADING REQUIREMENTS

The grade that is in the gradebook is meant to be feedback for the student and information to the parent; consequently there should be practice and performance grades listed in the gradebook to effectively assess student mastery of the standard(s). Grades will be based on student achievement in categories designated as performance and practice **only**. To accurately assess student performance there should be a minimum of 18 performance or practice grades in a semester. A typical range for the number of grades should be 25-30. Performance grades will be weighted at 60%. Practice grades will be weighted at 40%. Practice grades must be provided for each performance grade.

Letter grades, derived from the 4-point scale, will be based primarily on achievement of course/grade level standards. Student attendance, effort, ability, engagement, improvement, attitude, and other behaviors will generally be reported separately from achievement using Council Bluffs Community School District Future Ready Rubric.

Grades should be updated online (in PowerSchool) at a **minimum** of every 10 school days but it is strongly encouraged to update grades weekly.

GRADING PRACTICES

Students need to demonstrate proficiency on all standards and will be provided multiple opportunities to do so.

- Teachers have the discretion to determine if concepts missed from failed **or missed** performances earlier in the course can be demonstrated in a later performance.
- Students may fail a Performance and still pass the class if the teacher determines that the student has demonstrated proficiency on the standards in another way (i.e. comprehensive final, project, paper, etc.).
- Students are allowed **one** redo for performance only after the student has demonstrated he or she has completed additional learning (i.e. completed practice). A letter grade reduction may be given for performances that are redone.
- Teachers have discretion for determining any redo opportunities of assignments categorized as practice.
- Performances must be retaken no later than two weeks prior to the end of a grading term (i.e. semester). *Teachers have the discretion to extend the deadline under extenuating circumstances.

GRADING SCALE

Final Score	Final Grade	Scale
3.50-4.00	A	4 Student demonstrates mastery of concepts
2.50-3.49	B	3 Student demonstrates understanding of most concepts
1.50-2.49	C	2 Student demonstrates understanding of some concepts
.51-1.49	D	1 Student is working towards demonstrating understanding of concepts
0-.50	F	0 Student does not demonstrate understanding of concepts or did not attempt

**NOTE: individual student assignments that are given a grade or score should be recorded in the gradebook in increments of .5 (e.g., 0, 0.5, 1, 1.5, 2, 2.5, 3, 3.5 or 4). In other words, scores of 2.7 or 3.1 or .7 would not be appropriate designations.*

P/NC = Pass or No Credit

P* = See below for description

P* GRADING

- If a student misses **15** or more class periods in a course in one **semester** the teacher will have the option of changing the grade to P*
- A P* will be included in the GPA calculation, carrying the weight of a D, or 1 credit point.
- Courses scored as P* have the likelihood of lowering a student's GPA. For example, if a student who has three A's receives a "P*" for a fourth class the GPA would calculate as a 3.25.
- Special circumstances such as long-term health issues will be taken into consideration.
- Students may file an appeal with the Principal on a decision to grade their performance as P*.

GRADE OVERRIDE

During the course of the semester, a teacher can override the current grade to alert the student of failure to meet the requirements to pass the course if missed work is not completed. A student's grade must be overridden as soon as the student is not meeting the minimum proficiency expected on a standard, unit, or performance. When a grade is overridden, a comment in the gradebook **must** be added and a contact home should be made by the teacher.

GRADE REPLACEMENT

Students may re-enroll in a course for grade replacement by requesting a "Grade Replacement Form" from their counselor prior to the beginning of the course. Upon successful completion of the course, the most recent grade in the course will be recorded on the transcript. Students may not receive credit toward course-specific graduation requirements more than once for any single course.

GRADE CHANGE

Grade Change forms are used when a teacher has an agreement with a student beyond the end of a term. Once the student has completed the necessary work, the teacher will complete a Grade Change Form. The registrar then changes the grade from an F to the grade they earned.

ACCOMMODATIONS AND MODIFICATIONS ARE PROVIDED TO STUDENTS WITH SPECIAL NEEDS:

- A student with special needs should not receive a lower grade due to appropriate accommodations and modifications of learning expectations.
- Appropriate accommodations and modifications should be documented in the IEP.
- Specific grading accommodations in a student's IEP may supersede general grading guidelines.

GRADE POINT AVERAGE (G.P.A)

Semester letter grades (A-F and P*) are used to determine grade point averages. Courses such as guidance aide, office aide, ELL tutor, and library aide may qualify for a ½ credit if students receive a "P" for pass, but the ½ credit is not included in the G.P.A. calculation. Students do not receive credit for being a teacher's aide. Class rank and cumulative G.P.A. are determined at the end of each semester in high school for Juniors and Seniors but not for Freshman or Sophomores.

Concurrent Enrollment (CE) and Advanced Placement (AP) courses will carry an additional 1.0 high school grade point.

- The high school grade points assigned to Concurrent Enrollment (CE) and Advanced Placement (AP) courses will be adjusted at the end of each semester.
- If passing, the final high school grade point assigned to CE and AP courses will be raised by 1.0 grade point. For example, if a student is receiving an A for the AP/CE course, the grade points will be raised to 5.0.

CLASS RANK

Class rank designates a student's academic standing in relation to all other members of a cohort class. Starting with the highest cumulative weighted grade point average, students are ranked from the first to the last. Placeholder ranks are not used. Only resident students graduating by credit are ranked. Class rank is calculated and frozen only at the conclusion of each semester for Juniors and Seniors only. This information is used primarily for college entrance, scholarships, and academic recognition. Students enrolled in CE and AP courses may earn up to 5 grade points for an A.