

GRADING SYSTEMS

Function of the Grading System

A teacher should grade carefully and be able to justify every grade given. It should be pointed out to the student with a low grade that he/she is falling short of the standard in one of these valuable qualities. Teachers have long felt the need of definite points of defense when questioned about a grade, but these five desirable qualities need emphasis and should be used in conferences with students. It is essential that students understand this system as thoroughly as do the teachers. This will give students a secure sense of direction in attempting improvement.

Reporting to Parents

It is important in the grading system to periodically report the student's progress to the parents. For this purpose, the Report Card adopted by this system shall be used. It is highly recommended that the Report Card should be supplemented by scheduled parental conferences whenever feasible.

Distribution of Grades

This is a very important factor in the system of grading. Within the class, and within the school, it is expected that the proper regard be given to the Normal Curve of Frequency. However, the grades are not to be made primarily for the purpose of fitting the curve. The curve is to be used as a check to see what "Norm" would be under usual conditions with a large enough group. It is expected that a teacher will be able to justify excessive variations in grade distribution from the Normal Curve of Frequency, but all of these things are only sign posts – the teacher's understanding of the child is more important than any curve or standard.

Nine-Weeks Grades

For determining nine-weeks grades, the Board of Directors does not recommend any one specific method. However, the Board feels that many phases of the student's work should be weighed, and that the teacher should, at the beginning of the course, thoroughly acquaint the students as to how much weight each phase bears.

Semester Grades – High School Students

Semester grades and yearly grades are the keynote to a successful grading system. Therefore, the following methods of determining semester and yearly grades must be followed. A deviation from these methods must have the approval of the principal in charge.

The following method of determining the semester grade must be followed:

Grading Policy

GRADE	PERCENTAGE	POINT VALUE	POINT EQUIVALENTS
A+	100 - 98	4.33	13
A	97 - 92	4.00	12
A-	91 - 90	3.67	11
B+	89 - 88	3.33	10
B	87 - 82	3.00	9
B-	81 - 80	2.67	8
C+	79 - 78	2.33	7
C	77 - 72	2.00	6
C-	71 - 70	1.67	5
D+	69 - 68	1.33	4
D	67 - 62	1.00	3
D-	61 - 60	0.67	2
F	59 - 0	0.00	0

Individual course grades are based on a 100-point percentage scale and plusses and minuses are used. The Point Value Scale is used when calculating GPA (grade point average) and determining honor roll and class rank. K-8 students earn quarterly term grades only and do not have exam grades or semester averages.

In grades 9-12, the quarterly grades will be converted to the 13 Point Equivalent Scale when determining semester averages at the end of course work.

To figure final high school grades, exam grade point equivalents (13-point scale) are added to two times each quarterly term's point equivalent. Thus exam grades count one fifth of the total course grade. To earn a passing final grade for a semester, a student must earn a passing grade for two of the three scores (two quarterly terms and one exam grade).

Incompletes

Students must make a written request to receive an incomplete for a class due to a catastrophe. When an incomplete is received in a subject, at the end of a quarterly grading period, the student is given a maximum of 14 calendar days to complete the work or the incomplete grade will convert to an F.

Adopted: January 27, 2017