

**CODIFICATION REFERENCE NUMBER:** 2624

**DATE:** March 10, 1999

## **GRADING SYSTEM**

### **RESPONSIBILITY:**

The building principal and curriculum supervisors will be responsible for implementing the procedures for this policy.

### **PROCEDURES:**

1. **RECORDING:**

A teacher gathers data "that measures progress towards demonstrated proficiency in the New Jersey Core Curriculum Standards and the educational goals of our district" (Policy 2624):

1. Includes broad variety of assessment data from multiple sources: descriptive anecdotes, behavioral observations, classwork, homework, performance assessments, quizzes, tests.
2. Requires several samples over time.
3. Covers all curricular domains including NJCCCS for subjects and workplace readiness skills:
  - Cognitive (content knowledge),
  - Affective (how students feels toward a topic, the effort expended),
  - Meta-cognitive (thinking about thinking), and
  - Psycho-motor curriculum domains.
4. Uses reliable and valid methods that offer a balanced view of the "progress of pupils measured against both their own potential for achievement and the achievement of others in their class as appropriate to grade level and subject matter." (Policy 2624)
5. Includes individual and group assessments of cooperative learning assignments.

- Students receive all pre-determined grading criteria at the initiation of the task, including both individual roles and group accountability;
  - Teachers use intermediate deadlines and closely/systematically monitor all groups to ensure that every member contributes and completes appropriate quality and quantity of work;
  - While members are encouraged to attempt conflict resolution within the group, the teacher has ultimate responsibility to prevent scenarios where one or two group members jeopardize the group grade;
  - Removing non-productive students from the group should be considered;
  - Students should have opportunities to assess their individual and group performance on a given task based on contributions to the group, ability to work cooperatively, fulfillment of role, etc.
6. Can be organized and classified to reveal patterns of knowledge and behaviors.
  7. Provides critical information that directs future instruction.
  8. Are returned to students with descriptive and prescriptive feedback that motivates further progress.
  9. Assessments are returned to and shared with students in a timely fashion; some documents (District-created) may be filed in the student's portfolio.
  10. Students and parents **ALWAYS** have access to portfolios.
  11. Information if recorded on record-keeping forms (K-5), in traditional grade books (K-12, or in a computerized spreadsheet:
    - Teachers will maintain accurate and complete records;
    - Teachers are aware that "the teacher's grade book is the basic school record from which permanent grade records are formed, and thus it is a part of the school record system" (Policy 2624);
    - Teachers will file record keeping instruments with their

principal at the closing of the school year.

2. MEASURING:

1. Provides class information about curricular goals and the “progress of pupils measured against both their own potential for achievement and the achievement of others in their class as appropriate to grade level and subject matter.” (policy 2624)
2. Assesses understanding in an authentic context, not just knowledge and recall.
3. Identifies the students accomplishments and effort compared to exemplars, ideal specifications, assignment criteria, rubrics, and performance standards.
4. The assessment/evaluation criterion is public and accessible to all:
  - Individual assignments and
  - Derivation of marking period grade e.g., 20% tests, 50% compositions, 20% homework, 10% quizzes.
5. Offers an honest and accurate report of achievement and effort as compared to self-class/district/national norms.
6. Methods are fair, consistent, and standardized in cross-teacher situations.
7. Teachers will offer students multiple opportunities to reflect meta-cognitively on their progress and effort through Likert Scales, open-ended responses, self-assessment surveys, etc.

3. REPORTING:

1. Offers descriptive feedback:
  - Is user friendly;
  - Presented to students in a timely fashion;
  - Emphasizes what the student has completed correctly;
  - Motivates students and acknowledges;
  - Helps teachers improve instruction; and
  - Guides district curriculum planning.

2. Makes evaluative judgments about gathered student data.
3. Summarizes, interprets, and shares information with various audiences (student, parent, teacher, administration, community).
4. Encompasses many components:
  - Standardized Testing
  - State Assessments
  - District Performance Assessments
  - Report Cards
  - Portfolios
  - Parent/Teacher Conferences
  - Student Conferences
  - Self, peer, parent evaluations
  - Other forms

4. COMMUNICATING INSTRUCTIONAL OBJECTIVES TO STUDENTS:

1. Yearly Goals - High school and middle school teachers will provide students with the course description and goals as indicated in Board approved curriculum.
2. Unit/Weekly Goals - All teachers will communicate unit goals to students. Secondary teachers are encouraged to give students a weekly syllabus to facilitate planning and effective time management.
3. Daily Goals - All teachers will communicate daily learning objectives to the students (orally on the chalkboard, overhead transparency, bulletin board, etc).