

# Central Valley School District GRADING SCALE

	GPA Scale	Grade Scale	Percentage Scale
Distinguished (Elem – 4)	<b>4.0</b>	<b>A</b>	<b>94 to 100%</b>
	<b>3.7</b>	<b>A-</b>	<b>90 to &lt;94%</b>
Proficient (Elem – 3)	<b>3.3</b>	<b>B+</b>	<b>87 to &lt;90%</b>
	<b>3.0</b>	<b>B</b>	<b>84 to &lt;87%</b>
	<b>2.7</b>	<b>B-</b>	<b>80 to &lt;84%</b>
Apprentice (Elem – 2)	<b>2.3</b>	<b>C+</b>	<b>77 to &lt;80%</b>
	<b>2.0</b>	<b>C</b>	<b>74 to &lt;77%</b>
	<b>1.7</b>	<b>C-</b>	<b>70 to &lt;74%</b>
Novice (Elem – 1)	<b>1.3</b>	<b>D+</b>	<b>67 to &lt;70%</b>
	<b>1.0</b>	<b>D</b>	<b>60 to &lt;67%</b>
	<b>0.0</b>	<b>F</b>	<b>&lt;60%</b>

- **What is it that we expect students to learn?**
- **How will we know when they have learned it?**
- **How will we respond when they don't?**

### **“A” Grade**

- The definition of the “A” includes descriptors that define this grade with the label of “Distinguished.”  
In this context, the student:
  - Knows and understands the Essential Learnings/Grade Level Expectations and applicable national standards, and is able to teach and communicate this knowledge to others.
  - Communicates and demonstrates a very high level of accuracy and understanding of the content and skills as outlined in the curriculum guide or syllabus.
  - Is anticipated to show evidence of this understanding by achieving WASL assessments at a passing level of four.

### **“B” Grade**

- The definition of the “B” includes descriptors that define this grade with the label of “Proficient.”  
In this context, the student:
  - Knows and understands the Essential Learnings/Grade Level Expectations and applicable national standards, and is able to communicate this knowledge to others.
  - Communicates and demonstrates a high level of accuracy and understanding of the content and skills as outlined in the curriculum guide or syllabus.
  - Is anticipated to show evidence of this understanding by achieving WASL assessments at a passing level of three or four.

### **“C” Grade**

- The definition of the “C” includes descriptors that define this grade with the label of “Apprentice.”  
In this context, the student:
  - Has satisfactory knowledge and understanding of the Essential Learnings/Grade Level Expectations and applicable national standards, and is able to communicate this knowledge to others.
  - Communicates and demonstrates with some degree of accuracy and understanding the content and skills as outlined in the curriculum guide or syllabus.
  - Is anticipated to show evidence of achievement on WASL assessments of a two or three.

### **“D” Grade**

- The definition of the “D” includes descriptors that define this grade with the label of “Novice.”  
In this context, the student:
  - Has minimal knowledge and understanding of the Essential Learnings/Grade Level Expectations and applicable national standards.
  - Demonstrates minimal understanding of course specifics and details, which would indicate that significant attention needs to be directed in remediation or re-teaching for academic understanding
  - Is anticipated to show evidence of little success on WASL assessments in the range of one or two.

## Policies and Procedures

Title: Grading and Progress Report  
Number: 2420AP  
Adopted: 06/24/2002  
Last Revised: 06/28/2004

### Policy Detail

#### Elementary Level - K-5

The Central Valley "Report of Pupil Progress"/report card is an instrument for communicating the progress of each elementary student to parents/guardians/custodians, students, and staff. It is written in a concise manner that objectively and subjectively reflects academic achievement, work/study skills, school behavior and effort.

Elementary students shall be evaluated on their progress in relation to district goals and objectives using parent-teacher conferences with reporting instruments twice each year-fall and spring. Year-end reports to the parents/guardians/custodians shall be sent home without a conference, unless requested by teachers or parents/guardians/custodians.

Student achievement in Grades K-5 shall be evaluated each trimester using the following "Achievement" scale. "Academic expectations" refers to the grading expectations for that grade level for the trimester.

4= Exceeds academic expectations  
3 = Meets academic expectations  
2 = Progressing toward academic expectations  
1 = Meets few academic expectations  
\* = Indicates area of concern  
N/A = Not reported at this time

Students in Grades 1-5 shall be evaluated on "Effort" in all areas, using the following scale.

4 = Excellent  
3 = Good  
2 = Satisfactory  
1 = Needs Improvement  
N/A = Not reported at this time

A plus (+) or minus (-) may be used after a numerical grade to indicate the relative strength or weakness of a grade.

Kindergarten students shall be evaluated in work habits, school behavior, speaking, listening, health/science, social studies, arts and technology using the "Effort" scale. Kindergarten student achievement in writing, reading, math, and physical development shall be evaluated using the "Achievement" scale in addition to the "Effort" scale.

Students in Grades 1 and 2 shall be evaluated in the following areas using the "Achievement" scale: integrated language and mathematics. All other areas shall be evaluated using the "Effort" scale: science, social studies, physical education, technology, art, health, music, work/study skills, and school behavior.

Students in Grades 3-5 shall be evaluated for achievement and effort in the following areas, using the appropriate scale: integrated language, mathematics, science, social studies, physical education, music, art and health. Instrumental music--band and strings--shall be evaluated as appropriate in Grades 5.

In Grades 3-5 only, the "Effort" scale shall be used to evaluate student growth in technology, art work/study skills, and school behavior.

Students for whom accommodations are made for instruction (eg. audio books, etc.), shall be graded on the same basis as students not requiring accommodations.

At the request of parents/guardians/custodians, an optional "letter grade" (A, B, C, D, F) may be given to students in Grades 4-5 for mathematics, social studies, and science rather than using the achievement scale.

Letter grade guidelines for grades 4-12 are based on the following percentage basis and descriptors:

4.0 – A	94-100%
3.7 – A-	90-93%
3.3 – B+	87-89
3.0 – B	84-86
2.7 – B-	80-83
2.3 – C+	77-79
2.0 – C	74-76
1.7 – C-	70-73
1.3 – D+	67-69
1.0 – D	60-66
0.0 – F	<60

- “A” descriptors define this grade with the label of “Distinguished”, and in this context, the student:
  - Would know and understand the Essential Learnings/Grade Level Expectations and applicable national standards, and would be able to teach and communicate this knowledge to others.
  - Can communicate and demonstrate a very high level of accuracy and understanding of the content and skills as outlined in the curriculum guide or syllabus.
  - Would anticipate evidence of this understanding by achieving WASL assessments at a passing level of four.
- “B” descriptors define this grade with the label of “Proficient” and in this context, the student:
  - Would know and understand the Essential Learnings/Grade Level Expectations and applicable national standards, and would be able to communicate this knowledge to others.
  - Can communicate and demonstrate a high level of accuracy and understanding of the content and skills as outlined in the curriculum guide or syllabus.
  - Would anticipate evidence of this understanding by achieving WASL assessments at a passing level of three or four.
- “C” descriptors define this grade with the label of “Apprentice” and in this context the student:
  - Would have adequate knowledge and understanding of the Essential Learnings/Grade Level Expectations and applicable national standards, and would be able to communicate this knowledge to others.
  - Can communicate and demonstrate with some degree of accuracy and understanding the content and skills as outlined in the curriculum guide or syllabus.
  - Would anticipate evidence of achievement on WASL assessments of a two or three.
- “D” descriptors define this grade with the label of “Novice” and in this context the student:
  - Would have minimal knowledge and understanding of the Essential Learnings/Grade Level Expectations and applicable national standards.
  - Would have minimal understanding of course specific and details, which would indicate that significant attention needs to be directed in remediation or reteaching for academic understanding.
  - Would anticipate evidence of little success on WASL assessments in the range of one or two.

The grade point average for grades 4-12 shall be calculated in the following manner.

Each student’s “grade point average” (GPA) shall be the sum of the point values of all the marks/grades received for all courses attempted, divided by the sum of the credits for all courses attempted. The grade point value shall be calculated by multiplying the numerical value of the mark/grade by the number of credits assigned to the course.

2004-05 school year sophomore, junior and senior students who are candidates for Valedictorian and Salutatorian would be grandfathered and have the option of continuing to be evaluated on the 5-point scale through Graduation.

Mid-level students shall be evaluated on their progress in relation to district goals and objectives using student-led parent-teacher conferences twice each year – fall and winter, at the trimester mid-point. Grade reports to the parents/guardians shall be sent home without a conference, unless requested by the teacher or parents/guardian at the end of each trimester.

The minimal passing mark/grade is D=1.0. Pass/fail, credit/no credit, and satisfactory/unsatisfactory marks/grades may also be used. These non-numerical marks/grades shall be clearly identified and excluded from the calculation of grade point average.

PASS/FAIL. Students taking physical education, drivers' education, teaching assistant, and keyboarding classes have the option of being graded using a satisfactory/unsatisfactory grade ("S"/"U") or the traditional "A-F" letter grades. All students shall be graded using the "A-F" system unless the "S"/"U" option is requested. The minimum level a student must achieve to receive an "S" (satisfactory) grade shall be 770 percent, the same level as the minimum for a "C" letter grade. The "S"/"U" option must be requested within the first four (4) weeks of each semester. Students may not retroactively request the "S"/"U" option.

Marks/grades for each course taken shall be included in the calculation of grade point average. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade shall be included in the calculation of grade point averages. Marks/grades for recurring classes shall all be included in the calculation of grade points. Grade point average shall be rounded to two decimal places and reported for each trimester/semester and for the cumulative credits earned for all courses attempted in high school.

Teachers shall be responsible for documenting individual student performances used for determining grades.

### Student Evaluation - Special Education

#### Elementary

Generally, grading and conferencing of students with disabilities served by the Special Education Program will utilize the following procedures of responsibility unless outlined differently in the student's current IEP (Individualized Education Plan).

The general education classroom teacher shall have the primary grading/conferencing responsibility for students who are in an in-class special education or pull out special education placement except where a special education teacher is the sole provider of instruction in a specific area of instruction. In that case, the special education teacher will provide the mark/grade for that area. The general education classroom teacher will be responsible for communicating with the special education teacher and related service staff prior to conferencing/grading. If the special education teacher is the sole provider of the academic instruction he/she will be responsible for communicating with related service staff prior to conferencing/grading.

The special education classroom teacher shall have the primary grading/conferencing responsibility for students who are in a self-contained special education placement except where a general education teacher is the sole provider of instruction in a specific area of instruction. In that case, the general education teacher will provide the mark/grade for that area. The special education classroom teacher will be responsible for communicating with the regular education teacher, except for those students who are not included in general education placement/activities, and related service staff.

1. All special education students will receive a report card. The majority of grades K-5 special education students will be evaluated on the district Reporting Pupil Progress instrument. The majority of special education students in grades 6-12 will receive letter grades in all classes. Alternative forms of grading including satisfactory/unsatisfactory for middle school students or pass/fail for senior high students may be utilized if outlined in the student's current IEP.
2. Special education disabled students shall be graded like non-disabled students unless otherwise noted in the student's current IEP. Every attempt will be made to provide access to the general education curriculum through the use of accommodations and/or modifications to the general curriculum.
3. The IEP will be the documentation instrument if a student is receiving accommodations and/or modification to the general education curriculum. The IEP team will determine the use of accommodations and/or modification to the general curriculum and this will be documented on the student's current IEP. Therefore, no documentation will be noted on the report card.
4. In academic areas where a special education student is receiving instruction in both the general education and special education placement, the reporting of progress shall be jointly determined by both teachers.
5. If, as a result of scheduling, a student consistently misses a majority of instruction in an academic area, the principal will be notified. The IEP team will convene and determine the most appropriate option for this student.
6. Students for whom accommodations are made for instruction (e.g. audio-books, etc) shall be graded on the same basis as students not requiring accommodations.

### Secondary

Generally, grading and conferencing of students with disabilities served by the Special Education Program will utilize the following procedures of responsibility unless outlined differently in the student's current IEP (Individualized Education Plan).

The general education classroom teacher shall have the primary grading/conferencing responsibility for students who are in an in-class special education or pull out special education placement unless the special education teacher is the sole provider of the academic instruction. The general education classroom teacher working with the special education teachers will be responsible for communicating with related service staff prior to conferencing/grading. If the special education teacher is the sole provider of the academic instruction he/she will be responsible for communicating with related service staff prior to conferencing/grading.

1. The majority of special education students will receive letter grades in all classes. Alternative forms of grading including satisfactory/unsatisfactory for junior high school students or pass/fail for senior high students may be utilized if outlined in the student's current IEP.
2. Special education disabled students shall be graded like non-disabled students using the district adopted system unless otherwise noted in the student's current IEP. Every attempt will be made to provide access to the general education curriculum through the use of accommodations and/or modifications to the general curriculum.
3. The IEP will be the documentation instrument if a student is receiving accommodations and/or modification to the general education curriculum. The IEP team will determine the use of accommodations and/or modification to the general curriculum and this will be documented on the student's current IEP. Therefore, no documentation will be noted on the report cards.
4. In academic areas where a special education student is receiving instruction in both the general education and special education placement, the reporting of progress shall be jointly determined by both teachers.
5. Students for whom accommodations are made for instruction/ e.g. audio books, etc) shall be graded on the same basis as students not requiring accommodation.

### Course Grade Appeal Process

Any student/parent may initiate an appeal of course grade related to the district's student evaluation policy (2420), attendance/make-up policy (3124) and/or the course syllabus (objectives/requirements). The procedure for appealing course grades includes the following steps:

1. The student/parent shall make an appointment with the teacher who gave the grade appealing the grade within ten (10) school days of the end of the trimester/semester. The student/parent should bring any materials relevant to the appeal such as test grades, copies of papers, themes, etc.
2. If the student/parent is unable to resolve his/her concern with the teacher, the student/parent may make a written appeal requesting a conference with the principal/designee. The appeal must state the exact nature of the appeal and must be filed within fifteen (15) school days of the end of the trimester/semester. It is the student's responsibility to bring all relevant evidence in his/her possession to the conference. The principal/designee shall contact the teacher whose decision is being appealed for pertinent information prior to meeting with the student/parent and notifying him/her of the appeal.
3. If the student/parent is not satisfied with the decision of the principal/designee a written appeal may be made to the appropriate director. The appeal must be filed within twenty (20) school days of the end of the trimester/semester. The director shall examine the evidence and make a final judgment. No further appeals may be made.
4. Grade changes attained under this procedure may not be re-appealed. Grade changes on a student's transcript must be initialed by the teacher or principal/designee if changes are made as a result of appeal beyond the teacher.