

Grading and Progress Reporting

High Schools

- A. Progress reports will be provided to parents at the end of each quarterly reporting period during the school year. These reports will report the grade for each subject in which the student was enrolled for that period.
- B. A grade that reflects the achievement of learning standards will be given in each subject for each of the four reporting periods. The semester grade will be the only grade of permanent record that will appear on the student's transcript. It will reflect the student's attainment in the subject from the beginning to the final day of the semester and will be a cumulative grade as opposed to an average of the quarter grade reports. In year-long courses, first semester grades may be changed to reflect learning that occurs in the second semester. Grades that may be used, with their meaning, grade point and credit value, will be as follows:

<u>Grade</u>	<u>Meaning</u>	<u>Grade Point</u>	<u>Credit</u>
A	Excellent	4.0	Yes
B	Exceeds Expectations	3.0	Yes
C	Meets Expectations	2.0	Yes
D	Unsatisfactory	1.0	Yes
F	Failure	0.0	No
S	Satisfactory	*	Yes
P	Pass	*	Yes
W	Withdrawal	*	No
NC	No Credit	*	No

“S” designations may only be used for work experience credit. “S” designations will not be included in the GPA calculation.

“P” grades may only be used for District approved credit retrieval or in rare and extenuating circumstances where a letter grade is not appropriate. In these rare and extenuating situations, principal approval is necessary. “P” designations will not be included in the GPA calculation.

“W” is the designation posted to a student’s transcript if a course is dropped after the first 10 days of the semester but before the 30th school day of the semester. A “W” is not included in the GPA calculation. See Section E below.

An “I” (Incomplete) designation requires administrative approval and will automatically convert to an “F” grade in the quarter following the assignment of the “I” mark, if the teacher has not submitted a grade for that course.

“NC” designations may only used with principal approval in rare and extenuating circumstances where a failing grade is not appropriate and credit not warranted.

In addition to the grades above, an additional designation of “M” must be used to indicate a modified course when a student’s IEP team determines a Modified Designation is

appropriate to access the general education curriculum. The IEP team decision must be based on a demonstrated need, present levels of performance and be appropriately documented in the IEP. Parents must be informed that the decision and implications of a Modified Designation.

Teachers may select comments from a District approved list to describe academic progress.

- C. Grades earned in high school courses taken in middle school will reflect the student's attainment in the course from the first day to the final day of the semester and will be a cumulative grade as opposed to an average of quarter grade reports. Students who did not attend a Bellevue middle school, who wish to request high school credit for a course taken prior to enrollment in Bellevue School District must submit a grade report from their former school with a copy of the course description.
- D. A student who enrolls mid-semester in the Bellevue School District from another district and has a class that is not offered will be granted a .25 credit as long as she/he was passing the class when they transferred, and she/he had attended the class for at least half of a semester. This also means that when such a student is placed in a BSD course, to fill out their schedule, they will earn .25 credits as long as they are able to complete the last half of the semester with a grade of D or better.
- E. If a student drops a course after the first quarter, and does not add a course in the same academic discipline, the quarter grade will be posted to the transcript. Students who change levels in an academic area or change from one elective to another elective in the same content area will receive .5 credit and grade in the new course at the end of the semester.
- F. An interim progress report is required during the interval between quarters if the student's achievement in a subject is known to be unsatisfactory (D or F). During the second quarter of a semester, an interim progress report will be issued as early in the quarter as practicable to allow the student time to improve before the end of the semester. The interim report will consist of notification to the parents(s) and/or guardians(s) for the specific purpose of describing unsatisfactory interim progress. A failing grade (F) grade may not be assigned as the semester grade if an interim progress report was not issued.
- G. High school teachers shall update student assignment grades regularly (at a minimum every ten (10) school days) on the District's online reporting system for viewing by students and their families. All assignments and tests shall be graded as soon as reasonably possible, but in no event more than fifteen (15) school days after the assignment or test is turned in. All assignments received within twenty (20) school days of the end of the first semester must be posted within twelve (12) school days.
- H. At the beginning of each school year, principals will discuss assessment and grade reporting practices at a staff meeting. Topics will include, but not be limited to, Board and school policies and procedures, student assessment and evaluation research and best practice and other relevant topics.
- I. Best Practices in Assessment, Grading and Reporting are included in Procedure 2420P-Exhibit A. The exhibit provides definitions of and purposes for assessment, grading and reporting as well as a list of best practices in assessment, grading and reporting. The list of best practices is not prescriptive and is intended as guidance.

- J. No single project, test, research paper or other assignment can have such a bearing on the student's grade as to cause the student to receive a failing grade at the quarter or semester reporting date.
- K. Students withdrawing from school at any time prior to the last 10 days of the semester will receive a W for each course. Students withdrawing from school in the last 10 days of the semester will receive a semester credit and grade.

Middle Schools

- A. Progress reports will be provided to parents at the end of each quarterly reporting period during the school year. These reports will report the grade for each subject in which the student was enrolled for that period. Quarter grades may be changed to reflect learning that occurs in a subsequent quarter (s).
- B. A grade that reflects the achievement of learning standards will be given in each subject for each of the four reporting periods. The quarter grades will reflect the student's attainment in the subject from the beginning to the final day of the quarter. Grades that may be used, with their meaning and grade point value, will be as follows:

<u>Grade</u>	<u>Meaning</u>	<u>Grade Point</u>
A	Excellent	4.0
B	Exceeds Expectations	3.0
C	Meets Expectations	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
P	Pass	*

“P” designations may only used with principal approval in rare and extenuating circumstances where a letter grade is not appropriate. “P” designations will not be included in the GPA calculation.

An “I” (Incomplete) may be recorded and will automatically convert to an “F” grade in the quarter following the assignment of the “I” if the teacher has not submitted a grade for that course.

Teachers may select comments from a District approved list to describe academic progress.

Parent-teacher conferences will take place before the end of the first semester. The date and format will be determined by each middle school. Additionally, teachers will schedule conferences with parents/guardians of students they feel would benefit from more information not contained on the progress report. Students may be involved in these conferences when the parent and teacher agree that such participation is appropriate for the age of the student and the content of the conference.

- C. Middle school teachers shall update student assignment grades regularly (at a minimum every ten (10) school days) on the District’s online reporting system for viewing by students and their families. All assignments and tests shall be graded as soon as

reasonably possible, but in no event more than fifteen (15) school days after the assignment or test is turned in. All assignments received within twenty (20) school days of the end of the first semester must be posted within twelve (12) school days.

- D. At the beginning of each school year, principals will discuss assessment and grade reporting practices at a staff meeting. Topics will include, but not be limited to, Board and school policies and procedures, student assessment and evaluation research and best practice and other relevant topics.
- E. Best Practices in Assessment, Grading and Reporting are included in Procedure 2420P-Exhibit A. The exhibit provides definitions of and purposes for assessment, grading and reporting as well as a list of best practices in assessment, grading and reporting. The list of best practices is not prescriptive and is intended as guidance.
- F. No single project, test, research paper or other assignment can have such a bearing on the student's grade as to cause the student to receive a failing grade at the quarter or semester reporting date.

Elementary Schools

- A. Progress reports will be provided to parents/guardians at the end of each semester reporting period during the school year. These reports will provide a score for each subject in which the student received instruction for that semester.
- B. A score that reflects the achievement of learning standards will be given in each subject for each of the two reporting periods. The semester score will reflect the student's attainment in the subject from the beginning day to the final day of the semester and will be a cumulative score as opposed to an average of the reports. Scores that may be used, with their meaning, will be as follows:

<u>Score</u>	<u>Meaning</u>
4	Exceeds Standards
3	Meets Standards
2	Approaches Standard
1	Below Standard
NI	Not Introduced
A	Adapted Program (IEP)

Each teacher will provide narrative comments to describe the student's academic progress.

- C. Parent-teacher conferences will be held in the fall (prior to winter break) for each student. Targeted conferences will be held in the spring with parents/guardians of students not meeting grade level standards, as well as those the teacher believes would benefit from more information not contained on the progress report. Students may be involved in conferences when the parent and teacher agree that such participation is appropriate considering the age of the student and the content of the conference.
- D. At the beginning of each school year, principals will discuss assessment and grade reporting practices at a staff meeting. Topics will include, but not be limited to, Board and school policies and procedures, student assessment and evaluation research and best practice and other relevant topics.

- E. Best Practices in Assessment, Grading and Reporting are included in Procedure 2420P-Exhibit A. The exhibit provides definitions of and purposes for assessment, grading and reporting as well as a list of best practices in assessment, grading and reporting. The list of best practices is not prescriptive and is intended as guidance.
- F. No single project, test, research paper or other assignment can have such a bearing on the student's score as to cause the student to receive an Approaches Standard or Below Standard score at the semester reporting date.

Date: 08.13, 10.14, 9.16, 8.17, 10.18