

INSTRUCTION

Grading and Progress Reports

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parents.

Grading systems should be able to be clearly understood by students and parents.

Principals have the final approval of any grading system used in their building. If a building-wide grading system is to be adopted, principals will solicit input from teachers during its development. Principals will provide details of the proposed grading system to the building's teachers for review and provide an opportunity for feedback to be given prior to adoption and implementation.

Grades should represent academic work only and shall not include credit for non-academic tasks such as bringing school supplies, donating food or clothing, returning progress reports or other paperwork, etc.

Grading systems should be consistent within a grade level within a building and within a course within a building.

Course grades will be earned from individually completed assessments. Group scores will not be included in the grade.

Grades on report cards shall be reported using a letter system (A-F) in grades 3-12.

Legal Reference: RCW [28A.150.240](#) Certificated teaching and administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty.

Adopted: May 21, 1990
Amended: April 28, 1993
Amended: August 15, 2012
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