

Descriptor Term: GRADING SYSTEM

Descriptor Code: IHA

Rescinds:

Board Approved: 4/3/2023

Previously Approved: 7/6/2015

The grading system of the Gulfport School District, as approved by the Board of Trustees, provides a formal grading policy to evaluate student performance and measure academic achievement. The grading policy will consist of the following:

I. PURPOSES

- A. Represent student attainment of performance indicators in the instructional management system by indicating progress in kindergarten and by awarding grades in 1st through 12th grades.
- B. Provide a process for informing students and parents of the educational progress of students
- C. Comply with state accreditation standards requiring each school district to adopt such a policy

II. DEFINITIONS AND BASIC CONCEPTS

- A. An instructional management system is an organized system for grade levels and subject areas that employs specific learning objectives, validated learning measurement processes, and recommended teaching techniques that guide and facilitate the processes of instruction and learning.
- B. Learning objectives are objectives stated in the Mississippi Curriculum Frameworks and the Gulfport School District curricula on which students must show proficiency to satisfy course requirements.
- C. Grading is a process of ranking the learning performance of students in relation to predetermined criteria or in relation to the performance of other members of the group. Grading may consist of a pass/fail assessment, letter grades, or numerical percentages. In Kindergarten other marks may be used to represent the progress of students. Grades are characteristically employed as the primary basis for determining promotion or retention of students in the Gulfport School District.

III. GRADING POLICY PROCEDURES

- A. Grading policy procedures will be developed to define such matters as standards to be mastered each quarter, minimum number of grades per term, reporting procedures, record-keeping procedures, and a formula for determining quarterly grades.

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- B. The grading policy procedures will be developed cooperatively by teachers, principals, and district staff. The procedures must conform to this policy. These procedures will be updated as needed to meet the changing needs of the students and district.

IV. GRADING SYSTEM

- A. Grades will be based on measurements of student performances of learning objectives in state frameworks and local curricula. Minimum acceptable levels of performance of seventy percent (70%) in grades 1-5 and sixty-five percent (65%) in grades 6-12 are generally expected to be applied to all learning and subjects. The exceptions to this expectation are for learning activities that require a pass/fail assessment of learning achievement. The 70% and 65% standard will be applied to all written, performed, or observed assessments.
- B. Teachers in all grades will record and report grades weekly using the district's electronic gradebook as approved by the Superintendent or designee. Grades will be issued each nine weeks during the school year for all classes. In addition, a progress report will be sent to parents at each 4-week period. For reporting purposes, the numerical percentages may be translated to letter grades and both values reported to parents for students in grades 1-12.

Grades will be based on a nine-week grading period and will be recorded as follows:

1. Kindergarten:

S Satisfactory Progress
N Needs Improvement
U Unsatisfactory Progress

2. Grades 1 – 5:

60% Weekly Mixed Practice Tests (MPT) & District Common MPT
30% Unit Tests, Quizzes & Projects
10% Daily Work

Grading Scale: 1st-5th Math, English-Language Arts; 3rd-5th Science; and 5th Social Studies. The social studies curriculum may be integrated with other content areas in 1st – 4th grade and the science curriculum may be integrated in 1st and 2nd grade.

| <u>Range</u> | <u>Grade</u> |
|--------------|--------------|
| 93 - 100 | A |
| 85 - 92 | B |
| 76 - 84 | C |
| 70 - 75 | D |

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| | |
|------------|----|
| Below 70 | F |
| Incomplete | I* |

*Incomplete is defined as the lack of mastery due to incomplete work and/or low or non-performance and may be removed as a result of re-teaching and retesting or completion of assigned work in an extended learning time.

The following grading scale will be applied in activity classes:

| | |
|---|----------------------------|
| S | Satisfactory Performance |
| N | Needs Improvement |
| U | Unsatisfactory Performance |

Notes: Activity classes may include physical education/health, art, music, etc. Grades will be based on mastery of learning objectives and class participation.

3. Grades 6-12

End-of-Course grades will be based on a nine-week grading period and will be recorded as follows:

| | |
|-----|---|
| 60% | Weekly Mixed Practice Tests (MPT) & District Common MPT |
| 30% | Unit Tests, Quizzes & Projects |
| 10% | Daily Work |

The grading scale will be approved by the Board via the secondary handbook.

Grading Scale

| <u>Range</u> | <u>Grade</u> |
|--------------|--------------|
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 65 - 69 | D |
| Below 65 | F |
| Incomplete | I* |

Students who have a Core GPA below 65% will be required to participate in a remedial course of study that may require after-school and extended school year programs. Failure to complete this remedial course of study may result in retention.

V. MODIFIED GRADES

Students with disabilities under IDEA - Special Education ADA Section 504 or who are

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English Language Learners (ELL) may be assigned modified grades based on accommodations and modifications documented on the IEP, 504, or ELL plans. The accommodations used for these students will be determined by their assigned teachers. Where appropriate, instructional levels and accommodations will be noted on the report card.