

## INSTRUCTION

### Grading and Progress Reports

Teachers shall provide the principal and parents of their students with a written explanation of how grades will be determined for the classes that they teach. This may be done as part of an overall course syllabus or in a separate document. Principals shall annually collect and review written explanations to ensure they meet the expectations of Policy 2420. Written explanations shall be completed prior to the first posting of grades.

Assignments and assessments posted in electronic systems should be described clearly enough that parents and students know the skills/knowledge being assessed. For example, simply listing an assessment as “Chapter 1 Test” would not be sufficient. Adding “Chapter 1 Test – State Capitols,” for example, would provide adequate explanation.

Teachers in grades K-2 may report grades on report cards using numerals (1, 2, 3, etc.) and symbols such as +, √, or -. Final grades on report cards for grades 3-12 must be reported using a letter system A-F. Pass/no pass, no credit, satisfactory/unsatisfactory, incomplete, and withdraw marks may also be used. Students in special programs shall be assessed in accordance with their Individualized Education Program (IEP).

Teachers are encouraged to create assignments and projects that require students to work cooperatively and in groups. However, students within the group shall be uniquely graded for their part in the completion of the group assignment. Students should never be penalized for the lack of effort or failure to complete work by another member of the group.

Teachers should consult with principals regarding giving credit for work that is not directly connected to their course. Students should not receive academic credit for non-academic tasks including, but not limited to:

- A. Bringing in any kind of classroom supplies (paper, Kleenex, etc.)
- B. Returning required forms.
- C. Donating items to charity drive
- D. Dressing up for school spirit activities

Per [RCW 28A.600.015](#), student grades shall not be reduced, or credit shall not be denied for disciplinary reasons only, rather than for academic reasons, unless due process of law is provided.

### Grading Systems: Grade Levels and Courses

Per policy 2420, grading systems should be consistent within grade levels and courses.

Elementary schools are encouraged to use identical grading systems at each grade level (grading scales, weighting of homework, tests, participation, etc.) and have consistent expectations for assignments and assessments.

Secondary schools are encouraged to use identical grading systems (grading scales, weighting of homework, tests, participation, etc.) for each course (8<sup>th</sup> Grade Science, Algebra, U.S. History, etc.) and have consistent expectations for assignments and assessments.

Grading Systems: Schoolwide

Principals, in consultation with certificated staff, shall determine if any school-wide grading system is to be used. Principals should use their site councils and school-wide decision-making processes when considering adoption and approval of a school-wide grading system.

Adopted: August 16, 2012

Amended: June 18, 2024