

## GRADING SYSTEMS

The Board of Education recognizes that academic achievement and social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning. Therefore, the classroom teacher has the primary responsibility to learn as much as possible about the background of each student to assess his/her growth and make instructional plans for him/her. It is essential that this information be shared among parents, teachers, and students.

The District shall use a uniform grading system. Classroom teachers shall evaluate students and assign grades according to the established system.

Grading shall be based on student improvement, achievement, and participation in classroom discussions and activities. Parents shall be provided with a written and/or electronic report card at least four (4) times per year regarding their child's progress at the secondary level and at least three (3) times per year at the elementary level. Progress reports will be provided at the secondary level four (4) times per year, at the midpoint of each of the four marking quarters. Parent conference days are scheduled during the school year to discuss individual students' progress at both the elementary and secondary levels.

Alpha and numerical grades will be assigned according to the following equivalency scale.

Alpha Grade	Numerical Equivalent	GPA
A+	100	4
A+	99	3.9
A+	98	3.8
A	96-97	3.7
A	94-95	3.6
A-	92-93	3.5
A-	90-91	3.4
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0

## Grading Systems (Continued)

### Grading Guidelines:

1. Secondary Teachers will record all grades in a district-approved electronic grading program.
2. Teachers will inform students and parents how grades will be determined in a particular class. This will include the weight of each component of the academic work, grading criteria, procedures for redoing work for credit, and rubrics used for major assignments. This communication will occur in class, during open house events, and parent conferences. Grading practices may also be shared via teacher websites.
3. Teachers will enter grades into the electronic grading program as formative or summative measures. All schools must establish grading policies at the department and course levels. All middle schools within the district must establish the same grading policies at the department and course levels. Grading policies must apply to all students, including students with disabilities and English Language Learners (ELLs). The range of percentages allows each department to determine the appropriate percentage for a specific course. If a course is offered at both the high school and middle school levels and receives high school credit, the percentage must be the same for this course at both levels. Formative and Summative percentages are fixed and percentages can not be adjusted. Weighting will be as follows:

	<b>Formative</b>	<b>Summative</b>	<b>Department Discretion</b>	<b>Homework</b>
Grades 6-12 & non-performance music courses	30%	50%	0-20%	0- 10%

Performance Ensembles and Art classes in Grades 6-12

<b>Formative</b>	<b>Summative</b>	<b>Department Discretion</b>	<b>Homework</b>
40%	40%	0-20%	0-10%

Physical Education in Grades 6-12 will utilize a department-developed rubric. The majority of a student's grade will be derived from their daily active participation in the classroom setting. The rubric will be evaluated before the start of the school year and updates and revisions will be made when necessary.

Each department and/or course has various needs that must be reflected in the grade book allocation. Examples included but are not limited to, music lessons, portfolios, and participation. If a full-year course or a half-year semester-based course includes participation, a department-approved rubric must be used and a participation grade must be calculated every ten days within a quarter (a minimum of 4 times).

## Grading Systems (Continued)

### Grading Guidelines (Continued)

4. Formative assessments should be frequent and ongoing, completed in route to mastery. They are “checkpoints” on students’ progress and the foundation for the feedback given. The purpose of formative assessments is not to judge a student’s final achievement of a topic but to evaluate where they are in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Examples of formative assessments may include but are not limited to quizzes, labs, response logs, graphic organizers, oral presentations, writing drafts, quick writes, or anything in the early stages of learning content or concepts.
5. Summative assessments are completed after the learning experiences, usually requiring students to demonstrate mastery of essential understandings after sufficient instruction and practice has been given. Examples of summative assessments may include but are not limited to tests/exams (performance, oral or written), final writing pieces (research papers, essays, stories, poems), projects, end-of-unit or chapter tests, and quarterly assessments.
6. Department Chairs/Grade Level Teams/Administrators will assist teachers in determining whether student assignments are summative or formative measures.
7. Grades should be sufficient in number and category (quizzes, tests, projects, etc.) to accurately measure a student’s progress. No single grade shall count for more than 20% of the quarter grade. There must be a minimum of three summative assessments and a minimum of two formative assessments. Should there be more than the required number of formative and/or summative assessments, teachers teaching the same course within the same department have the discretion to drop the lowest grade if outlined in their course syllabus. It is recommended that a minimum of two assessments be administered before progress reports are posted.
8. Behavior, effort, and attitude will not be factored into grades. Grades will be based on the identified learning objective and students' knowledge and understanding.
9. Teachers must adhere to the Patchogue-Medford School District’s Comprehensive Attendance Policy # 5110, which mandates that students, regardless of whether an absence is excused or unexcused, are encouraged to make up tests, quizzes, complete assignments, and submit homework within a ***reasonable amount of time***. A “reasonable amount of time” is defined as two days for each class session missed due to an excused absence, and one day for each session missed due to an unexcused absence. For example, if a student has an excused absence on Monday and returns on Tuesday, the assignments are due by the start of class on Thursday. Similarly, if a student is absent for excused reasons on both Monday and Tuesday and returns on Wednesday, the assignments are due the following Tuesday. Teachers may extend these deadlines if they see that the student is making progress towards completing the assignments. If work is not completed before the close of the marking quarter, a student will receive an incomplete.

## Grading Systems (Continued)

### Grading Guidelines (Continued)

10. Any assignments turned in after a due date established by the classroom teacher will be considered late. Late work will be penalized by deducting 20% from the earned grade. For example:
- ☐ 1 day late: 20% deduction
  - ☐ 2 days late: 40% deduction
  - ☐ 3 days late: 60% deduction
  - ☐ 4+ days late: No credit, subject to a grade of 0

No assignment will be accepted more than 3 days late after the original due date. Any assignments submitted more than 3 days past the due date will receive a zero.. No exceptions or extensions will be granted except in cases of documented emergency situations or university-approved accommodations. Students must provide documentation and communicate with the teacher before the due date to request consideration for late acceptance.

11. If students are given the opportunity for extra credit, it must be consistent between teachers teaching the same course within the same department. At the middle school level, the test correction procedures for a course must be consistent between all three middle schools. If students are given the opportunity for extra credit assignments, it must be available to all students and the assignment must be handed in and graded during the same marking quarter in which it was assigned. For example, extra credit opportunities given to a student in the first quarter must be completed by the end of the first quarter. Extra credit opportunities are limited to additional student work that provides extended learning that directly matches the content standards or grade-level expectations and should be offered to all students. Activities such as bringing school supplies, attending an event, or completing a task unrelated to achievement do not meet the guidelines of extra credit.

Procedures must be consistent between teachers teaching the same course within the same department. Procedures must include but not be limited to:

- a. Timeframe for the assignment
- b. Amount of extra credit available
- c. Impact on overall grade, etc.

Extra credit points should not be excessive where the grade does not reflect a student's academic ability as it relates to state learning standards.

12. Test corrections or retests are permitted but must be consistent between teachers teaching the same course within the same department. At the middle school level, the test correction procedures for a course must be consistent between all three middle schools. For example, all teachers teaching English 9 must have the same procedures for test corrections. If permitted, test corrections or retests must be available to all students. Procedures must be consistent between teachers teaching the same course within the same department.

## Grading Systems (Continued)

### Grading Guidelines (Continued)

Procedures must include but are not limited to:

- a. Timeframes for corrections/retesting,
  - b. How the test/corrections will be conducted (i.e. location)
  - c. How the corrections or retest change the grade of the original summative assessment (average of the two grades, half-credit back, etc.)
  - d. The total number of test corrections or retests permitted within a given marking quarter.
13. Teachers must adhere to the guidelines for homework established in the Patchogue-Medford School District Homework Policy #6154.
14. In the rare situation that a student has not had the opportunity to demonstrate mastery of the course content and skills due to extenuating circumstances, schools may award one of the following special marks as a final grade:
  - **Incompletes:** Schools may award a grade of *incomplete* if a student has a documented, extreme extenuating circumstance that prevents them from completing the course in its established timeframe (e.g., surgery, death in the family). A student who receives an incomplete must complete the remaining course requirements two weeks following the termination of the course to receive a final grade and credit, as applicable. The building principal may grant additional time for extenuating circumstances. *Incomplete* does not have a pass/fail or a numeric equivalent.
  - **New or Recently Admitted Students:** Students who enroll in a course after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be issued a grade of 'NE' to indicate this circumstance. 'NE' does not have a pass/fail or numeric equivalent. Students who receive a mark of 'NE' must complete the remaining course requirements by the end of the term following the termination of the course to receive a final grade and credit, as applicable.
15. Teachers are encouraged to grade work in a timely manner (within a week of submission but should generally not exceed ten school days), enter it into eSchool, and return it to students for review. Teachers assigned to courses with an A-day and B-day may require additional time to grade work as a result of the size of their roster. Teachers required to grade long-term projects and essays may require additional time to grade work. Any assignment that is assigned during the marking quarter window must be graded promptly to be included as a formative or summative assessment within that specific marking quarter.
16. Teachers will retain evidence upon which the reporting (grade) is based in a portfolio or other folder until at least one year after the end of the school year. Evidence may include rubrics, copies of tests, etc.

## Grading Systems (Continued)

### Grading Guidelines (Continued)

17. In Grades 6-12, final course grades are calculated as follows: Each quarter contributes 23% to the final grade, and the final exam contributes 8% to the final grade. If no final exam is administered for a course, each quarter will instead count for 25% of the final grade.

For report cards at the secondary level, any marking grade lower than 50 will be recorded as 50. If a student's actual numerical average is lower than 50, this will be noted in the comment section on the student report card. For only the last marking quarter of a course, a teacher may request a student receive a grade lower than 50 based on their average. A *Teacher Grade Justification Form* (Exhibit A) must be submitted to the Building Principal for signature, and forwarded to the Assistant Superintendent for Curriculum and Instruction for final approval. All Grade Justification Forms require supporting documentation, to be maintained in the system and the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change, etc.

18. All students who successfully pass a course with a score of 65 or higher will receive credit for the course.

### Processing and Changing Student Grades

Grades are expected to be submitted in a timely fashion to be reported to parents. Submission of grades will be open until a date set by the Office of Instructional Services, at which point the grading system will be closed and locked. Any submissions after that date must be accompanied by a written request by the teacher on a District created *Change of Grade Form*.

While the professional judgment of the teacher shall be respected it is understood that occasionally there may need to be an adjustment in grades after the term. Examples include but are not limited to, reflecting on additional assignments, correcting mistakes, or to accommodate student illnesses. Once a grade is assigned to a student by a teacher and grades close, the grade may only be changed by the Building Principal, Assistant Principal, or Administrative Assistant for Information Systems, Management, Reporting and

Testing. *Change of Grade Forms* must be submitted to the Building Principal for signature, and forwarded to the Assistant Superintendent for Curriculum and Instruction for final approval. All grade changes require supporting documentation, to be maintained in the system and the student's record, including the name and title of the person making the request, the date of the request, and the specific reason(s) for the change.

The District's student management system will serve as a historic and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student's permanent record folder.

**Grading Systems (Continued)**  
**Processing and Changing Student Grades (Continued)**

Should an administrator enforce a grade change contrary to the teacher's assigned grade, he/she shall be prepared to report to the Superintendent of Schools and/or the Board.

All re-opening of the grading system and grade changes will be reviewed annually to ensure the process is being followed and that there is no unusual or inappropriate activity.

There will be a limited number of personnel other than teachers who have access or permission to enter or change grades in the system. This list includes the Building Principal, Assistant Principal, and Administrative Assistant for Information Systems, Management, Reporting, and Testing.

The Assistant Superintendent for Curriculum and Instruction will develop regulations and procedures for adding users, establishing user's access rights and override abilities; deactivating or modifying user accounts, granting user permissions, and monitoring user access to and activity within the system.

Access and permission will be reviewed annually by the Assistant Superintendent for Curriculum to ensure that appropriate individual users have the correct permissions to perform the tasks required of them. Access and permissions will be compatible with roles or job duties. The access and permissions of people no longer employed by the District, or no longer in positions requiring access and permissions, will be removed, modified, or deactivated immediately.

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