



Guidelines for Grading and Reporting

Livingston Public Schools
Empowering All to Learn, Create, Contribute, and Grow

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Philosophy and Expectations

Livingston Public Schools believes that multiple and varied components of performance should be used to fully assess and monitor a child's progress and development. Timely and specific feedback on a regular basis is a critical component for student growth. Teachers regularly assess students' academic growth and social development and provide timely feedback to students on their progress. Parents are informed on a regular basis so that they can best support their children throughout the school year.

Grading and reporting practices in Livingston Public Schools support student academic growth, inform the teaching and learning process for teachers and students, and allow parents to monitor the progress of their child(ren). Our reporting system, through an electronic gradebook in Genesis , provides parents and students in grades six through twelve with current information on a student's academic performance. Parents also receive feedback regarding other aspects of their child's development, such as citizenship, behavior, effort, independence, and class participation. Our assessment practices and reporting system also afford teachers, parents, and students opportunities to help them create personal goals for growth and development. We recognize that grading practices are meant to enhance student learning; therefore, discretion may be used by teachers and administrators when unique circumstances arise. Parents should speak directly to their child's teacher to address questions and concerns they may have regarding their child's progress.

Students receiving services for English Language proficiency, Special Education, health issues, or other disabling conditions are afforded appropriate support for their academic achievement and social and emotional development. The accommodations and modifications are documented within [English Language Learner Accommodation Guidelines \(ELL\)](#), Individualized Education Programs (IEPs), Individual Health Plans (IHPs) or Section 504 (504) Plans.

Assessment

The two common forms of assessments, formative or summative, are used to measure student academic achievement and progress as well as to help teachers reflect on and inform their instructional practice. Formative assessment measures learning and the level of understanding of knowledge, concepts, and skills on an ongoing basis. It is frequently not used for grading, but can be. Summative assessments are formal measurements conducted to evaluate the learning process. They are typically larger and graded. Common forms of summative assessments include but are not limited to:

- Quizzes, tests, and exams
- Presentations and performance tasks
- Essays and writing pieces
- Research projects and papers
- Simulations and graphic displays

All graded assessments will be returned and reviewed with students during class. It is expected that quizzes covering materials used for unit tests or exams will be given back to students for review. However, supervisor and teacher discretion may be used in allowing students to take graded summative assessments home. Neither common/departmental assessments nor final exams will be sent home. If an assessment is to be taken home by the student, it is the responsibility of the student to retain the material for future reference. Timely feedback will be provided to students prior to assessment of similar skills on upcoming assessments. Tests and quizzes will be returned within seven school days. Projects and essays will be returned within twelve school days.

Students should discuss questions or concerns about the feedback on their assessments with their teachers. If a student has a concern about the grading on an assessment, they are required to alert the teacher and arrange a time to meet to discuss the concerns in more detail. However, once an assessment leaves the classroom, the opportunity to challenge the grading on any portion of the assessment is no longer available.

Missing Assignments/Assessments

Students who have been absent for one or two days are expected to make up work/tests **within two class days** of returning to school. If the absence is three days or longer, the missed work must be made up **within five class days** after the student returns to school unless previous arrangements have been made with the teacher due to extenuating circumstances. As a Genesis gradebook default, missing assignments are posted as a zero (0) until the work has been submitted. If work is not made up within the designated time frame, a grade of zero (0) will be maintained. With just cause, teachers/administrators may extend the time frame for completion of work.

Students who miss school due to an extraordinary opportunity, vacation, or due to parent's discretion are responsible for their work. It is not expected that a teacher will provide assignments in advance or individual instruction prior to or upon the student's return for material presented during their absence.

Grading Guidelines and Reporting System

Electronic Gradebook

Parents and students in grades six through twelve have open access to gradebooks in the Genesis portals outside of school hours. Grades are calculated to the hundredths place (2 digits after the decimal point) and are not rounded. Parents are encouraged to access their child's grades on a regular basis. If a parent has a question regarding information posted in their child's gradebook, they should *first* discuss the issue with their child. If further clarification is needed, the parent should contact their child's teacher *directly*.

Classroom Grading Practices

General guidelines regarding course-specific expectations and grading practices will be disseminated by each teacher at the beginning of the course. Teachers should post all assignments and due dates/deadlines for grading on their Schoology pages. Teachers using assignment-specific rubrics should front-load them to students.

Homework

Assigning homework should serve one of the following purposes:

1. to prepare students for instruction and/or to introduce new content
2. as a form of reinforcement to deepen student understanding of concepts presented
3. to extend or expand on the learning process; and d) at times, as a form of assessment.

Homework should be purposeful and reasonable. While the benefits of homework can be debated, it is expected that when homework is assigned, it is meaningful, relevant, and differentiated when necessary.

Students who are absent due to illness or religious observance will be given the opportunity to make up homework upon their return. Teachers shall respect the observance of religious holidays that students and families celebrate and make appropriate adjustments to assignments and assessments when necessary. A [list of all the NJ State-recognized religious holidays](#) of the school year is provided by the NJDOE each year.

Homework plays a vital role in developing good work habits and reinforcing learning. Homework is the students' responsibility; parents should support their children, but not do the homework for them. Students should seek support and help from teachers if they are having difficulty in any subject. School counselors can also assist students who are having difficulty with their work and may host study groups to assist students with organization and the management of homework.

Periodic checks on lengthy assignments are appropriate and helpful. Remember that practice is what some students need ,while others need creative opportunities; choose what is appropriate for the individual student.

Homework can account for up to, but no more than, 10% of a student's marking period grade in any course. Students have individual Schoology accounts, which will enable them to view all assignments and due dates.

Extra Credit

Livingston Public Schools does not offer extra credit assignments for grade enhancement. All assignments will have a point/grade value assigned and are offered to all students. Teachers may offer optional assignments to students for enrichment, remediation, or acceleration.

Report Cards

Report cards are issued three times per year in grades 6-8 and twice per year in grades 9-12. Report cards are available in the Parent Portal of Genesis. Middle and high school students receive traditional letter grades for all core curriculum, cycle, electives, and health/physical education courses.

Grades reflect what students know, understand, and can do in relation to grade-level and/or course standards and expectations on multiple tasks and assessments. These tasks or assessments may include: tests, quizzes, essays, exhibits, projects, presentations, graphic displays, performances, discussions, and simulations. The report card may also include teacher feedback on students' developmental progress on work habits, citizenship, effort, and motivation.

Parent Communication

It is anticipated that teachers will actively communicate both celebrations and concerns with parents. While teachers continue to have the option of providing progress reports within marking periods or semesters, this will not be a required practice. However, parents are encouraged to regularly check Schoology and the Genesis Portal to check their child's assignments, grades, and work completion.

Should a child's grade drop more than 1 letter grade or under a C- within a marking period or semester, teachers will communicate with parents via telephone and/or email.

Livingston High School Honors and Advanced Placement Courses

Parents and students should consider every Advanced Placement (AP) and Honors course selection carefully, including the staff recommendations, to ensure success and avoid dramatic schedule changes. Students are expected to maintain the pace of an Honors or an AP course throughout the year. Communication will be prioritized for students who earn a grade of a C- or below at the end of the first quarter, to include teachers, school counselors, case managers, and/or administrators meeting with students and families to assist individuals in making good decisions and determining a plan for moving forward in the school year. In specific cases, administrative discretion will be used as necessary, including decisions regarding future scheduling plans. Students choosing to drop the course during the last schedule change window will have a Withdraw, "W," noted on their transcript for the dropped class.

Livingston High School Course Changes and Calculations

A change in the level of a specific subject may only be made after a thorough discussion is held with the student, parent, counselor, teacher, and supervisor. The level change must be approved by a parent and an administrator. There will be four time periods during which a student may change a level. Each of these time periods carries with it different procedures for calculating the first semester grade.

The time periods and grade calculations are listed below:

*Please note: Schedule change requests made during Windows 2, 3, and 4 come at the risk of disruption to a student's existing schedule. Efforts are made to minimize the impact on a student's schedule; however, this cannot be guaranteed.

Change Window	Changes Permitted	Transcript Notation	Schedule Change Type	Grade Calculation for 1 st Semester
1 Summer Window (June 25 - August 6)	Move up or Drop in level and Elective Changes*	None	Online Form	Grade = 100% from the new course. Students will complete all summer assignments by the start of the school year.
2 During School Year (September)	Move Up or Drop in level*	None	Paper Form	Grade = 100% from the new course. Moving up a level: Students will make up work, including any summer assignment, within two weeks of entering the course (unless directly stated by the department). Dropping down a level: Students will make up all missing work with the exception of summer assignments.
3 During School Year (October)	Drop in level only*	None	Paper Form	Grade = 25% from original course and 75% from new course.
4 During School Year (November)	Drop in level only*	"W"	Paper Form	Grade = 50% from original course and 50% from new course.

The dates for the windows for course changes will be shared with students and parents prior to the start of the school year and will also be noted on the course change form. There will be strict adherence to course change windows. Please make sure that you keep the dates in mind when making course change decisions. During the second window, should a level change result in the loss of an elective course, a student will be permitted to replace their original elective selection based upon enrollment. No additional schedule changes will be made to accommodate that elective selection.

Livingston High School Grade Calculations: When a Student Changes From an Honors or AP Course

During the third and fourth schedule change windows, students who drop in level will have their grades adjusted by one weighting equivalent for each level dropped.

For example, if a student earns a “C-“ in an AP course, the grade will be adjusted to a “C” in the Honors level. A “C-” in an AP course will be adjusted to a “C+” in the CP level.

Examples of an averaging grade for a third window level change are as follows:

Grade Earned in AP Level	Adjusted Grade at the Honors Level	Grade earned in the second half of the Semester at Honors Level	Grade Averaged to Determine the Semester Grade	Final Semester Grade
C- (1.66)	C (2.0)	B+ (3.33)	$[C (2.0) + B+ (3.33)] / 2 = B-$ (2.67)	B- (2.67)

Grade Earned in AP Level	Adjusted Grade at the CP Level	Grade earned in the second half of Semester at CP Level	Grade Averaged to Determine the Semester Grade	Final Semester Grade
C- (1.66)	C+ (2.33)	B+ (3.33)	$[C (2.33) + B+ (3.33)] / 2 = B$ (2.83)	B (2.83)

Mt. Pleasant Middle School Math Courses

Information regarding a child's math course assignment for an upcoming school year will be made available for viewing in the Genesis Parent/Student Portals during the month of June. Questions or clarifications about placement may be directed to the PK-6 Math Supervisor.

Heritage Middle School Math Courses

Information regarding a child's math course assignment for an upcoming school year will be made available for viewing in the Genesis Parent/Student Portals during the month of June. Questions or clarifications about placement may be directed to the Gr. 7-12 Math Supervisor.

Heritage Middle School Algebra 1 Course Expectations

Students in Grade 7 Algebra 1:

It is expected that all students will maintain a *B-* average or higher throughout the year. Students who drop below a *B-* will be moved into Pre-Algebra A. All students who take Algebra 1 will have to take the Algebra 1 NJSLA test in the spring. Additionally, there is a final examination consistent with that in the high school Algebra 1 course, which is administered in June.

Students in Grade 8 Algebra 1:

Students who are placed into the 8th-grade Algebra 1 mathematics course are expected to maintain a *C* average or higher throughout the year. If a student's grade drops to a *C* or below during marking period 1, parents will be contacted by the student's Algebra 1 teacher to discuss strategies to help the student improve his/her grade and be successful in the course. If the student's grade does not improve during marking period one, the student may be moved to "the Introduction to Algebra and Geometry" class. If by the middle of marking period 2 the student's grade is still below a *C*, the student will be reassigned to the "Introduction to Algebra and Geometry" class. All students who take Algebra 1 will have to take the Algebra 1 NJSLA test in the spring. Additionally, there is a final examination consistent with that in the high school Algebra 1 course, which is administered in June.

Heritage Middle School Course Retake Request/Opportunity

Grade 7 Algebra 1

If at the end of the school year, the student's final grade in the course is a *C* or lower, the student may request to retake the course in grade 8. Parents/guardians should submit the request in writing to the mathematics supervisor and principal. The student's teacher and supervisor/principal will review the request to determine whether the student will benefit from retaking the course.

Grade 8 Algebra 1

If at the end of the school year, the student's final grade in the course is a *C* or lower, the student may request to retake the course in grade 9. Parents/guardians should submit the request in writing to the mathematics supervisor and principal. The student's teacher and supervisor/principal will review the request to determine whether the student will benefit from retaking the course.

Grade 8 Geometry

If at the end of the school year, the student's final grade in the course is a *C* or lower, the student may request to retake the course in grade 9. Parents/guardians should submit the request in writing to the mathematics supervisor and principal. The student's teacher and supervisor/principal will review the request to determine whether the student will benefit from retaking the course.

Academic Integrity

As a student, it is understood that genuine academic and personal achievements presuppose academic and personal integrity. One must never betray oneself or others by giving in to pressure or compromising one's integrity by cheating, plagiarizing, or stealing, nor must a student ever misrepresent the truth in order to obtain special privilege.

Cheating on any assignment/assessment will result in a "zero." No make-ups will be allowed.

Plagiarism, a form of cheating, is considered stealing and can result in a "zero" on the assignment. An administrative review may be conducted to determine the appropriate outcome of any investigation of plagiarism.

Regarding Breaches of Academic Integrity, Cheating and Plagiarism, a student will:

- Neither give help to, nor accept help from, another student during a test or graded assignment – unless express permission is given by the teacher.
- Neither accept information in advance of a test or graded assignment from someone who has already taken it nor disseminate information to someone who has not yet taken it.
- Not use notes or other sources of information during a test or graded assignment unless allowed to do so by the teacher.
- Not use computers, cell phones, or any other devices for any reason during an assessment unless authorized by the teacher.
- When permitted by the teacher to use an electronic device during an assessment, students will not use the device in an unsanctioned manner.
- Not plagiarize. Outside sources must be cited properly.
- Not misrepresent the truth in order to obtain special consideration.
- Use technology in an appropriate and legal manner.
- Not use any form of artificial intelligence to complete an assignment, unless given permission to do so by the teacher. Please refer to the [LPS Artificial Intelligence Statement](#) for detailed information.
- Be aware that if students discover another student has violated the Academic Integrity Code and do nothing about it, he or she has condoned the violation.

This information, including consequences, is available in the school student handbooks.

Grading System

Grades 6-12

The grading system includes pluses and minuses to more accurately report a student's achievement (Note: the highest grade attainable is an "A").

A	93-100	I	Incomplete
A-	90-92.99	N/C	No Credit
B+	87-89.99	P	Passing
B	83-86.99	S	Satisfactory
B-	80-82.99	U	Unsatisfactory
C+	77-79.99	W	Withdrawn
C	73-76.99	Z	Exempt
C-	70-72.99		
D+	67-69.99		
D	63-66.99		
D-	60-62.99		
F	59 and below		

Livingston Public School does not round grades. Students will receive the grade earned as it falls within the ranges noted above.

Grades 9-12

Incomplete Classes

If a student fails to complete all of the major assignments during the semester for an approved reason, the student will, regardless of the grades accrued during the semester, be assigned a grade of "Incomplete" by the teacher. The student will be given **five (5) school days** from the close of the semester to submit work and have a grade assigned. If the student fails to submit the required work within five (5) school days, the student will be given a zero (0), and that grade will be averaged in with other grades earned for the semester.

- The five (5) school day period may be extended with permission of an administrator under special circumstances.
- Teachers must notify any student who will receive an "Incomplete" and provide the student with a list of the outstanding assignments prior to the opening of the Genesis Portal of the report card.
- During the second semester, students who have not completed assignments for legitimate reasons and who may be assigned a grade of "Incomplete" will be notified of this fact in writing by the last day of the second semester. Students must complete all outstanding work by the normal completion of the school year or receive a grade of zero (0) for the work.

Grade Calculations

Semester and Final Exam grades are converted from letter grades to a Grade Point Value (GPV) in Genesis. The GPV is then given a percentage weight based upon the semester and type of course (full year or semester) in which it was earned. The products of those calculations are then added together, and the Grade Range is then used to determine the

final grade for the course. (Refer to the LHS Course Guide or LHS Student Handbook for more specifics.)

Grade Weighting

Please refer to the Livingston High School Course Guide or LHS Student Handbook regarding the grade weighting factors and grade point average (GPA) calculations of students in grades 9-12.

Honor Roll

Middle Schools (MPM and HMS)

To be eligible for the Honor Roll, a student must have achieved a minimum grade of a “B-” or better in all graded courses for that marking period.

To be eligible for the High Honor Roll, a student must have a B+ or better in all graded courses grade point average, and no grade lower than a “B.”

High School

The criteria for making the Honor Roll or High Honor Roll will be based on the calculation of an unweighted GPA of all grades earned in all courses. This unweighted GPA is calculated by adding the total points earned for each course (on a 4.0 GPA scale) and dividing this value by the total number of courses in which a student is enrolled. Students are required to maintain a 3.2 unweighted GPA, provided no grades are lower than a “C-”, in order to achieve Honor Roll status.

High Honor Roll will require a minimum of a 3.6 unweighted GPA, with no grades lower than “B-.”

A student cannot attain either Honor Roll or High Honor Roll if an unsatisfactory mark in citizenship has been given that semester. Please refer to the LHS Student Handbook for more information.

Rank In Class

Livingston High School does not provide Rank in Class (RIC) on any school record. RIC is calculated, but is only utilized when applying to service academies, certain college honors programs, and in determining graduation honors. In order for a student to be included in the RIC, they must have been enrolled at Livingston High School for a minimum of five semesters and have met the district's residency requirement.

Additional information regarding grade point average (GPA) calculation can be found in the Livingston High School Course Guide on the Livingston High School Website.