HEWLETT-WOODMERE UFSD **Policy 4710**

( ) Required
(X) Local
( ) Notice

GRADING SYSTEMS

The Board of Education recognizes that the classroom teacher is responsible for evaluating students and determining student grades. Grading is considered a positive tool to indicate effort, achievement, and development in each class or subject in which a student is enrolled. The District shall use a uniform grading system to ensure fair and equitable treatment of all students. Teachers shall evaluate students and assign grades according to this policy.

A. Calculation of Grades:

1. **Students in grades P-5**: Students/Parents in grades P-5 shall receive a standards-based report card at least three times a school year.
2. **Students in grades 6-12**: Students/Parents in grades 6-12 shall each receive (i) a five-week progress report and (ii) a numeric class grade in a report card, four times a school year.
    a. **Full-Year Courses**: All full-year courses are to be graded as follows: 22.5% for each quarter grade in all courses in which a final assessment is given, or 25% for each quarter grade if no final assessment is given.
    b. **Half-Year Courses**: All half-year courses are to be graded as follows: 45% for each quarter grade and 10% for the final assessment.
    c. **Pass/Fail Option**: The Board recognizes that some courses may have a pass/fail grading system as determined by the District.
    d. **Quarterly Grades:** The lowest quarterly grade allowed for students in grades 6-12 shall be 50 out of 100. If a student earns less than the aforementioned grade and a teacher would like to issue a grade below 50, the teacher must submit a request to the District Director and building principal and provide relevant evidence supporting such request. The District Director and building principal will then review the submitted request(s). If the District Director and building principal supports it, they should forward the grade change to the Guidance Department.
    e. **Midterm Assessments**: If administered, midterm assessments shall be given across all sections of the same course level.
    f. **Final Assessments**: Final assessments, if administered, shall be given across all sections of the same course level. If applicable, shall count for 10% of a student's final course grade.
    g. **Regents Exams:** Regents exam grades are determined by the New York State Education Department. Numeric Regents exam grades (on a scale of 0-100) shall count for 10% of a student's final course grade. If the Regents examination score lowers a student's final course average, the Regents exam will be weighted as 0% of the final grade calculation. If a student retakes a Regents exam within one year of completion/passing of the associated course, in June, the highest Regents exam grade achieved will be factored into the student's final course grade.
    h. **Transcripts:** Regents examination grades will only be posted on a student's transcript being sent to post high school institutions (i.e., colleges, universities, trade schools, etc.) at the student's/family's request. The official final transcript will include the highest score achieved on Regents exams that apply towards the student's diploma type.
3. **Weighting**: Honors classes are weighted by an additional 5% of the final average; college courses are weighted by an additional 7.5% of the final average (starting with the class of 2027); Advanced Placement ("AP") classes are weighted by an additional 10% of the final average, provided the student takes the Advanced Placement exam.
    - If a student does not take the AP exam, no weighting will be applied to their course grade, however, the course name listed on the student's transcript will be listed with the Advanced Placement designation.
    - Any high-level non-college and non-AP course shall have its weight determined on an individual basis by recommendation of the Assistant Superintended of Curriculum, Instruction and Innovation to the Board of Education, i.e. Multi-Variable Calculus.
    - When registering for AP courses with performance tasks associated (i.e. Seminar, Research, Art, Music, Computer Science), students are expected to complete the associated performance tasks and end-of- course assessments, or they will lose the AP designation on the transcript, and the 10% on the final average.
    - College-level Multi-Variable Calculus will be weighted by 10% of the final average.

B. Guidelines for the grading and reporting:

1. Students are to be notified of course grading practices and standards no later than the end of the first week of each course's commencement. Parents will be provided with information regarding grading, classroom attendance/participation, and course credit policies for each course at the beginning of the school year. The course grading practices and standards should be in sufficient detail to permit ease of understanding per the course syllabus.
2. Five-week progress reports and report cards will be used to communicate student progress and growth to parents.

An opportunity for parent/teacher conferences is available to discuss student progress.

3. In addition to five-week progress reports and report cards, every teacher is expected to contact a parent/guardian immediately when students perform unacceptably in class, academically or otherwise. No student should receive a failing grade without prior parent/guardian notification in writing unless extenuating circumstances exist.
4. Teachers are expected to update student grades regularly to maintain accurate information in the parent portal and support Infinite Campus' weekly failing grade notifications.
5. Weighting of the various categories in calculation of the course grade shall be uniform, District-wide, at comparable subject, grade, and level.
6. Participation will account for a portion of the student's overall grade in each class. Participation is not limited to simply raising one's hand in class. It may include, contributing to group and class discussions, classwork, engaging in activities, being prepared for class, reaching course milestones, volunteering when appropriate, active listening, staying on task, and collaborating effectively during group work.
7. Additionally, grading will reflect the opportunity for students to demonstrate mastery of grade level or course expectations outlined in the curriculum through a variety of methods such as homework, projects, quizzes, and tests.
8. Academic sanctions may be imposed if misconduct is related to academic performance (e.g., plagiarism, cheating on an exam, improper use of generative AI, etc.). Academic sanctions will be imposed in accordance with the Integrity Code and Code of Conduct, which includes a referral for discipline.
9. All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities.
10. Homework is a meaningful activity intended to reinforce learning, and enhance the understanding of classroom lessons. Homework also helps a student prepare for tests and teaches invaluable time management skills. The use of a homework assignment as a punitive or disciplinary measure, or homework not being checked for completion, reviewed, and/or returned to the student is educationally unsound, and such practices are prohibited.
11. **Review of Tests/Papers/Graded Assignments**
    a. Tests/papers/graded assignments submitted by students will be reviewed by teachers and students will be provided with feedback.
12. **Return of Tests/Papers/Graded Assignments**
    a. All assessments (including but not limited to quizzes, tests, papers, and all other graded assignments) will be returned within seven school days and before the next assessment is given to maximize learning. AP practice materials (practice exams, midterms and final exams) will not be returned, pursuant to College Board policy, but will be reviewed in class.
    b. A maximum of two school weeks will be allowed for the return of essays, essay tests, and written research papers. In the rare instance when an assignment will not be returned in a timely manner, students shall be informed as soon as possible.
    c. Teachers and/or students are advised to keep folders of such assessed work for reference and review. A maximum of one school week will be allowed for objective, short answer tests and graded assignments to be returned.
13. Students shall be provided the opportunity to make up missed work following an excused absence. A reasonable timeframe for completion shall be provided (2 days minimum allowed for every 1 day of excused absence).For extended excused absences of three days or more, the student will be provided five school days to make up missed work and assessments. Excused ATEDs are defined as absences, tardiness, and early departures from class or school due to personal illness, illness or death in the family, impassable roads or weather, religious observance, quarantine, required court appearances, attendance at required health treatment or doctor/dental appointments, approved college visits or such other reasons as may be approved by the appropriate building administrator, including but not limited to absences due to circumstances related to homelessness (pursuant to Policy #5100).
14. A student's excused absences, tardiness, and early departures (ATEDs), attitude, behavior, and other disciplinary issues, may be noted elsewhere on grade reports as appropriate, but shall not be reflected in grades.
15. A student's documented unexcused absences, tardiness, and early departures (ATEDs), shall not be reflected in grades.
16. If a student cuts a class, the student shall receive a detention and will not be able to make up missed work, participation, or assessments. If a student cuts an entire day the student shall receive up to two Saturday detentions and will not be able to make up missed work, participation or assessments.

C. Processing and Changing Student Grades By Teachers and Administrators for Grades 6-12

1. Report card grades are expected to be submitted in a timely fashion to be reported to students/parents. Submission of grades will be open until the Building Principal sets a date when the grade reporting system will be closed and locked. Any extension to the date the grade reporting system will be locked must be approved by the building principal.
2. After each of the first three marking periods, teachers can make marking period grade changes in consultation with the principal and District Director for up to ten (10) school days after the issuance of each marking period report card.
3. After the fourth marking period, teachers can make final course grade changes in consultation with the principal and District Director for up to ten (10) calendar days after the issuance of the marking period report card.

4. The building principal and/or the superintendent of schools and/or the superintendent's designee may make marking period and/or final course grade changes after notification to the teacher with the reason for such change, or upon request of the teacher.
5. Access and permission to the Student Management System (SMS) will serve as a historical and official representation of the grades and credits earned. Grade changes and documentation will be filed in the student's permanent record folder.
6. Access and permission will be reviewed periodically 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.
7. Transfer students: Students who transfer to the District from other school districts or private/parochial schools shall have grades and course credits earned at their previous school identified as such on their transcripts.

D. <u>Appeals Process for Grading Decisions by Parent/Guardians</u>

If a student and/or parent disagrees with a grade or academic decision awarded to a student, the following appeals process will be followed in writing:

1. Initial Appeal to Classroom Teacher: The student or parent/guardian should first address the issue by discussing the grade or decision directly with the classroom teacher. The teacher will review the concerns and provide clarification or further explanation regarding the grading decision. This step must be completed within ten (10) school days of the student receiving the grade or decision.
2. Appeal to the District Director: If the issue is not resolved after the discussion with the classroom teacher, the student and/or parent may appeal to the District Director. The District Director will review the appeal, confer with the teacher, and make a determination. This appeal should be submitted within five (5) school days after the classroom teacher's decision.
3. Appeal to the Principal: If the student and/or parent is still dissatisfied after the District Director's review, the final step is to appeal to the building principal. The principal will conduct a thorough review of the appeal, including all relevant materials, and make a final determination. This appeal should be submitted within five (5) school days after the District Director's decision.
4. The building principal's decision regarding the grade or academic issue will be considered final, and no further appeals will be considered.
5. An expedited appeal process will take place at the end of the school year only if a student needs to attend summer school or if a student needs a final transcript sent to a college/university.

Ref: Education Law § 1709; 8 NYCRR §§ 200.2(b),200.4(d)
Cross-ref: Code of Conduct, Policy No. 5300; Attendance, Policy No. 5100; Policy No. 4321.4

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