

## 2624 GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Building Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

The Superintendent in consultation with the teaching staff shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parent(s) or legal guardian(s) and pupils, and able to be applied with consistency of interpretation. Computation of grade point average shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Board of Education encourages the certified staff under the direction of the Superintendent to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance, observation, parent(s) or legal guardian(s) interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the Board.

The Superintendent shall have the right to review disputed grades and with Board approval to adjust them.

### Testing

1. Improve the instructional program to assist pupils in achieving the Core Curriculum Content Standards;



2. Measure the needs and progress of individual pupils;
3. Measure the achievement of grade levels;
4. Allow comparison of district pupils with national or other norms; and
5. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by State and Federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race color, creed, religion, sex, ancestry, national origin or social or economic status.

Any request for surveys, pupil observations, or pupil questionnaires must be forwarded through the Principal's office to the Superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the Superintendent shall obtain written consent from parent(s) or legal guardian(s) or the pupils being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parent(s) or legal guardian(s) upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Adopted: 26 May 2009

