

STUDENTS

GRADING

I. PHILOSOPHY

This policy recognizes the need for a coherent and consistent grading policy for all students. It also recognizes that a complete process requires communication between the parents and school. Grades should not only reflect the ongoing progress of each student but should also help to enhance each student's perception of his/her own abilities.

II. GUIDELINES

Martin County West has established a goal of enhancing the self-worth of students as a primary educational concern. Teachers are encouraged to strive to meet the needs of individual students providing the necessary individual help and creating the possibility for success.

A. Passing Grade

1. the student shows a degree of concern and effort
2. attendance is regular
3. demonstrated acceptable citizenship traits
4. progress on basic skills

B. An incomplete grade (I) indicates that there is still work to be completed. Students will be given two weeks from the last day of the quarter; after that day, the incomplete reverts to a failure.

C. Failing Grade

1. Criteria
 - a. the student shows no degree of concern or effort
 - b. attendance is not acceptable
 - c. demonstrated poor citizenship traits
 - d. unsatisfactory progress towards basic skills
2. If a failing grade is justified the teacher will do both of the following:
 - a. provide the student and parent with a mid-quarter evaluation indicating failing work. If the student's grade indicates failure after mid-quarter, the teacher will make a contact with the parents to inform them.
 - b. conference with the student/parent no later than two weeks before the end of the grading period.

- D. A professional, well-kept grade book exhibiting a justifiable criterion for determination of grades will be maintained and reviewed by the principal upon request.

III. INDIVIDUALIZATION

One of the central premises of a school system of MCW's size is the notion that we can give students some individualized attention and help which they are not likely to receive at a large school.

We recognize that students who fail normally lack some basic skills in reading, language arts, or mathematics and many of these students cease to give a reasonable effort to accomplish a passing grade. We also recognize that very few of these students will fail a class if they believe that the teacher has a genuine concern for them as individuals.

With this understanding, it would therefore become the policy of the school to require all teachers to have a formal conference with students/parents in danger of failing at least two weeks before the end of the quarter. The purposes for the conference would include the following:

- A. To seek the student's explanation for the difficulties;
- B. To seek to identify basic skills deficiencies;
- C. To provide encouragement and help to the student;
- D. To adjust assignments or provide alternative assignments when there appears to be serious learning problems rather than inattention or lack of effort.

IV. INTERVENTION

Any student receiving a failing grade may result in the following actions:

- A. Principal and teacher conference to determine reasons for failure and compliance with guidelines.
- B. Principal contacts parent for permission for education assessment to determine reasons for failing work. This may include psychological evaluations.
- C. Conference arranged after education assessment to discuss reasons for failure. This will include the principal, teacher, and parent. It may also include the student.
- D. A course of action will be determined which may include additional remedial help, student contracts, additional homework, suspension of extra-curricular activities, or weekly report cards.

- E. The student's progress will be monitored throughout the quarter and at the end of the next grading period.

V. FINAL GRADES

- A. Final grades in a semester course will be determined and reflective of the skills mastered. A final assessment is highly recommended in all courses.
- B. Final grades in a year long course will be determined and reflective of the skills mastered. A final assessment is highly recommended for all courses.

VI. HONOR ROLL

An honor roll will be established at the end of each nine (9) week grading period. This will be based on the following grade point system: 4.00 = A; 3.67 = A-; 3.33 = B+; 3.00 = B, etc. for an "A" and "B" honor roll.

A Honor Roll	GPA of 3.67 or higher (<i>no F's</i>)
B Honor Roll	GPA of 3.00 or higher (<i>no F's</i>)

VII. EARNING CREDIT

In order to be granted any credit by the school a student must be in "good standing." A student not in "good standing" will not receive credit for any completed classes until their status is changed. Bills need to be paid, books turned in, and all detentions made up. The High School Principal or designee will determine if a student is in "good standing" and will authorize student, parent, and superintendent notification.

Junior high (7-8) students who do not pass one or more of their core classes of Language Arts, Math, Science, and Social Studies will be required to:

- 1) Repeat the course the following year which may delay their ability to take the grade level course in that area or
- 2) attend Summer School for the course failed (Language Arts or Math only) and successfully meet the requirements to move on to the next level or
- 3) complete a district prescribed "online" remedial course that meets the standards and rigor of the failed course.

Students taking junior high courses in high school will not be granted high school curricular or graduation course credit for those courses (see Graduation Ceremony Participation Requirements and the MCW Policy Book for graduation requirements).