



## **HADDON TOWNSHIP BOARD OF EDUCATION**

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### **5420. GRADING PUPIL PROGRESS/ REPORTING TO PARENTS**

- A. The educational philosophy of the Haddon Township Public Schools identifies every student as a unique individual and requires that grading be based on what each student produced and what each student is capable of producing.

The superintendent, in consultation with teaching staff members, shall devise district-wide methods for evaluating and recording pupil progress. The grading system shall be uniform district-wide at comparable grade levels and shall be both diagnostic and objective.

The primary purpose of parent-school communication concerning individual students shall be to lead both parents and staff to fuller understanding of the quality and direction of the student's learning, so that parents and school may be increasingly helpful to the student.

1. The progress report is intended to be a positive instrument. Its use, however, should extend beyond serving as a failure notice. It enables the teacher to indicate areas that need improvement and is intended to enlist the cooperation of the parents in assisting the student. The progress report also allows the teacher to note areas where improvement has occurred or where commendation has been earned.

#### Progress Report Notices – (High School and Middle School)

Interim progress reports will be available online through [mygradeportal.com](http://mygradeportal.com) at least midway through the marking period. Parents / guardians may check the grade portal at any time throughout a marking period to check his child's progress.

#### Progress Report Notices – (Elementary)

Interim progress reports will be provided to parents at the midpoint of the marking period for those students whose progress is not satisfactory.

2. Special Program Reports

Written or parent conference reports shall be made periodically to parents for students in special programs including special education, remedial / compensatory programs, enrichment and other similar instructional programs.

3. Parent Conferences

The superintendent shall coordinate the scheduling of parent conferences prepared by each school principal with the assistance of teaching staff members of each school.

Regular parent conferences shall be held within the first three months of school and whenever necessary to promote the student's progress and parents'

understanding. Special school conferences shall be arranged on the basis of student need and parental or teacher-principal request.

- B. Grades are a teacher's judgment of a student's performance. Grades shall be derived from the measurement of what an individual student has produced during the year and what the same student is capable of producing. All grades shall be based on homework, class work and assessment, objectively weighted and computed by the teacher.

1. The Meaning of Letter Grades

Grades shall be assigned A, B, C, D, F, I, M. A grade of D or higher qualifies a student to pass a course and receive appropriate credit.

Guidelines for the determination of letter grades are as follows:

Grade	Verbal Meaning	Numerical Meaning
A	Excellent	100-93
B	Good	92-85
C	Fair	84-77
D	Poor	76-70
F	Failure	69-0
WP	Withdraw Passing	100-70
WF	Withdraw Failure	69-0
I	Incomplete	
P*	Progress	
NP*	No Progress	
M	Medically Excused	

\* These grades are reserved for emergent English Language Learners. Their progress is measured by their improvement in the use of the English language.

In the primary grades, an alternate, developmentally appropriate grading scale may be utilized for reporting purposes.

At the middle school level, an alternate grading scale may be utilized for the Advisory Class to reflect the nature of the course.

2. Criteria for Determining Marking Period Grades

The basic determinants for marking period grades are class work, homework and testing.

- a. Class work: This should include attendance, the quality of such factors as verbal or physical participation preparedness, attentiveness and conduct. In cases of severe attendance problems, attention should be given to the “Incomplete” and “Absences” policies described in the student handbook.
- b. Homework: Work assigned should be a meaningful part of classroom instruction and should not be used as a disciplinary measure. Continued failure to do homework should be reported to the guidance office / principal so that appropriate remedial action can be initiated. Additional or remedial assignments over and above regular assignments should serve the purpose of meeting each student’s individual needs.
- c. Testing: In attempting to determine a fair grade, an adequate number of assessments should be administered during each marking period. Assessments should include a variety of approaches such as brief quizzes, unit assessments, special projects, etc. All assessments should strive to secure a measurement of the various aspects of each pupil’s ability such as: retention and application of material, written expression, and critical thinking.

In consideration of the three areas listed above, the portion of the grade determined by the three factors does not necessarily warrant equal emphasis. Each is to be considered in light of the individual subject and the content of the work. The weight assigned is to be determined by the individual teacher. However, all three major areas must be considered, as well as the ability of the student in comparison to his achievement.

### 3. Additional Factors to be Considered in Determining Marking Period Grades

#### a. Incompletes (High School and Middle School)

An “I” (Incomplete) is given when course requirements for a given marking period have not been met. Generally, an absence of a few days should not necessitate the issuance of an “I” grade.

A student is given no longer than double the time of absence to complete his/her work. In certain instances, the time period may be extended if such an extension is agreeable to both the teacher and student.

If the incomplete work is not made up within the appropriate time period, the teacher shall assign a mark of zero for the incomplete work and average the zero with all the other marks to determine the average.

#### b. Absences (High School and Middle School)

- 1) Excused and Approved Absences: A student is responsible for making up work missed during an excused or approved absence. No penalty should be applied provided the work is completed within the time frame described in the “Incomplete” policy.
- 2) Truancy / Cutting Class: Students who absent themselves from class willingly and without school / parental / guardian permission shall be considered truant and shall receive a zero for all work missed. Truant students who choose to make up work missed for no credit should be permitted to do so.
- 3) All Absences: Students are expected to attend all classes. It must be recognized that it is impossible to satisfactorily make up some class work which has been missed (e.g. class participation, a concert, or a lab experiment with one’s lab partner.) A teacher has the right to substitute other assignments in such cases. Excessive absences of any kind must be reflected in the class participation portion of the student’s mark.

c. Limited English Proficient Students

As long as a student is categorized as Limited English Proficient, the teacher will use the grades of progress / no progress until such time as the student is no longer determined to be Limited English Proficient. After a student exits from this category, the existing grading procedures of the district will apply to the student.

4. Sequential Course Requirements (High School)

A grade of “C” or higher shall be required to secure the school’s recommendation to proceed to the next level course when such courses are sequential ( e.g. world languages, mathematics).

5. Weighted Courses (High School)

Several courses within the curriculum demand enough additional time, effort and ability that they should be considered accelerated courses. Consequently, for class rank purposes a bonus for each credit taken will be awarded for the following courses:

- |  |                            |
|--|----------------------------|
| Advanced Placement Biology             | Honors English gr. 9,10,11 |
| Accelerated Chemical Techniques        | Honors US History II       |
| Accelerated Algebra II/Trig            | Advanced Placement English |
| Accelerated Geometry                   | Parallels                  |
| Accelerated Pre-Calculus               |                            |
| Advanced Placement Statistics          |                            |
| Advanced Placement Calculus AB         |                            |
| Advanced Placement Calculus BC         |                            |
| Advanced Placement American Government |                            |

Fourth year World Language classes  
Advanced Placement World Language classes

6. Course Transfers (High School)

With regard to credits and the course grades for students whose courses have been changed, the counselor, the teacher and the department facilitator involved shall recommend whether full, partial, or no credit shall be given and whether the grades in the course from which the student transferred shall be included on the permanent record.

7. Computation of Grades (High School)

- a) The year's grade will be comprised of five elements – four marking period grades and a combined and averaged grade from mid-term and final exams.
- b) For a semester course, the final grade will be computed using each marking period's grade as 2/5 and the exam grade as 1/5.
- c) Physical Education

A student in physical education must earn a grade of "D" or higher in two or more marking periods in order to receive a passing grade for the year. Those who do not shall receive a final grade of "F".

For those students who have received a grade of "D" or higher in two or more marking periods, the final grade will be determined numerically.

In situations involving medical grades, if half or more of the marking periods are medically excused, the student will receive a final grade of "M". If fewer than half of the three marking periods are medically excused, the student will receive the appropriately averaged letter grade.

Adopted: October 21, 2010