

GRADING SYSTEM

Philosophy of Marking – In keeping with the general Board philosophy that the curriculum should be expanded to meet the diversified needs, interests and abilities of adolescents, it follows that pupil evaluation should be consistent with present policies and practices. Because marking a student is a highly individualized matter, generalized policies are never hard and fast. If this were not the case, we would not need professionally trained people. A statement of policy can only be a guide.

It is intended that the marking system in no way impede the accomplishment of desired outcomes in various programs. The evaluation process should not be a threat to the mental attitude of our students, encourage academic dishonesty, discourage scholarship, or focus attention on merely incidental learning outcomes.

Teacher Guidelines for Preparing Progress Reports – Teacher comments will be a very integral part of the evaluation of the child's progress.

Reading: We will be evaluating each child's performance at his/her ability level. This should be spelled out in the teacher's comments. An example is that a 5th grade child working on a 4th grade level could conceivably receive an "A". Some of the areas that should be taken into consideration in determining a child's grade are:

- ❖ Comprehension skills
- ❖ Oral reading skills
- ❖ Performance on daily reading activities such as workbooks, skills sheets, and learning centers

These areas should be addressed in the teacher's comments as they apply.

Communication Skills: There will be separate grades for spelling, language and penmanship.

- ❖ In the area of spelling, we will take into consideration assigned spelling as well as the child's spelling skills as demonstrated in all subject areas.
- ❖ In language, we will evaluate the child's skills in language mechanics, creating writing, and oral expression.
- ❖ Penmanship will be evaluated not only on assigned handwriting activities, but also as demonstrated in all subject areas.

Arithmetic: Again, as in reading, the child's performance will be evaluated at his/her ability level. Some of the areas that will be taken into consideration in determining an arithmetic grade are:

- ❖ the child's mastery of basic facts
- ❖ how well the child applies these facts to actual problem solving
- ❖ the child's understanding of arithmetic concepts (such as associative and commutative properties, place value, etc)

In Social Studies and Science teachers should include in their comments a general statement as to what content areas are being studied.

Social Growth: Some of the areas that should be addressed in the teacher's comments are how well the child:

- ❖ cooperates in work and play
- ❖ relates to his/her peers
- ❖ listens
- ❖ follows directions
- ❖ works independently
- ❖ carries out responsibilities
- ❖ moves from task to task

Evaluation Key – In an effort to aid parent's understanding of their child's progress, the following "Evaluation Key" is to be placed on the Progress Reports.

A – Child is highly motivated and very consistent in his/her achievement.

B – Child is doing above average work.

C – Child is doing acceptable work, but there is room for improvement.

D – Child is having difficulty completing required work.

E – Child is not making sufficient progress.

Adopted by the Bartlett School Board – May 3, 1983