

Title Vol. 44, No. 2 - January 2026 Revised GRADING
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Revised Policy - Vol. 44, No. 2

5421 - **GRADING**

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately the student's his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.

~~??[] The mandatory grade report date for all District staff shall be on _____ () ENTER AMOUNTchoose number calendar day(s) following the last day of the preceding grading period; "report" means to input grades into the District's grading system so that the information can be accessed by the District's administrators as well as other persons having permitted access. [END OF OPTION]~~

~~To determine grades for courses, teachers are expected to~~The Board directs the Superintendent to develop procedures for grading whereby the professional staff:

- A. ~~() developdevelops~~ clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- B. ~~() helphelps~~ each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. ~~() provideprovides~~ frequent opportunities for each student to obtain information as to the student's his/her progress toward the learning goals of the student's his/her courses or programs;
- D. ~~() provideprovides~~ for a pass/fail grade in programs for which it is appropriate;
- E. ~~() provideprovides~~ students the opportunity to assess both their own achievements and their areas of difficulty.

~~[-]~~ The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

~~[-]~~ The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

The District's Grading System is addressed in the Student Handbook.

Grades _____ **[ENTER GRADE RANGE]**

Students in grades _____ **[ENTER GRADE RANGE]** receive a standards-based report card. The scale below is used for the content areas of reading, writing, math, science, and social studies:

~~3 — Outstanding/Student has met the end of the year standard~~

~~2 — Satisfactory/Student is on course to meet the end of the year standard~~

~~1 — Unsatisfactory/Student is making limited progress toward meeting the end of the year standard~~

~~These grades incorporate the following characteristics of learning:~~

- ~~A. The quality and, when appropriate, the quantity of what the student has accomplished and can apply that makes their learning **outstanding, satisfactory, or unsatisfactory**. The description is not based on comparisons with other students.~~
- ~~B. The level of current effort, social interaction, and emotional, physical, and social control over self that qualifies a student as **outstanding, satisfactory, or unsatisfactory**.~~

~~[-] Learning and social skills attainment is measured at this level using the following scale:~~

~~+ Student displays this behavior/skill most of the time~~

~~- Student needs improvement in this area~~

~~**[END OF OPTION]**~~

~~[] Students in grades K-2 do not receive grades in specials. [END OF OPTION]~~

Grades _____ [ENTER GRADE RANGE]

~~The following final grading scale applies to grades _____ [ENTER GRADE RANGE]. Grades for courses which earn credits toward a high school diploma will be awarded value as indicated in this policy, which will be used to determine class rank.~~

~~The following final grading scale applies for courses completed in grades three (3) through twelve (12):~~

GRADE	RANGE	VALUE	GRADE	RANGE	VALUE
A+			C+		
A			C		
A-			C-		
B+			D+		
B			D		
B-			D-		

~~[] Advanced standing courses receive a higher weight due to the rigor of the curriculum and workload. The following final grading scale applies for AP, College Credit Plus, International Baccalaureate, career technical education CTAG/ITAG, and honors courses.~~

GRADE	RANGE	VALUE	GRADE	RANGE	VALUE
A+			C+		
A			C		
A-			C-		

B+			D+		*
B			D		*
B-			D-		*

*No weighted values are applied for grades below a C in advanced standing courses.

[END OF OPTION]

Grading Practices:

A. For all grade levels, teachers should follow these practices:

1. ~~() Grade entries should be based solely on academic performance. Examples of "grade entries" include (but are not limited to): tests, quizzes, homework, in-class assignments, project checkpoints, group work, etc.~~
2. ~~() No one (1) grade entry should count for more than ____ percent (____%) [ENTER AMOUNT] of the quarter grade.~~
3. ~~() If given, extra credit must relate to the content area and must enrich the curriculum. It should not exceed ____ percent (____%) [ENTER AMOUNT] of the total grade for the quarter.~~
4. ~~() There should be a minimum of ten (10) grade entries posted per quarter and should be fairly distributed during the quarter (____ () [ENTER AMOUNT] entries by mid-quarter).~~
5. ~~() There should be a minimum of one (1) grade entry posted every ____ () [ENTER AMOUNT] school days.~~
6. ~~() Grades should be posted within ____ () [ENTER AMOUNT] working days of the due date. In the event additional time is needed (projects, lengthy papers), students will be informed.~~
7. ~~() Teachers that wish to use weighted categories must be able to explain to building administration how the calculations of their weighted categories will not violate District grading policy. Teachers are encouraged to use total points for grade entries in lieu of weighted categories.~~
8. ~~() At junior high/middle school and high school, grades for individual assignments should be recorded as earned (no minimum grade). A minimum score of ____ percent (____%) [ENTER AMOUNT] should be assigned for the 1st and 3rd quarters.~~
9. ~~() For grades _____ [ENTER GRADE RANGE], all work submitted before the end of a quarter should receive a minimum score of ____ percent (____%) [ENTER AMOUNT]. Students may be required to redo work that does not meet the minimum~~

standards. The floor grade for quarters one (1) and three (3) are not necessary.

- B. ~~(-) It is the student's responsibility to obtain their assignments and complete their work during suspensions. Teachers will facilitate student access to assignment information during a suspension using the District Learning Management System and other processes as appropriate to the individual student. Assignments are due to teachers on the day the suspended student returns to school. Assignments turned in after the due date will be governed by the language set forth in this guideline.~~
- C. ~~(-) Students who are absent when assignments are given are expected to obtain their assignments and complete their work as applicable. Make-up work for a student with an excused absence will be due in an equal number of school days the student is absent. Assignments turned in after the due date will be governed by the language set forth in this guideline.~~
- D. ~~(-) Students are expected to complete all required academic work. Failure to complete required academic work will result in a grade of zero (0). All academic work completed by its due date will be graded. Work turned in after the due date will be governed by the late work guideline.~~
- E. ~~(-) Students shall be permitted to submit late work to their teachers. Projects and extended assignments that are turned in late will be reduced by one (1) letter grade (or ___ percent (___%)) [ENTER AMOUNT] for each school day the work is late. If the late work is not turned in, a grade of zero (0) will result.~~
- F. ~~(-) Daily assignments that are turned in late will be reduced at the teacher's discretion for each school day the work is late. A teacher may review daily assignments in class after the due date. Once a teacher reviews a daily assignment with students, that assignment may not be accepted under the late work rules and given a grade of zero (0).~~
- G. ~~(-) Academic dishonesty is considered a serious violation of academic integrity and the Student Code of Conduct. Academic dishonesty will result in grade-level appropriate action. Examples of academic dishonesty include (but are not limited to): plagiarism, cheating, falsification of data, etc. (Grade-level appropriate action will be defined in the student planner/agenda/handbook for each grade-level school.)~~
- H. ~~(-) Collaborative group work is encouraged. Students may be assessed by using both individual and group grades. Teachers will facilitate and monitor group goals while ensuring individual accountability.~~
- I. ~~(-) Teachers are encouraged to work with students who may have unusual or extenuating circumstances that may affect their ability to meet the standards set forth in this guideline.~~

Pass/Fail Grades

Pass/fail credit may be issued for academic learning experiences that may be outside of the school day, or for experiences that support the learning program, such as field experiences, independent study, internship, and/or educational travel.

Grade Replacement for Students in Grades _____ [INSERT GRADE RANGE]

Open to all students in grades _____ **[INSERT GRADE RANGE]** taking courses for high school credit who earned one (1) or more failing semester grades.

Course Eligibility

- A. ~~Any high school credit course in which a student failed is eligible for replacement, includes courses of students transferring from other schools.~~
- B. ~~Students should verify with their counselor before enrolling in a replacement course to ensure that the course they are taking for grade replacement will be accepted as outlined below. Only courses taken through the District or approved partners are eligible to use as the replacement for a student's grade, such as:~~
 - 1. ~~Repeating a traditionally scheduled course~~
 - 2. ~~Credit recovery courses~~
 - 3. ~~Summer School~~
 - 4. ~~District Alternative School~~
 - 5. _____
 - 6. _____
- C. ~~Replacement courses should be comparable in standards and content.~~
- D. ~~Replacement grade cannot be used in NCAA eligibility.~~
- E. ~~This applies to any course recovered before graduation.~~

Process

- A. ~~After course credit has been recovered, the original grade will be changed to WF (Withdraw Fail).~~
- B. ~~The WF will appear on the transcript but will not be calculated into the student's GPA.~~
- C. ~~Students earn the weight of the recovered course, not the original weight.~~
- D. ~~Counselors and data specialists work together to make changes when students recover their credit.~~

Grading LEP Students in Grades 3-12

~~Many LEP students who are in their first year of U.S. schooling are not able to adequately demonstrate academic competence due to the language barrier. The LEP Grading Rubric is recommended for the following students in grades three (3) through twelve (12):~~

- A. ~~LEP students who are within their first year of U.S. schooling;~~
- B. ~~LEP students who are within their first three (3) years of U.S. schools and are still at the pre-functional or beginner level of OTELA (composite score).~~

~~The LEP Grading Rubric may be used to supplement or supplant grades in any content area. If used, the report card should indicate that this is a modified or accommodated grade. A team of educators, including the ESL teacher, should decide how or when the LEP Grading Rubric is used.~~

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