

HIGH SCHOOL GRADING POLICY

As extracted from the Calcasieu Parish School Board Policy Manual, the following section addresses local grading policy: The School Board directs that evaluation of student progress be based on various aspects of performance as measured against standards for the respective grade or subject. The requirements for evaluation shall take into consideration the ability, aptitude, cultural background, and other characteristics of the student. Grading shall be based on (1) achievement as it reflects a reasonable and conscientious effort on the part of the pupil to fulfill in quantity and quality the requirements of the course, (2) the ability of the pupil as it relates to the pupil's demonstrated effort, and (3) other criteria as may be developed.

Grades shall be determined and reported in accordance with the procedures outlined. No school employee, including administrative and supervisory personnel shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his teacher, unless it is determined that the grade is an error or that the grade is demonstrably inconsistent with the teacher's grading policy as per R.S. 17:414.2. The same policy applies to special education students.

GRADE COMPUTATION

Reports related to student progress will be made to parents of regular and special education students at the end of each marking period throughout the session. Teachers are expected to evaluate the work of the pupils frequently throughout the marking period. Teachers shall evaluate at least ten (10) different times during the period to arrive at a fair grade (tests, class participation, homework, reports, experiments, themes, etc.). Teachers shall not assign multiple grades to individual tasks in order to meet the required number of evaluations. Special projects like term papers, which include multiple steps that are graded separately, do not violate the spirit of this policy. The grade for the marking period will be an average of these grades. All grades shall be recorded numerically.

SPECIAL EDUCATION/HOMEBOUND GRADES

Homebound students will receive all grades in all subjects from the homebound teacher for the length of time enrolled in homebound. Special education students who are in self-contained classes must receive a progress report every six weeks at the same time that report cards are issued. Progress will be based on long term and short-term objectives as reflected on the Individual Education Program (IEP). Special Education students, who are mainstreamed for one or more subjects, will receive a grade/Carnegie unit from the regular classroom teacher(s) for these subjects.

MARKING PERIODS/GRADE COMPUTATION

Teachers are instructed to average the numerical grades to arrive at a percentage grade for the marking period. The percentage grade for the marking period shall be computed to tenths and rounded to the nearest whole number (.5-.9 rounds up).

SEMESTER/SESSION EXAMS

Semester exams will be given at the end of the semester and final exams at the end of the year for one (1) credit courses. Each of these exams will cover content taught during the respective semesters. The principal will insure that the test schedule is fair and appropriate. The maximum time allowed for test review will be one (1) week.

FINAL MARKING PERIOD/EXAM PERFORMANCE

In no case should a pupil be allowed to feel that the final marking period is unimportant or that it will have no bearing on his/her final grade. In fact, the performance of each pupil during the final marking period is expected to reflect and approach a degree of proficiency comparable to the quality of work he/she has maintained throughout the course, or his/her work for the course may be considered unsatisfactory. In other words, if a child deliberately refuses to participate during the final marking period or if he/she does not put forth a sincere effort on the final tests, this may be considered sufficient reason to report his/her work as failure for the period or session.

FINAL EXAM EXEMPTION

Students who make 90 or above on each marking period and a 90 or above on the first semester exam may elect to be exempt from the final exam for courses of one or more credits. For students exempt from the final, the end of session average will be based on the marking periods and the semester grade.

END-OF-COURSE FINAL GRADE

The final grade for one-half (1/2)-credit courses shall reflect an average of three marking periods and the semester exam. Courses of one or more credits shall reflect an average of the marking periods, a semester exam, and a final exam. Marking periods, semester exams, and final exams shall carry equal weight.

TRANSFER STUDENTS

If a student transfers into the system during the school year and brings letter grades, the letter grades will be converted to numerical grades using the following scale:

A	95
B	85
C	75
D	65
U	59

TRANSCRIPT/GRADE POINT AVERAGE

On the transcript, the final end-of-course average shall be converted to a letter grade using the following scale:

A	90 -100
B	80 - 89
C	70 - 79
D	60 - 69
U	59 and below

The final transcript will carry the end-of-course average in the form of a letter grade for courses attempted. The transcript will reflect a 4.0 grading scale and a 5.0 scale used exclusively for AP courses. The final grade point average(s) shall be computed to thousandths and rounded to hundredths.

IMPLEMENTATION

1999-2000 Numerical grades will be recorded in grade books, used for averaging, and converted to letter grades for each marking period.

2000-2001 Full implementation of policy as written.

