

**INTRODUCTION**

Grades are for the purpose of reporting student achievement. They should never be used for reward or punishment of student behavior. Students, generally, respond more positively to the opportunity for success than the threat of failure. Grading policies should therefore, seek to make achievement both recognizable and possible. Every effort should be made to assist students in achieving success.

**GRADING CRITERIA**

It is essential that teachers have as much accurate information as possible on each student's progress. A variety of methods, including tests, assignments, observations, performances, demonstrations, etc. should be used to gather information for student grading.

The teacher is obligated to make clear to students at appropriate intervals, the basis upon which the grades are assigned. Marks should be given on the basis of a student's success in achieving established objectives of the course.

**GRADING SYMBOLS**

Letter grades shall have the following meanings:

A = Course objectives achieved in a superior manner.

B = Course objectives achieved in a highly satisfactory manner.

C = Course objectives achieved in a satisfactory manner.

D = Course objectives achieved in a minimum manner.

F = Course objectives not achieved; no credit granted.

I = Incomplete – Student has a specified period of time to complete work missed.

Grade point average (GPA) will be computed with the following point values; A-4 points; B-3 points; C-2 points; D-1 point; F-0 points.

## **FREQUENCY OF REPORTING GRADES**

Report cards will be issued each quarter to all high school students and each trimester to all middle school students. Parent-teacher conferences will be used to report progress for student grades, K-4. All teachers, grades 5-12 will follow the reporting periods listed in the annual school calendar. Frequency of reporting progress for student grades, K-4 will be left to the discretion of the elementary principal, but shall be a minimum of twice a year.

A mid-term and mid-trimester notice should be used to report unsatisfactory progress and encourage parent's support in improving the student's performance. Mid-term and mid-trimester notices are appropriate for students who are failing, or working significantly below their ability level.

A list of students receiving failing grades must be given to the principal prior to marking report cards.

## **PARENT-TEACHER CONFERENCE**

A teacher shall schedule one or more conference(s) with the parent(s) of a student if the student is not maintaining passing grades or achieving the expected level of performance, presents some other problem to the teacher or in any other case the teacher considers necessary. Regular parent-teacher conferences will be scheduled for all parents as a part of the grading and reporting process.

## **INDIVIDUALIZED STUDENT ACHIEVEMENT REPORT**

The Utah State Board of Education shall develop an Individualized Student Achievement report which includes information on the student's level of proficiency as measured by a statewide assessment; and a comparison of the student's academic growth target and actual academic growth as measured by a statewide assessment. The District shall distribute the Individualized Student Achievement Report to the parent or guardian of the student to whom the report applies.

[\*Utah Code § 53A-1-1112\(3\) \(2017\)\*](#)

## **AWARDING CREDIT**

Credit is awarded on the "contact" system; one unit of credit for successful completion of a course, which meets each day for 180 days, or equivalent. One half and quarter units of credit may be awarded for corresponding periods of time. Credit will be awarded at the end of each quarter & trimester.

## **MAKE-UP PRIVILEGE**

A student who receives an "I" due to legal absence will have a grace period in which to achieve the minimum objectives and to replace the "I" with a passing grade. The maximum grace period may be determined by the teacher and/or principal. Make-up work will normally be a portion of stated course objectives that the student has yet to achieve. However, the teacher may use alternative objectives that better fit the make-up process.