



Grading Policy and Guidelines

Purpose of Grades:

The purpose of grading shall be to communicate student learning with students and parents/guardians. The communication shall be as such to invite participation within the student's learning process. Grades shall communicate student learning relative to clearly stated instructional expectations based on the standards of the content.

Grading Guidelines:

Grades shall be mainly determined by assessments in the form of, but not limited to, written tests, essays, science experiments, multimedia presentations, products, performances, works of art, speeches, demonstrations, etc. Daily assignments, class participation, application of skills, etc. can be considered as a portion of the grade.

Middle & high school teachers will need to set up Categories in Infinite Campus before creating assignments. Previously, there were two categories pre-programmed, 70% Performance and 30% Practice. However, now Professional Learning Communities can work together to determine categories that make best sense for their courses.

Directions for teachers creating categories in Infinite Campus is at <https://kb.infinitecampus.com/help/categories-instruction>

Categories (Instruction)

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[Using Categories](#) | **[Creating a Category](#)** | [Reviewing Categories for a Section](#) | [Deleting a Category](#)

PATH: [Instruction](#) > [Grade Book](#) > [Settings](#) > [Categories](#)

PATH: [Instruction](#) > [Planner](#) > [My Curriculum](#) > [Section Title](#) > [Categories](#)

PATH: [Instruction](#) > [Progress Monitor](#) > [Settings](#) > [Categories](#)

Categories are groupings of related assignments, used for sorting and grade calculation. Categories must exist before you can create assignments.

Examples of categories include *Homework*, *Quizzes*, and *Tests*, or *Formative* and *Summative*.

View and edit categories in the following locations:

All student work is based on standards. Grades cannot be explicitly used for reward or punishment. Grading practices cannot place a student in a situation where he/she is doomed to fail mid-year with no recourse.

Graded assignments shall be updated in the online gradebook/student learning management system each week to keep everyone informed of student progress. (This is approximately 10 assignments per quarter for all courses that are NOT elementary specials. Elementary Specials such as Art, Music, Strings and PE courses should have about 5 assignments per quarter.)

Grade PassBack within Canvas (student learning management system) is currently available for Middle and High Schools. [Click here for more information regarding Canvas grade pass back.](#)

Student performance shall be communicated using the appropriate grade-level scale. The scale for reporting grades at each level is as follows:

Early Childhood	Kindergarten - Grade 5	Grades 6 - 12
<ul style="list-style-type: none"> ❖ E - Exceeds Expectations ❖ M - Meets Expectations Fully and Consistently ❖ P - Progressing Toward Expectations ❖ N - Not Progressing Toward Expectations 	<ul style="list-style-type: none"> ❖ A+ - 98% - Exceeds Expectations ❖ A - 90 - 97% - Meets Expectations Fully and Consistently ❖ B - 80-89% - Meets Expectations Fully, but Not Always Consistently ❖ C - 70-79% - Progressing Toward Expectations ❖ I - Not Progressing Toward Expectations 	<ul style="list-style-type: none"> ❖ A - 90 - 100% ❖ B - 80-89% ❖ C - 70-79% ❖ D - 60-69% ❖ F - 59% or below ❖ I - Incomplete

Report Cards:

Quarterly grade report cards are posted in the online gradebook/student learning management system four times a year at the end of a quarter. For middle and high school students these quarter grades will be used to compute GPA. Grading windows are managed by the TIS (Technology and Information Services) Department through the online gradebook located in Infinite Campus. The grading window allows teachers to POST the student grade to the grade card and transcript. It will open two full days before the end-of-quarter record prep day and close at 5pm on record prep day. See [Grading Windows for 25-26.](#)

Teachers will have 2-weeks to make course grading adjustments **after** quarterly grades are posted for students who are failing or receiving an incomplete (I). Students who return missing work or improve their grade on any incomplete or non-mastered content shall have their grade adjusted for that quarter/semester. Teachers should make sure they are not creating a new assignment but modifying the assignment/activity grade in the proper grading window on Infinite Campus. At the end of the 2-weeks, the teachers will need to repost the grades in Infinite Campus for it to reflect on the students' report cards. The POST option will reappear in IC for the last two days of the adjustment window. At the end of this time, transcripts will be posted for middle and high school students.

Progress Reports:

All parents and students may view In-Progress Grades at any time via their student information system (*Infinite Campus*) portals. Schools can also [produce a printed report](#) of In Progress Grades from the student information system (*Infinite Campus*) at any time. Per Board Policy IHA, progress reports for all students should be issued at the midpoint of each quarter.

High School Credit:

High school credit for successful completion of outcomes shall be based on the grades determined by the teacher of record for each course in which the student is enrolled. High school credit shall be awarded for the letter grades of A, B, C, D, and P in accordance with an approved Passed/Not Passed option. High school credit shall not be awarded for grades for F or I for incomplete. Credits are written to the transcript in 0.5 credit units. A course worth 1.0 credit will appear on the transcript as two 0.5 credits with the letter grade for each portion.

Each high school shall organize its program on the basis of units of credit. "Unit of credit" means one unit of credit earned for satisfactory completion of any approved subject taught for a minimum of one class period for two semesters or two class periods for one semester. One-half unit of credit shall be earned for approved subjects taught for a minimum of one class period for one semester or two class periods for one semester.

Eligible grade 8 students may be able to take high school credit courses, see counselors/administrators for more information.

ESOL Guidance:

If an ELL is unable to earn a passing letter grade due to language difficulties, an Incomplete (I) grade might be considered in place of a failing grade. Students who are progressing towards expectations but continue needing language scaffolds at Elementary should receive a Progressing Towards Expectations (C). The goal when recommending a student to receive an Incomplete is to increase the linguistic and academic abilities of students, set students up for success, and provide them with a positive feeling of achievement if they are gaining language but not to the level of mastery for the particular course.

If the student met the standard but with scaffolds that should be entered noted in the comments section regarding the language scaffolds and assistance that allows the learner to achieve the grade level content.