

Alloway Township Board of Education District Policy Manual

Students

Series 5000

Examinations / Grading / Rating / Testing

Policy 5122

Date Adopted: October 22, 2002

**Date Revised: May 11, 2010,
Aug. 11, 2015, Sept. 22, 2015,
Jan. 5, 2016**

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The Board of Education encourages the certified staff, under the direction of the Superintendent/designee, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, recognized standardized achievement testing programs, written and oral teacher-made tests, performance observation, parent interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations.

The Superintendent/designee, in consultation with the teaching staff, shall develop a marking system to be used uniformly throughout the district. The system should be clear, easily understood by parents and pupils, and able to be applied with consistency of interpretation. The evaluation and the grading symbols shall be intended to appraise the pupil's progress toward established goals and shall be a factor in promotion/graduation decisions.

The parents must be made aware of the progress of their child, his/her own growth patterns and the child's progress in relation to recognized standards.

The Board of Education reserves the right to review and alter any grade or evaluation assigned to a pupil by the professional staff. As a matter of policy it delegates this authority to the Superintendent/designee, who shall develop and implement an administrative regulation that establishes a process for the review of any grade or evaluation in question. The regulations shall protect the integrity of the grading and evaluation system and guarantee a fair hearing to all individuals party to a dispute concerning a grade or evaluation.

The school district shall establish and maintain a testing program to:

- A. Measure the needs and progress of individual pupils;
- B. Measure the achievement of grade levels;
- C. Allow comparison of district pupils with national or other norms;
- D. Aid in evaluation of programs.

The district's testing program shall embody at least the tests required by state law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

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Grading Policy

The philosophy of the Board of Education concerning academic achievement is based on the premise that children have diverse capabilities, interests and individual patterns of growth and learning.

Therefore, the Board feels it important that teachers have as much and as accurate knowledge of each student as is possible through tests and observations of students intelligence, achievement, work habits, skills, health and home environment.

The Board recognizes that many factors that cannot be clinically tested, such as attitude toward others and work habits, may influence a student's success as much as knowledge of subject areas.

In fairness to all student then, achievement shall be judged 1) in relation to a student's learning capacity, and 2) in terms of his/her degree of mastery of skills, instructional goals and objectives.

Tests, quizzes and other evaluation devices will be administered on a regular basis to generate grades to promote a process of continuous evaluation of student performance to inform the student and his/her parents of his/her progress and to provide a basis for bringing about change in the student's performance, if such a change is deemed necessary.

Grading Symbols

Number grades are to be used which have the following meanings in grades K-2:

- 4 Exemplary
- 3 Proficient
- 2 Developing
- 1 Emerging

Letter grades are to be used which have the following meanings in grades 1-2:

- O Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

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Letter and/or number grades are to be used which have the following meanings in grades 3 – 8:

A+	98-100	Excellent – objectives achieved in a superior manner
A	94-97	Excellent
A-	93	Excellent
B+	90-92	Good-objectives achieved in a highly satisfactory manner
B	85-89	Good
B-	84	Good
C+	81-83	Average-objectives achieved in a satisfactory manner
C	77-80	Average
C-	76	Average
D+	74-75	Danger of failure-objectives not achieved
D	71-73	Danger of failure
D-	70	Danger of failure
F	69 or lower	Failure
O		Outstanding
S		Satisfactory
N		Needs Improvement
U		Unsatisfactory

Basis for Grading

Skills arrays and curriculum guides containing pre, mid-year, and post tests will be distributed to each teacher. Teachers will explain to students the level of mastery required for promotion. Teachers are obligated to make clear to the students the basis upon which the grades are assigned. Marks or grades will be given on the basis of a student's success in achieving established skills, goals and objectives.

In Kindergarten, marks or grades will be given on the basis of a student's success in demonstrating an understanding of concepts, skills and processes taught during the reporting period. The performance levels for grading are:

- 4 Exemplary - Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance.
- 3 Proficient - Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period.

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- 2 Developing - Student is not yet consistent in demonstrating an understanding of concepts, skills and processes taught in this reporting period.
- 1 Emerging - Student does not demonstrate an understanding of grade level concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations.

Not Assessed

Not assessed in this reporting period

Frequency of Marking

Report cards will be issued to students quarterly. Interim reports will be available to parents during the 4th week of all marking periods.

Kindergarten report cards will be issued at midyear and again at the end of the year.

Parent conferences will be held in mid November. Report cards will be issued at conference time. To those parents who did not attend conferences, report cards will be issued after the conferences have been held, or at the discretion of the Superintendent/designee.

Transcripts and Cumulative Folders

An explanation of the symbols used in grading will appear on all transcripts and cumulative folders along with information on grade point values. For the purpose of determining grade point averages, for regular classes, the following values will be assigned letter grades:

- | | |
|---|----------------|
| A | 4 Grade Points |
| B | 3 Grade Points |
| C | 2 Grade Points |
| D | 1 Grade Point |
| F | 0 Grade Points |

For the purpose of determining grade point averages for advanced, the following values will be assigned letter grades:

- | | |
|---|----------------|
| A | 5 Grade points |
| B | 4 Grade points |
| C | 3 Grade points |
| D | 2 Grade points |
| F | 1 Grade point |

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Legal References

NJSA 18A:11-1 General mandatory powers and duties
18A:35-4.9 Promotion and remediation

NJAC 6A:14-1.1 et seq Special education
6A:15-1.1 et seq Bilingual education
6A:16 et seq Programs to support student development

No Child Left Behind Act of 2001, Pub. L. 107-110
Manual for the Evaluation of Local School Districts
New Jersey Quality Single Accountability Continuum (NJQSAC)

Possible Cross References

1000/1010, 1120, 1250, 2224, 3542.31, 5020, 5113, 5114, 5120, 5125, 5126, 5141,
5141.3, 5142, 5200, 6010, 6142.1, 6142.2, 6145, 6146, 6164.2, 6171.1, 6171.3,
6171.4, 6173, 6174, 6178