



Procedure No. 4422  
Effective Date: 09/08/2010

Subject: Grading Students Procedure

I. To provide a consistent process of assessment and grading throughout the District, these practices and procedures shall be followed:

- A. At the beginning of each course or unit, students and families shall be informed of the content standards of the course or unit and of the basis upon which achievement will be evaluated through various methods that include course guides, learning across the year documents, etc.
- B. The student shall be aware of and involved in the assessment and grading process.
- C. Student social development and work habits shall be evaluated separately from academic achievement.

II. Grading Criteria:

Grading will be based on state and local standards. Teachers will use the best practices of grading and reporting (i.e. the Spokane Principles of Grading).

III. Types of Grades:

- A. Grades K-3 – Progress will be reported in the core content areas three times per year at the end of each trimester using the following progress indicators and achievement criteria:

- 4 - Above Standard At This Time – Student consistently demonstrates exceptional skills and knowledge at grade level expectations.

- 3 - Meeting Standard At This Time – (EXPECTED OUTCOME) Student consistently demonstrates grade level skills and knowledge.

- 2 - Approaching Standard At This Time - Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times, showing lack of understanding or ability to apply the concept or skills.

- 1 - Beginning Work Toward Standard At This Time

- X - Not Graded At This Time

- B. Grades 4-6 – Progress will be reported three times per year at the end of each trimester using the following progress indicators and achievement criteria:

4 - Above Standard At This Time – Student consistently demonstrates exceptional skills and knowledge at grade level expectations.

3 - Meeting Standard At This Time – (EXPECTED OUTCOME) Student consistently demonstrates grade level skills and knowledge.

2 - Approaching Standard At This Time - Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times showing lack of understanding or ability to apply the concept or skills.

1 - Below Standard At This Time

X - Not Graded At This Time

C. Elementary Health and Fitness, Fine Arts K-6 – Progress will be reported three times per year at the end of each trimester using the following progress indicators and achievement criteria:

M - Meeting Standard At This Time

W - Working Toward Standard

N - Not Meeting Standard At This Time

X - Not Graded At This Time/Half-Day K

K-6 Library will be reported three times per year at the end of each trimester for student participation within the work habits criteria.

D. Work Habits and Social Development – Work habits and social development criteria will be reported three times at the end of each trimester using the following progress indicator:

3 - Consistently

2 - Sometimes

1 - Rarely

E. Grades 7-12 – Progress will be reported quarterly using the following symbols:

Comparative Achievement

A - Excellent

B - Very Good

C - Satisfactory

D - Poor

E - Minimum

F - Failure

W - Withdrawn

U - Ungraded

P - Pass

N - Non-Pass

Since computer report cards are utilized in grades 7-12, an explanation of student attitude, behavior, and/or work study habits may be accomplished by selecting predetermined comments which the computer will record and print.

F. Special Education – A modified grading procedure will be followed if the IEP team determines it is appropriate for one or more content areas.

1. A modified grade will only be given after the general education and special education teacher collaboratively determine the modified standard and implement instruction aligned to the modified standard.
2. The modified grade will reflect the student's progress towards the modified standard. Modified grades will be designated on the progress report. The purpose of reflecting modified grades is to communicate an accurate, fair and meaningful representation of academic achievement to the parents/guardians of students receiving special education services.
3. General and special education teachers will document any modified standard and student work that supports the modified grade assigned.

IV. Notice of Lack of Academic Progress:

- A. Secondary (7-12) – Notice of a possible failing grade or unsatisfactory progress must be reported to parents/guardians no later than the fifth week of the quarter or as soon as this is determined by the teacher. Copies of these notices will be kept in the office.
- B. Elementary (K-6) – In the event a student is not meeting standards in a given content area or a teacher has achievement concerns for a student, parents/guardians will be notified. Documentation of this notification should be kept.

V. Make-Up Work:

A reasonable amount of time shall be allowed for students with excused absences, including short-term suspensions, to make up work missed (Refer to policy 3120, Page 1 of 1).

Grade Book:

- A. Secondary Grade Book (7-12) – Teachers shall forward their grade books or appropriate documents to the school office at the end of the school year, upon request of the principal. Principals have access to the record book for each teacher and are responsible for monitoring student progress.
- B. Elementary Record Book (K-6) – Teachers are responsible for maintaining formative and summative assessment data in the electronic grade book through those electronic record books. In addition, supporting evidence of student learning will be maintained by the teacher in a portfolio and made available.

VI. Repeated High School Classes:

- A. Based upon WAC 180-57-055, only the highest grade earned for a class taken more than once to improve a grade shall be included in the calculation of grade point averages. A repeated class shall be defined as a class having the same course title on the transcript and the same course number. The earned grade for the calculation of the GPA.
- B. The previous grade, though not included in the calculation of the GPA, shall remain on the transcript as a part of the student records.
- C. Credits earned for courses taken more than once to improve a grade may count only once toward the number of credits required for graduation.
- D. Recurring classes are not considered to be repeated courses taken for the purpose of improving a grade. Recurring classes are those taken by a student to further develop their understanding and skills in the subject (i.e., journalism, advanced art or drama, concert band, etc.).

VII. Alternative Weighted Transcript

A. Washington State law requires all school districts in the state to use a standardized transcript and does not allow weighted grades to be included as part of the standard.

B. State law does, however, permit school districts to attach supplemental information to the transcript as attachments or addendums to the transcript.

a. Therefore, Spokane Public School will provide this as an option for students who request this starting in May of 2014.

i. For purposes of this supplemental transcript:

- 1. Honors courses will be weighted an additional .5.
- 2. Advanced Placement courses will be weighted an additional 1.0.

C. Each school principal or his or her designee will be responsible for creating a process for students to order the supplemental transcript and a method to educate students, parents, and staff about this option.

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Adopted: 12/15/2004  
Amended: ~~09/08/2010~~ 4/16/2014  
Superintendent: ~~Dr. Nancy J. Stowell~~ Dr. Shelley Redinger