

GRADING

The following guidelines are to be used in implementing the Board's grading policy:

All teachers shall set up their gradebook according to the Board Policy and Administrative Guidelines prior to the first student day. Should a teacher be hired after the first student day, the teacher's gradebook shall be set-up within two (2) days of their first day of instruction.

Fitzgerald Public Schools believes all students can succeed. It is our expectation that teachers exhaust all interventions with students prior to them earning a failing grade in a course.

Elementary Grading Guidelines

Young 5s, Grades K-2

Teachers of grades K-2 students determine grades using an alternative grading scale. Student grades in Young 5s or K-2 are calculated on a total points scale for grades K-2.

Levels of Mastery:

4: Advanced/Mastered Grade Level Expectations – Student can apply knowledge to new situations in an appropriate and meaningful manner.

3: Proficient/Meets Grade Level Expectations – Student can use the knowledge in a variety of ways but does not always apply knowledge in an appropriate and meaningful manner.

2: Partially Proficient/Progressing Towards Grade Level Expectations – Student has demonstrated a basic understanding of the course content, skills and processes.

1: Not Proficient/Does Not Meet Grade Level Expectations – Student made an attempt, using appropriate content.

Grades 3-5

Students in grades 3-5 will earn both a letter grade for each subject as well as a level of mastery for each core subject.

Teachers of students in Grades 3-5 use a weighted scale of assessments (45%), Classwork/Homework (45%), Other (10%). Overall letter grades (A-F) for subject areas are assigned and calculated based on the percentages above.

- **Assessment Examples:** tests, quizzes, projects, presentations, labs, etc...
Assessments may be of any type that will demonstrate knowledge gained over time. Homework assignments shall not be accounted as an assessment.
- **Homework/Classwork Examples:** classwork, homework, guided/shared practice, etc...
- **Other:** participation, technology use, daily points, etc...

Levels of Mastery:

4: Advanced/Mastered Grade Level Expectations – Student can apply knowledge to new situations in an appropriate and meaningful manner.

3: Proficient/Meets Grade Level Expectations – Student can use the knowledge in a variety of ways but does not always apply knowledge in an appropriate and meaningful manner.

2: Partially Proficient/Progressing Towards Grade Level Expectations – Student has demonstrated a basic understanding of the course content, skills and processes.

1: Not Proficient/Does Not Meet Grade Level Expectations – Student made an attempt, using appropriate content.

Grading Scale:

Letter Grade	Percentage	Letter Grade	Percentage
A+	100.5% and above	C	72.5%-76.4%
A	92.5%-100.4%	C-	69.5%-72.4%
A-	89.5%-92.4%	D+	66.5%-69.4%
B+	86.5%-89.4%	D	62.5%-66.4%
B	82.5%-86.4%	D-	59.5%-62.4%
B-	79.5%-82.4%	F	59.4% and below
C+	76.5%-79.4%		

Elementary Teacher Guidelines

- Elementary Classroom Teachers will update student grades in Gradebook for each subject at least one time per week by Monday morning at 7:00 am for all students. Elementary Specials Teachers will update Gradebook once per unit as defined by Atlas Rubicon.
- Elementary Teachers shall use "Category Weights" in calculating the final grade for each quarter grade. "Categories Weights" shall include a "Classwork/Homework" and "Assessment" category. The "Assessment" category may comprise multiple categories designated within the teacher's gradebook as long as the total of all "assessment" categories account for at least forty-five percent (45%) of the student's total grade. "Assessment" categories must reflect the examples of assessments listed above.
- Teachers are encouraged to implement intervention practices with regards to assessments in order to encourage student success. Examples shall include "test correction opportunities" or "test retakes" and other building based school improvement intervention strategies.
- All card marking periods are separate. No grading can be carried over from one (1) card marking to another. (i.e. Grade for a particular assessment/assignment may be counted in only one (1) card-marking).
- A student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned. Elements of student conduct which are normally considered part of the conduct grade cannot be used in determining the academic grade. Likewise, no element of the student's academic grade can be used in determining the conduct grade.
- Students will be allowed one (1) day for each day of excused absence to make-up missed work. Requests for exemption will be referred to the building administrator for decision and direction. Previously assigned work will be due upon return.

Secondary Grading Guidelines

All teachers will use the Fitzgerald Public Schools Grade Scale to determine all card marking, final semester exam, and final semester grades for students in grades 6-12.

Middle School (Grades 6-8)

- **Quarter Grades Weighted Scale:** Assessments (60%), Classwork/Homework (40%)
- **Semester (Final) Grade Scale:** Q1/Q3 (45%); Q2/Q4 (45%); Exam (10%)

High School (Grades 9-12)

- **Quarter Grades Weighted Scale:** Assessments (87.5%), Classwork/Homework (12.5%)
- **Semester (Final) Grade Scale:** Q1/Q3 (40%); Q2/Q4 (40%); Exam (20%)

Assessment Examples: tests, quizzes, projects, presentations, labs, etc... Assessments may be of any type that will demonstrate knowledge gained over time. Homework assignments shall not be accounted as an assessment.

Homework/Classwork Examples: classwork, homework, guided/shared practice, etc...

Final Exam: End of course assessment

Teachers shall use total points or percentages when entering grades in PowerSchool for Homework and Assessment.

All student work will be graded on the FPS Grade Scale unless an alternate grading system is approved by administration and distributed in writing to students and parents. If an alternate grading system is approved it must follow the following grading guidelines:

FPS Grade Scale

Letter Grade	Percentage	Letter Grade	Percentage
A+	100.5% and above	C	72.5%-76.4%
A	92.5%-100.4%	C-	69.5%-72.4%
A-	89.5%-92.4%	D+	66.5%-69.4%
B+	86.5%-89.4%	D	62.5%-66.4%
B	82.5%-86.4%	D-	59.5%-62.4%
B-	79.5%-82.4%	F	59.4% and below

C+	76.5%-79.4%		
----	-------------	--	--

FPS Grade Point Scale

Traditional Grade Point Scale		Honors** Grade Point Scale	
A+	4.33	A+	5.33
A	4.00	A	5.00
A-	3.67	A-	4.67
B+	3.33	B+	4.33
B	3.00	B	4.00
B-	2.67	B-	3.67
C+	2.33	C+	3.33
C	2.00	C	3.00
C-	1.67	C-	3.67
D+	1.33	D+	3.33
D	1.00	D	2.00
D-	0.67	D-	1.67
F/NC	0.00	F/NC	0.00

***Honors Classes include: Honors English 9, 10; Honors Algebra II; Pre-Calculus; AP Calculus; AP Biology; Chemistry II; Principles of Engineering; Honors Geometry; AP Government; AP English Literature; AP English Language; Physics; All MMSTC Courses*

Secondary Teacher Guidelines

- Secondary Teachers will update student grades in Gradebook for each course/hour at least one time per week by Monday morning at 7:00 am for all students.
- Secondary Teachers shall use "Category Weights" in calculating the final grade for each quarter grade. "Categories Weights" shall include a "Classwork/Homework" and "Assessment" category. The "Assessment" category may comprise multiple categories

designated within the teacher's gradebook as long as the total of all "assessment" categories account for 60% (for Middle School Students) or 87.5% (for High School Students) of the student's total grade. "Assessment" categories must reflect the examples of assessments listed above.

- Students will need to earn an average grade of at least 60% (D-) for an end of semester grade in order to earn credit for the course.
- Teachers are encouraged to implement intervention practices with regards to assessments in order to encourage student success. Examples shall include "test correction opportunities" or "test retakes" and other building based school improvement intervention strategies.
- All assignments not graded as assessments shall be considered homework and are to be graded no lower than forty-nine percent (49%) per task. However, if a student does not turn in an assignment (not graded as an assessment) after the teacher has made a reasonable attempt to provide the student an opportunity to complete and turn it in for credit, the assignment will be given a 0% in the gradebook, unless prohibited by the student's IEP or 504 Plan. The building principal shall be responsible for defining "reasonable attempts". Individual assessment tasks are to be graded using the full percentage range of 0- 100%.
- All card marking periods are separate. No grading can be carried over from one (1) card marking to another. (i.e. Grade for a particular assessment/assignment may be counted in only one (1) card-marking).
- A student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned. Elements of student conduct that are normally considered part of the conduct grade cannot be used in determining the academic grade. Likewise, no element of the student's academic grade can be used in determining the conduct grade.
- Students will be allowed one (1) day for each day of excused absence to make-up missed work. Requests for exemption will be referred to the building administrator for decision and direction. Previously assigned work will be due upon return.
- Students who have an EXCUSED absence for the semester exam shall work with the teacher to schedule the make-up exam prior to the close of the grading window period must have administrative approval to make-up exams. Final semester exams may not be

given early unless extenuating circumstances exist as approved by administration. Make-up exams must occur after the original final exam is administered to students. In such instances, an alternative final semester exam may be used. Students will receive an "F" as a final mark until the final semester exam is taken by the student and graded by the teacher. In accordance with State and/or Federal statutes, an IEP or 504 plan can dictate individual instructional and testing accommodations, exclusions or exemption from this policy.

- Each semester exam used to determine high school credit is to be a minimum of ninety (90) minutes in length and given on the prescribed day scheduled by the District unless otherwise dictated by an IEP. Spring Final Exams will be given to seniors during regular class time.
- Non-high school students (i.e. middle school students) taking a course for high school credit, will be required to take a final exam that is equivalent to ninety (90) minutes in length. Grade calculation is to follow the "40%-40%-20%" rule.
- Non-high school students taking a Michigan Merit Curriculum (MMC) course will earn the high school credit, but the grade will not be used in the calculation of the high school GPA. However, the grade will be included on the student's high school transcript.
- Teachers, each semester, will submit a copy of their examinations to their administrator the Monday prior to the first exam day. In the case of performance or oral exams, a description of the required activities will be submitted. Answer keys will accompany such materials as may be appropriate. Student exams, after grading, will be retained by the classroom teacher for one (1) additional semester. All written final exams and answer keys and descriptions of performance or oral exams shall be submitted to the building principal by the last day of exams each semester.
- A grade of incomplete ("I") may be given by the teacher with the approval of a building administrator and only under extenuating circumstances. When an "incomplete" is issued, the teacher is responsible for changing the mark on the grade sheet to a conventional ("A"- "F") grade within five (5) school weeks of the time of issuance. It is the student's responsibility to request assigned work missed and to complete all of it, including tests within time limits as established by the teacher and the building administrator.
- New students that are enrolled into a course prior to the end of the 10 week quarter, will have the opportunity to earn a letter grade for their courses. Students who enroll after the 10 week quarter mark will have the opportunity to earn CR in the course if they earn a

C or better on the end of course exam.

- Seniors ONLY: In order to participate in commencement, seniors must have all correspondence/online course credits on file with the school by the last day of Spring Senior Final Exams.