

LITTLE CHUTE CAREER PATHWAYS ACADEMY GRADING RULE

Student grades are used as one component to assess student success and growth within the Academy. Earned grades represent a student's progress toward achieving academic credits. The purpose of this policy is to communicate a consistent and fair grading policy that will guide teachers at Little Chute Career Pathways Academy in reporting to students and parents as well as outlining expectations for all learners.

Academy Grading:

Grades are relative to a particular course/activity and represent student mastery of the designed curricular concepts and Academy standards. Students are evaluated on an on going basis. Course grades and credit bearing activities (as defined by the Academy Curricula) shall appear on student's permanent transcript. **Note:** Any course taken outside of the Academy must adhere to the applicable Little Chute Area School District Policy.

Pluses and minuses are to be used and do have an impact on grade points awarded. A plus is worth 0.33 while a minus reduces the grade points by 0.33.

11-Point Scale

| <u>Percentage</u> | <u>Grade</u> | <u>Grade Points</u> |
|-------------------|--------------|---------------------|
| 98-100 | A+ | 4.0 |
| 93-97.9 | A | 4.0 |
| 90-92.9 | A- | 3.67 |
| 87-89.9 | B+ | 3.33 |
| 83-86.9 | B | 3.0 |
| 80-82.9 | B- | 2.67 |
| 77-79.9 | C+ | 2.33 |
| 73-76.9 | C | 2.0 |
| 70-72.9 | C- | 1.67 |
| 67-69.9 | D+ | 1.33 |
| 63-66.9 | D | 1.0 |
| 60-62.9 | D- | 0.67 |
| 59 & below | F | 0 |

Grading Criteria for Academic Areas

- “A” Represents superior work and achievement. The “A” student achieves course objectives to the fullest extent. The effort is excellent and consistent over time and a willingness to accept course challenges with a high degree of responsibility is evident.
- “B” Represents better than average work. The “B” student achieves a high percentage of course objectives. The effort is very good and responsibility for completing course assignments is evident.
- “C” Represents average work. The “C” student achieves competency in course goals. The “C” student acquires sufficient skills to continue work in the subject and to

function reasonably well in the classroom. Responsibility for completing most course assignments is evident.

“D” Represents less than acceptable achievement. The “D” student does not achieve competence in course goals and is not acquiring the necessary skills for pursuing the subject matter further. A lack of responsibility toward completion of course assignments is evident.

“F” Represents failure to learn and to achieve. The “F” student does not meet sufficient course goals to receive credit for the course. This student achieves less than 60% of the course objectives and is in need of further evaluation and assistance.

General Guidelines

1. A teacher’s grading criteria should bear a direct relationship to the overall goals of education and the goals of the particular course.
2. Students should be informed in writing of the individual teacher’s criteria, and specifically how it will affect the student’s grade.
3. The grading policy must be applied fairly and in a non-discriminatory manner.
4. Should a student or parent believe a grade has been issued that is inconsistent with policy 345.1 then an appeal may be filed. That appeal shall be in writing and made on the following basis:
 - a. If reconsideration of a course grade is to be made, it must be requested within 30 calendar days from the last date of the grade-reporting period.
 - b. Presentation of the concern shall be personally made first to the teacher. If after discussion, the issue remains unresolved then the appeal may be made in writing to the academy administrator.
 - c. The academy administrator shall make the final determination of any grade appeal. The decision and response should be within fifteen calendar days.
 - d. All appeals shall be resolved in a manner that is consistent with policy 345.1 and administrative rule 345.1 Rule.

Guidelines for Grading Special Education Students

Students with disabilities must be provided with options deemed appropriate by the special education teacher and the regular classroom teacher so as not to be deprived of an educational experience due to their handicapping condition.

Note: The grading of a high school special education student is not differentiated from the regular high school students.

There are five basic problem arrangements through which special education students may receive instruction:

1. A special education student is fully included into a regular education class. No modifications are required in the course curriculum, teaching methods, and materials or assessment procedures. Under these conditions, special education students will receive a regular education grade issued by the regular classroom

teacher. However, the special education teacher will monitor these students and he/she will consult with the regular education teacher as appropriate.

2. A special education student is fully included into a regular education class. No modifications are required in the course curriculum. Some modifications are required in teaching methods and materials or assessment procedures. These modifications allow the student to demonstrate his/her achievement in the subject area curriculum, rather than reflecting the student's impaired skills in an unrelated area.

Examples:

- A blind student is given his science test in a Braille format.
- A LD student listens to tape recordings of her social studies textbook instead of reading it.
- A physically handicapped student is given extra time to complete his chemistry exam.
- A hearing-impaired student follows an English lecture with the aid of an interpreter.
- An emotionally disturbed student takes her algebra test in the special needs classroom.

In assessing the performance of special education students, the following modifications can generally be made without invalidating the test results:

- a. Allowing more time to complete the test (exception: "power" tests such as typing proficiency).
- b. Changing the format of the test. For example, using large print for a student with partial vision.
- c. Permitting a different mode of communication (exception: assessing skills that require a specific mode of communication, e.g., public speaking).
- d. Arranging for assessment to be done at an alternate location.
- e. Other modifications as deemed appropriate by the IEP may be utilized.

When modifications are made in teaching methods and materials or assessment procedures, without altering the curriculum requirements or reducing the proficiency criteria, special education students will receive a regular education grade issued by the regular classroom teacher and the special education teacher.

3. A special education student is included in a regular education class for social and/or academic reasons. However, even with modifications in teaching methods and materials or assessment procedures, the student's handicap directly prevents him/her from meeting all or some of the standard academic requirements or course credit.

Examples:

- A sophomore cognitively disabled student in an English classroom does not comprehend inferential questions about the reading assignments.

- A LD student with a severe disability in spelling skills fails all grade level spelling tests.
- A physically handicapped student is unable to achieve the minimum words-per-minute standard for proficiency in a typing class.

Whenever it is determined that a special education student, who is placed in a regular education class, cannot, by reason of his/her handicap, achieve all or some of the standard academic requirements for course credit (even with modifications as indicated above), the student will receive an “adapted grade.” Adapted grades can be characterized as:

- a. grades adjusted to the ability level of the student
 - b. based upon student effort and progress, and
 - c. parallel to the regular education “A” through “F” grade span. In other words, a special education student receiving an adapted grade can fail a course by failing to demonstrate a level of skill performance within his/her ability
4. A special education student receives instruction in a specific subject area exclusively through special education. The curriculum is designed by the special education teacher to meet the unique needs of the special education student. The target levels of skill mastery in this curriculum are lower than the standard academic requirements in a parallel regular education class.

Examples:

- A sophomore LD student with a severe disability in math computation skills works on basic math facts in the LD classroom.
 - The reading instruction for a cognitively disabled high school student emphasizes functional reading skills; product labels, street signs, danger warnings, etc.
5. Special education student receives instruction in a specific subject area exclusively through special education. No alterations are made in the standard curriculum requirements, nor are proficiency criteria reduced. Modifications in teaching methods and materials or assessment procedures may take place.

Example:

- An academically talented ED student cannot participate in a regular math class because of his disruptive behavior. He receives instruction exclusively in the ED classroom, using the regular math textbook and exams.

Under these conditions, special education students will receive a regular education grade issued by the special education teacher.

Rule Developed: 04-19-11
 Rule Adopted: 06-06-11