

GRADING AND REPORTING

Purpose of Grades

In Passaic Public Schools, grades function as a primary measure of student learning. The accuracy, equity, and quality of grades as a measure of student learning are directly dependent on the quality of instruction provided, the alignment of student learning to the content and pacing of the district's curriculum, and the quality and rigor that is used to determine grades.

Grading of student work will be based on, and aligned to, state standards, and appropriate to the grade level and content area being taught. Grades will provide a mode of communicating student progress toward the state standards. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district goals as aligned to state standards. Grades must be representative of clearly communicated learning expectations and grading criteria. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how a grade/grades were determined.

All grades will be recorded and communicated using district-approved reporting forms and software programs.

Effective Administration, Planning, and Assessment of Curriculum and Instruction

- A. The teacher plans instruction effectively:
 - 1. Has a personal vision of committed, confident learners and uses that vision to guide learning goals, expectations, and standards for student work; and
 - 2. Identifies individual and group needs and plans appropriate strategies.

- B. The teacher plans assessment of student learning effectively:
 - 1. Determines specific and challenging standards for student learning;
 - 2. Develops assessments which describe a student's learning process as well as his/her learning achievements;
 - 3. Appropriately utilizes district common assessments as identified in the curriculum; and
 - 4. Incorporates time for individual and interactive reflection, including response journals, debriefings, and group discussions.

- C. The teacher monitors students' understanding of the curriculum effectively and adjusts instruction, materials, or assessments when appropriate:
 - 1. Regularly uses a variety of formal and informal assessments of students' achievement and progress for instructional revisions and decision-making;

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2. Implements evaluation procedures which appropriately assess the objectives taught; and
 3. Communicates student progress to parents, students, and staff members in a timely fashion using a range of information including portfolios, anecdotal records, and other artifacts.
- D. Teachers are required to enter grades into the district adopted online grading system in a timely fashion. In grades K-3, a minimum of 5 grades should be recorded per week. These grades should represent all content areas, and may be interdisciplinary in nature. In grades 4-6, one (1) grade per subject per week must be recorded and entered. In grades 7 through 12, a minimum of one (1) grade per subject per week must be recorded and entered.
- E. Teachers are required to enter the district common assessment grades as specified in curriculum.
- F. Principals are required to monitor the grades and progress of all students in their schools. Teachers with a failure rate of greater than 15% in any subject area will be required to do the following:
1. Identify causal trends in failure rates;
 2. Develop a plan for struggling students, including opportunities for intervention, remediation, and additional support.

Grading Framework K-12

Across grade levels and content areas, grades provide critical feedback about student learning. Student grades accrued throughout a marking period assess a student's progress toward identified learning goals. Each marking period, a summative grade is developed to provide an overall assessment of student achievement. In order to provide a coherent system of grading across classrooms and schools, all teachers will structure gradebooks to develop summative grades with "Standards-Based Learning Assessments" constituting 70% of the quarterly grade and "Classwork, Academic Habits, and Formative Assessments" constituting 30% of the quarterly grade, as described below:

- A. Standards-Based Learning Assessments: 70%
- Standards-based learning assessments are essential assessments of learning that align with the New Jersey state standards as specified through the Passaic Public Schools content curricula. Expectations include:
1. Teachers will utilize multiple varied assessment opportunities, including, but not limited to assessments included in the district curricula, that measure student proficiency of academic standards, including, but not limited to:
 - i. Mid-unit and unit benchmarks/exams/tests;
 - ii. Lab reports;
 - iii. Products, portfolios, projects, presentations, and performances;
 2. A minimum of four (4) assessments per marking period; and

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3. Mastery criteria for projects or other assignments that are used to evaluate multiple concepts should be clearly communicated to students, using tools such as rubrics or criteria charts.
- B. **Classwork, Academic Habits, and Formative Assessments: 30%**
In alignment with the curriculum, there are a wide variety of daily student activities that can be assessed based on student learning and classroom participation and engagement. Such grades shall be recorded on a daily and weekly basis. Types include, but are not limited to:
1. Class work and participation - independent, small group, or whole class;
 2. Homework, journals, quizzes, demonstration of learning (DOL); and
 3. Student self-assessments.
- C. **Make-up Work**
Students shall be permitted to make up work missed during an absence in accordance with the Attendance, Absences, and Excuses policy. Students may receive full credit for classwork made up after excused absences or absences due to a suspension from school.
1. A student shall be given, at minimum, two days for every day(s) he/she was absent to make up missed assignments including tests.
 2. Teachers are not required to provide assignments prior to an excused absence, unless requested by the parent/guardian in writing.
 3. Students should not be required, on the day of return to school to take a summative assessment that was announced during the student's absence.
- D. **Late Work**
Students must be given at least one opportunity to submit later work not related to an absence. Penalties for late work should not be more than 50% of the total points allotted for the assignment. Grade penalties should be determined at the school level and consistently implemented across the school.
- E. **Retesting**
1. Students shall be permitted to retake any major test that he/she has failed within five (5) school days the failing grade was received.
 2. The final assessment grade shall be an average of the test grade and original grade received on the retake.
- F. **Remediation/Intervention**
Teachers will utilize ongoing mastery assessments to determine which students are in need of remediation and intervention. The use of district assessments, teacher developed quizzes/tests, performance assessments, and teacher-gathered observations will determine which students are not mastering the instructional objectives. Teachers will provide remediation/re-teaching opportunities for all students who do not meet minimum standards.

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Interventions should:

1. Provide frequent reinforcement and review;
2. Occur at the time the student need is identified;
3. Allow the student to progress systematically through content without experiencing frequent and/or extended periods of non-achievement;
4. Offer a variation in instructional approach, uses a new technique, strategies, materials, opportunities for review, and practice; and
5. Include a variety of instructional targeted small-group instruction, tutorials, homework assistance, after school, and summer academic programs.

Grading Guidelines

The purpose of grading is assist students in the process of learning; all grading systems will be subject to continual review and revision. As a part of each grading system identified below, students must be: informed of the expectations and requirements necessary for success; informed of their progress during the course of study; allowed to see grades resulting from their performance in a timely manner; and encouraged to evaluate their own achievements.

A. Pre-Kindergarten

1. Students in pre-kindergarten are not graded, they are assessed with progress indicators. The primary purpose of the assessment of young children is to support learning and assist educators in evaluating the ongoing growth and development of students in order to determine appropriate classroom activities for individuals and groups of children. Assessment may include anecdotal records of children's conversations and behaviors in individual, small- and large-group situations, samples of artwork and drawings, and photographs, recordings or other records of children engaged in activities and play.
2. If a skill has not been introduced, an N/A (Not Assessed) will be placed in the appropriate box.
3. Discussions and decisions about children's learning should be directly linked to a set of clearly defined learning goals.
4. Students will not be retained in pre-kindergarten.
5. Pre-kindergarten student progress reports communicate a student's skill development and progress toward developmental milestones, as documented by the teacher. The progress reports are issued at the conclusion of each district marking period.

Pre-K Progress Indicator Chart

Progress Indicator	Interpretation
+	Student demonstrates skill consistently
	Student demonstrates skill, but not consistently
-	Student has not yet demonstrated skill

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B. Kindergarten, Grades 1-2

1. Students in kindergarten through grade 2 will not receive number or letter grades, rather they will be marked using performance indicators to communicate progress in meeting learning goals appropriate to each grade level and each subject area. Standards-based grading measures students' knowledge of grade-level content by reporting the most recent consistent level of performance.
2. Under the categories of English/Language Arts, English as Second Language (ESL), Mathematics, Social Studies, and Science, the categories may be divided into skill groupings. If a skill has not been introduced, an N/A (Not Assessed) will be placed in the appropriate box.
3. Physical Education, Health, Art, Music, World Language, and/or other special area classes will be assessed using performance indicators as described below.
4. Report cards shall include an assessment of non-academic skills including problem-solving, communication, collaboration, student citizenship, and self-direction.
5. Student promotion and retention shall be based on the student's demonstrated mastery of grade-level standards, expectations, and progress, in accordance with the Promotion and Retention policy.
6. In kindergarten through grade 2, teachers will utilize standards-based grading reports to identify how students are performing on a set of clearly defined learning goals. The grades are communicated as performance indicators, noting a student's progress in a specific learning objective. Standards-based grading reports measures students' knowledge of grade-level content by reporting the most recent, consistent level of student performance.

K-2 Performance Indicator Chart

Performance Indicator	Interpretation
E	Excellent Progress/Exceeding Standards
S	Satisfactory Progress/Meeting Standards
I	Improvement Needed/Approaching Standards
NA	Not Assessed

C. Grades 3-5

1. All students will receive a quarterly grade in English/Language Arts (ELA), Mathematics, Science, and Social Studies, and English as a Second Language (ESL) throughout the school year. Each content area will be graded using the framework as described above:
 - i. Standards-Based Learning Assessments: 70%
 - ii. Classwork, Academic Habits, and Formative Assessments: 30%
2. All students will receive a final grade in English/Language Arts (ELA), Mathematics, Science, and Social Studies, and English as a Second Language (ESL) at the conclusion of the school year. Each grade will be calculated by averaging the quarterly grades.
3. Physical Education, Health, Art, Music, World Language, and/or other special area classes will be assessed using performance indicators as described below.

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4. Report cards shall include an assessment of non-academic skills including problem-solving, communication, collaboration, student citizenship, and self-direction.
5. Student promotion and retention shall be based on the student's demonstrated mastery of grade-level standards, expectations, and progress, in accordance with Promotion and Retention policy.
6. The academic grades are not related to the student's effort, conduct, attendance, or tardiness but are based on the student's degree of mastery of learning standards and instructional objectives. The determination of the specific grade a student receives during a grading period is based on the teacher's best judgment after careful and thorough consideration of all aspects of the student's academic performance.

Grade 3-5 Academic Grade Chart
(ELA, Mathematics, Science, Social Studies, ESL)

Grade	Numerical Value	Verbal Interpretation
A	90% - 100%	Exceeding Standards
B	80% - 89%	Meets Standards
C	70% - 79%	Approaching Standards
D	63% - 69%	Improvement Needed
F	62% or below	Unsatisfactory/ Below Standards/ Fail

Grade 3-5 Performance Indicator Chart

Performance Indicator	Interpretation
E	Excellent Progress/Exceeding Standards
S	Satisfactory Progress/Meeting Standards
I	Improvement Needed/Approaching Standards
NA	Not Assessed

D. Grades 6-8

1. Grades will be given for all courses the students are enrolled in during the course of the semester (two marking periods) or full year (four marking periods).
2. All grades will be in the letter format as described below.
3. For each subject, report cards shall include an assessment of skills such as problem-solving, communication, collaboration, student citizenship, and self-direction.
4. Quarterly grades will be graded using the framework as described above:
 - i. Standards-Based Learning Assessments: 70%
 - ii. Classwork, Academic Habits, and Formative Assessments: 30%
5. Student promotion and retention shall be based on the student's demonstrated

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mastery of grade-level standards, expectations, and progress, in accordance with the Promotion and Retention policy.

6. Academic grades are used to reflect the student’s academic progress. The grade must provide for both parents and students a clear indication of the student’s performance. The academic grades are not related to the student’s effort, conduct, attendance, or tardiness but are based on the student’s degree of mastery of learning standards and instructional objectives. The determination of the specific grade a student receives during a grading period is based on the teacher’s best judgment after careful and thorough consideration of all aspects of the student’s academic performance.

Grade 6-8 Grade Chart

Letter Grade	Grade Average	Grade Point Value
A+	97-100	4.33
A	93-96	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
F	62 – Below	0.00

Performance Indicator	Interpretation
E	Excellent Progress/Exceeding Standards
S	Satisfactory Progress/Meeting Standards
I	Improvement Needed/Approaching Standards
NA	Not Assessed

E. Grades 9-12

1. Grades will be given for all courses the students are enrolled in during the course of the semester (two marking periods) or full year (four marking periods).
2. Quarterly grades will be calculated using the framework as described above:
 - i. Standards-Based Learning Assessments: 70%
 - ii. Classwork, Academic Habits, and Formative Assessments: 30%
3. Final grades in full-year academic course (ELA, Mathematics, Science, Social Studies, World Language, and ESL) grades will be calculated with a final exam counting as 10% of the final grade; each marking period will be divided up into equal percentages of 22.5% of the final grade.
4. Final grades in non-academic courses may be calculated with a final exam as

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- described above. Final grades in non-academic courses that do not have a final exam will be calculated with each marking period counting as 25% of the final grade.
5. Final grades in semester courses will be calculated with a final exam counting as 10% of the final grade; each marking period will be divided up into equal percentages of 45% of the final grade.
 6. Advanced placement (AP) courses shall be graded using the numerical format identified below. Students who take the AP Exam will not be required to take a final exam and the final grade shall be calculated with each marking period counting as 25% of the final grade. Students enrolled in an AP class that do not take the AP exam will be required to take a final exam and the final grade shall be calculated with a final exam counting as 10% of the final grade; each marking period will be divided up into equal percentages of 22.5% of the final grade. ~~In addition, students who do not take the AP exam will have the course designation changed from Advanced Placement to Honors, with the grade point average (GPA) allocated as identified below.~~ **All students enrolled in AP courses will have their GPA calculated using the AP/DE grade weighting chart below.**
 7. For each course, report cards shall include an assessment of skills such as problem solving, communication, collaboration, student citizenship, and self-direction.
 8. Promotion and retention will be determined in accordance with the Graduation Requirements policy

Grade 9-12 Grade Chart

Letter Grade	Grade Average	Standard GPA Points	Honors GPA Points	Advanced Placement/Dual Enrollment
A+	97-100	4.33	4.67	5.00
A	93-96	4.00	4.33	4.67
A-	90-92	3.67	4.00	4.33
B+	87-89	3.33	3.67	4.00
B	83-86	3.00	3.33	3.67
B-	80-82	2.67	3.00	3.33
C+	77-79	2.33	2.67	3.00
C	73-76	2.00	2.33	2.67
C-	70-72	1.67	2.00	2.33
D+	67-69	1.33	1.67	2.00
D	63-66	1.00	1.33	1.67
F	62 – Below	0.00	0.00	0.00

Performance Indicator	Interpretation
E	Excellent Progress/Exceeding Standards
S	Satisfactory Progress/Meeting Standards
I	Improvement Needed/Approaching Standards
NA	Not Assessed

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G. Additional Information

1. For English as a Second Language (ESL) students, the teacher is to identify the level of mastery the student has attained, as described in the English as a Second Language (ESL)/Bilingual Programs policy.
2. All teachers will record grades in a numerical form, unless using a performance indicator as described above.
3. In order to effectively facilitate the conversion of grades from a 0-100 point scale to a 0-4.33 scale, a grade of 55 is the lowest grade that will be recorded as a marking period grade.—For the purposes of the conversion, the electronic grading system will automatically convert a marking period grade below a 55, to a 55.
4. While 55 is the lowest marking period grade recorded on the report card, teachers may record grades lower than a 55 in their electronic grade books.
5. The final exam grade will reflect the actual score earned by the student.
6. The final course grade will be the actual number calculated by the electronic grade book, as described above, in Section F.
7. The report card will show grades in both letter and numerical form, as aligned to grade chart above. Transcripts will consist of letter grades only.
8. The grade point average will be calculated based on the letter grade as identified in the chart above.
9. The cumulative grade point average will be calculated at the conclusion of the 9th, 10th, and 11th grades. In 12th grade it will be calculated at the conclusion of the second marking period/first semester and at the conclusion of the school year.
10. Students may request a manual calculation of their grade point average at any time after the first marking period in 9th grade. In order to receive this calculation, students must contact their guidance counselor and follow the appropriate process. This will constitute an unofficial grade point average.

H. Appeal

1. Each teacher is responsible for the determination of the grade a student receives in the class/course of study.
2. Each teacher may be required to substantiate a given grade.
3. If a grade is challenged by a student or parent/guardian, the teacher will convene a conference and explain the grading system and reasons for the grade.
4. If the student and/or parent/guardian is not satisfied with the outcome of the teacher conference, he/she may appeal the grade to the principal, who will consult with the teacher and the student in an attempt to resolve the dispute. Other professional staff may be included in the review of the grade. The principal will give every reasonable deference to the teacher's professional judgment.
5. After the principal has conducted a thorough review of the grade in question, and if a determination is made that the grade should be changed by the principal, the principal shall inform the student, parent, teacher, and Assistant Superintendent of Schools of the change in writing and the reasons for the change.

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6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.

Academic Grade Description Grades 3-5

A

A grade of A (90 - 100%) indicates that the student has exceeded expectations for academic performance in the learning standards. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and ability to utilize the content of the program effectively. A grade of “A” reflects that the student has met and exceeded all of the instructional objectives established for the subject/course during the grading period.

B

A grade of B (80% - 89%) indicates that the student has demonstrated good but not excellent achievement in the subject/course. The student consistently performs at a level above that meets standards. The student has mastered content skills beyond those required for successful completion of the instructional program. The “B” student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives established for the subject/course being graded.

C

A grade of C (70% - 79%) indicates the student has demonstrated a satisfactory level of achievement in the subject/course, performing at level that is approaching learning standards. The student may qualify for mandatory remediation, including summer school.

D

A grade of D (63%-69%) indicates the student is partially meeting standards in the subject/course and that improvement is needed to achieve a satisfactory level of academic performance. The student’s rate of progress is such that only minimal instructional objectives will be mastered. The student may qualify for mandatory remediation, including summer school.

F

A grade of F (62% and below) indicates a level of academic performance that is unsatisfactory. Students functioning at this level are not mastering the minimal instructional objectives required in the regular academic program. The student may qualify for mandatory remediation, including summer school. The student will be considered for retention in accordance with the Promotion/Retention policy.

Academic Grade Description Grades 6-12

A-, A, A+

A grade of A- (90-92%), A (93-96%), or A+ (97-100%) indicates that the student has exceeded expectations for academic performance in the learning standards. The student has mastered skills

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well above those required for successful completion of the instructional program and has demonstrated an understanding of and ability to utilize the content of the program effectively. A grade of “A” reflects that the student has met and exceeded all of the instructional objectives established for the subject/course during the grading period.

B-, B, B+

A grade of B- (80-82%), B, (83-86%), or B+ (87-89%) indicates that the student has demonstrated good but not excellent achievement in the subject/course. The student consistently performs at a level above that meets standards. The student has mastered content skills beyond those required for successful completion of the instructional program. The “B” student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives established for the subject/course being graded.

C-, C, C+

A grade of C- (70-72%), C (73-76%), or C+ (77-79%) indicates the student has demonstrated a satisfactory level of achievement in the subject/course, performing at level that is approaching learning standards. The student may qualify for mandatory remediation, including summer school.

D, D+

A grade of D (63-66%) or D+ (67-69%) indicates the student is partially meeting standards in the subject/course and that improvement is needed to achieve a satisfactory level of academic performance. The student’s rate of progress is such that only minimal instructional objectives will be mastered. The student may qualify for mandatory remediation, including summer school.

F

A grade of F (62% and below) indicates a level of academic performance that is unsatisfactory. Students functioning at this level are not mastering the minimal instructional objectives required in the regular academic program. The student may qualify for mandatory remediation, including summer school. The student will be considered for retention in accordance with the Promotion/Retention policy.

I

A grade of I (Incomplete) indicates performance insufficient to permit an evaluation. Grade 6-12 school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for a year or semester course must be resolved no later than one marking period following the incomplete grade, or prior to the end of the school year. The principal may approve an extended timeline in extenuating circumstances.

M (For Use in Grades K-12)

An M indicates medically excused from participation and performance insufficient to permit an evaluation. Requirements for making up or repeating the course will be determined on a case-by-case basis. An “M” is not eligible for a grade or for credits and will not be included in the calculation of the GPA.

GRADING AND REPORTING (regulation continued)High School Ranking

A. Calculation of Official Rank

All high school students will be ranked at the conclusion of the junior year (11th grade), the end of the second semester of the senior year (12th grade), and at the conclusion of the senior year (12th grade), prior to graduation through the following procedure:

1. For the purposes of computing the official class rank, all courses will be calculated using the GPA points identified in the chart above.
2. Double periods are to be considered equivalent to two subjects; triple periods equivalent to three subjects.
3. Division of the computation should be carried out to two ~~three~~ place values and rounded to the hundredths position (e.g., 3.21).
4. The official rank will be recorded on the final transcript.
5. Any two or more students whose computed grade point averages are identical will be given the same official rank. The official rank of the student who immediately follows a tied position will be determined by the total number of all preceding students, not by the rank of the immediately preceding student.
6. In order to receive an official ranking and be eligible for the valedictorian or salutatorian designation, students must earn a minimum of 60 high school credits during their enrollment in Passaic Public Schools.
7. The class ranking of a student who has transferred to Passaic High School will include the grades earned in the prior high school and weighted using the chart above.

B. Approximate Class Rank

1. Students who are not eligible to receive an official class rank will be provided with an approximate class rank.
2. The approximate class rank may be manually calculated by the guidance counselor upon request.
3. The approximate class ranking of a student who has transferred to Passaic High School will include the grades earned in the prior high school and weighted using the chart above.
4. The highest approximate rank for a student that has completed less than 60 high school credits in the Passaic Public Schools prior to graduation is 3.

C. Releasing Class Rank

1. A student may obtain their rank in class and average GPA by submitting a written request to their respective guidance counselor.
2. No class rank or GPA information shall be shared with a third party without the written approval in accordance with board policy regarding student records.

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Additional Information

A. High School Transcripts

A student's transcript is the official record of the student's high school credits, final grades, and exams. An official transcript contains a signature and a stamp by authorized personnel, and sealed in an envelope to ensure authenticity. Unofficial transcripts may be provided to the students by their guidance counselors upon the request of the student and/or parent/guardian.

a. Obtaining Official Transcripts:

- i. Former students may request a transcript in person or by mail. Such a request will require proof of identity via a government-issued identification. In addition, the requestor must complete the appropriate forms designated by the school to request a copy of the official transcript and pay any costs associated with the transcript request.
- ii. Current students over 18 or parents/guardians of current students may request a transcript. The requestor must complete the appropriate forms designated by the school to request a copy of the official transcript.

Recognition ceremonies for graduating high school students will be led by the school principal.

First Reading:	July 25, 2016
Second Reading:	August 29, 2016
Adopted:	August 29, 2016

First Reading:	July 29, 2019
Second Reading:	August 28, 2019
Readopted:	August 28, 2019
Amended:	August 28, 2023
Amended:	September 26, 2023