

SCHOOL DISTRICT OF NEW LONDON

ADMINISTRATIVE GUIDELINE 345 - ACADEMIC ACHIEVEMENT: GRADING AND REPORTING

- A. Effective and consistent use of criterion-referenced learning goals for grades.
 - 1. Grading procedures will be related directly to learning goals based on standards.
 - 2. Criterion-referenced grading procedures will be based on district standards, not self-referenced (based on improvement) or norm-referenced (based on a bell-curve).

- B. Grading practices must be communicated and student achievement reported accurately to students, parents, teachers, administrators, and other affected parties.
 - 1. Grades will be recorded and communicated using district-approved reporting forms and/or software programs.
 - 2. Letter grades will be calculated using both formative and summative assessments.

3. A common grade scale will be used to determine and communicate grades.

Percent Scale	Letter Grade	Grade Point Scale	Grade Point Value
93-100	A	4	4.0
90-92	A-	4-	3.67
87-89	B+	3+	3.33
83-86	B	3	3.0
80-82	B-	3-	2.67
77-79	C+	2+	2.33
73-76	C	2	2.0
70-72	C-	2-	1.67
67-69	D+	1+	1.33
63-66	D	1	1.0
60-62	D-	1-	.67
0-59	F	0	0

4. A grade of "P" may be applied if pre-approved by the building principal, teacher and parent (in the case of a minor child).
5. A grade of "P" indicates student performance was adequate for passing and will earn credit for the course. Credit will be assigned for the course, but a grade of "P" will not be calculated into the student's grade point average.
6. In addition, students identified in any of the following categories, Special Education, 504, and alternative education plan may use pass fail grading as appropriate and approved by the team.
 - a. Special Education: Students identified with disabilities will have an Individualized Education Plan which defines the use of the grade of "P" or other modifications of grading practices.
 - b. Limited English Proficiency (LEP): Students identified access levels of one or two may utilize the grade of "P" as defined by the Wisconsin Department of Public Instruction's "Best Practice Considerations When Serving Limited-English Proficient (LEP) Students in K-12 Public Schools" and the school's Problem Solving Team.

- c. 504 Accommodation Plan: students with personal needs that allow for a 504 plan (Section 504 of the Rehabilitation Act of 1973)
 - d. Alternative Education Plan including charter schools.
 - e. A grade of in progress (IP) may be applied to a student who has not yet completed course requirements and whose grade remains in progress. A grade of "IP" will be assigned when there is a compelling reason for a student to complete work for a course after that course has ended.
 - f. A determination to utilize a grade of "IP" will be made by mutual agreement of the building principal, teacher, and parent (in the case of a minor child). A grade of "IP" requires continued enrollment in the course in which the grade was assigned, and completion of course requirements no later than one semester beyond the assignment of the grade of "IP".
 - g. The student who has been granted a grade of "IP" will have the opportunity to have his or her grade point average recalculated and the "IP" changed to the grade assigned upon completion of course requirements. In the event a student does not complete course requirements in the time indicated, the grade of "IP" will be changed to a letter grade of "F" and may be calculated into the student's grade point average accordingly.
- C. Dual Credit: courses aligned to dual credit with higher institutions will adopt the grading policies and scales of the hosted post-secondary institution. This will be shared in the course syllabus.
- D. Laude Honor Point System.
1. The Board authorizes the use of the Laude honor point system beginning with the Class of 2024. Beginning with the Class of 2024, the high school will recognize graduates through the Laude System. The Laude System acknowledges student achievement through a combination of student Cumulative Grade Point Average (CGPA) at the end of seven (7) semesters and the number of honor class points completed in their high school career. Their CGPA and honor points make up their overall Laude score, which places them into one (1) of the possible Laude distinctions: Summa Cum Laude, Magna Cum Laude, and Cum Laude.
 2. The Laude recognition distinctions of Summa Cum Laude, Magna Cum Laude, and Cum Laude criteria will be published annually in *The Laude System* brochure and the high school course of study guide.

ADOPTION DATE: June 14, 2010

REVISION DATE(S): June 10, 2013; December 9, 2013; February 10, 2020;
October 4, 2023

REVIEW DATE(S): October 4, 2023

CROSS-REFERENCE: Policy 345 Grading and Reporting
Policy 342.1 Programs for Students with Disabilities
Policy 345.4 Grade Advancement
Policy 345.41 Curriculum Acceleration
Policy 345.6 High School Graduation
Policy 345.61 Early Graduation
Section 504
IEP Language
Alt Ed/At Risk Plan

LEGAL REFERENCE: