

GRADING

The Caldwell County Board of Education is concerned about grades because they reflect academic success which dramatically affects the lives of students. There is a close correlation between low grades and discipline problems, and students who are unsuccessful academically are at high risk for eventually dropping out of school.

The Board believes that grades must accurately reflect performance. Student success must be genuine, and improved academic success must be the focus of educators.

The Board adopts the following principles to guide the grading of students:

- Academic success in the early grades, especially in reading, is crucial.
- Grades are used by educators to evaluate the progress of students toward planned goals. Grades should be used diagnostically to plan content and teaching techniques to be used in future instruction.
- Grades are used by parents and the public to understand student progress toward planned goals. It is important that parents and the public understand the goals and what the grades mean.
- Grades measure the progress of students toward both cognitive and affective goals. Subject grades are used to evaluate academic progress only. Conduct grades evaluate behavior. Attendance and tardiness are reported separately from academic or behavior grades.
- Zeros cause a heavy skew in mathematical averaging of grades. The skew can easily outweigh the relative importance of the activity for which the zero was assigned. Teachers are, therefore, instructed to use caution when assigning zeros. Students should be allowed and highly encouraged to repeat/make up work on which they made zeros and other failing grades.

Adopted: July 10, 1995

Revised: September 13, 1999