**Grading**

The district shall establish a consistent, fair, objective and meaningful system to communicate the academic profile of student(s) to families and other approved institutions.

Report cards combined with scheduled parent-teacher conferences, and other forms of communication promote a process of continuous evaluation of student performance and communication regarding student achievement. Achievement is defined as performance measured against Common Core State Standards (adopted by CT State Dept. of Ed July 2010) and other national and state standards and student learning outcomes. This will provide students, teachers and parents with a clear understanding of what students are expected to learn. Achievement of the standards will be the measure in the process of evaluating student performance. (See HPS BOE Policy 6146)

Student academic achievement shall be evaluated, recorded and reported each marking period. Students, parents/guardians and appropriate school personnel will be informed of the student's progress.

The 4-point model is the approved configuration for grading.

4-point numeric system

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | I |
| 4.0 | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 | 0 | 0 |
| 100-97 | 96-93 | 92-90 | 89-87 | 86-83 | 82-80 | 79-77 | 76-73 | 72-70 | 69-67 | 66-63 | 62-60 | 59-50\* | I |

\*The use of the minimum 50 as an F grade is for all marking periods except the final marking period. The mid-term exam and final exam are the earned grade. The final marking period shall use the earned grade (e.g. 35%) in calculation of the final course grade. This includes semester or other length courses; the final marking period shall be the earned grade. All individual assignments shall be the earned grade.

**Weighting**

Courses are available for students at three levels of academic challenge. Students are encouraged to strive for academic excellence. A system of grade weighting recognizes the differences in student achievement. Grade weighting encourages and rewards students for selecting courses at more challenging levels of difficulty. A grade weighting system shall be implemented for the high schools in accordance with the guidelines set forth and published annually in the parent/student handbook. Each marking period a student will receive a letter grade (A-F). The letter grade communicates the level of achievement of current content standards. This grade along with the course “weight” is used to determine the student’s Grade Point Average (GPA). At the end of the school year, a final GPA is computed from the final grade point average of each course.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | I |
| \*AP/ECE/DE (1.0) | 5.00 | 5.00 | 4.70 | 4.30 | 4.00 | 3.70 | 3.30 | 3.00 | 2.70 | 2.30 | 2.00 | 1.70 | 0.00 | I |
| Honors (.5) | 4.50 | 4.50 | 4.20 | 3.80 | 3.50 | 3.20 | 2.80 | 2.50 | 2.20 | 1.80 | 1.50 | 1.20 | 0.00 | I |
| College Prep (no weight) | 4.0 | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 | 0 | I |

\*Advanced Placement/Early College Experience/ Dual Enrollment

Un-weighted Scale

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F | I |
| Un-weighted | 4.0 | 4.0 | 3.7 | 3.3 | 3.0 | 2.7 | 2.3 | 2.0 | 1.7 | 1.3 | 1.0 | 0.7 | 0.0 | I |

Note: The weighted scale is calculated by applying the following “Added Values” to the unweighted grade depending on the rigor of the course:

**Course Rigor Added Value**

AP/ECE/Dual Enrollment 1.00

Honors 0.50

**Incomplete (I)**

A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student's control, which work was passing at the time it was interrupted and the completion of which does not require the student to repeat the course in order to obtain credit.

The incomplete grade is not to be used as a substitute for a failing grade. The incomplete may also be used to delay the awarding of a grade in courses (e.g., mastery courses and independent study) the completion of which was interrupted.

For any incomplete given, a course completion plan must be developed and agreed upon by the student and the principal.

**Grade Point Average Calculation – Grades Prior to Adoption**

Grade point averages shall be calculated using the following formulas.

**Grade Point Average Calculation – Grades After to Adoption**

Grade point averages shall be calculated using the following formulas.

**Adoption (this means with implementation in 2017-2018, that the classes of 2018, 2019, 2020 would have their GPAs calculated using the formula below. Class of 2021 will use the new earned credit/potential credit hours formula only. This, in essence, grandfathers classes of 2018-2020 to account for their prior years under the prior GPA calculation)**

The new point values and GPA calculation shall be effective for all grades starting in school year 20XX-20XX.

During the transition of the GPA the following calculations shall be used.

*Color Key*

⚫ = Grades prior to adoption

⚫ = Grades after to adoption