

Instructional Grading/Assessment

The district seeks, through learner objectives and its instructional program, to make achievement both recognizable and possible for all students. It emphasizes achievement in its process of evaluating student performance.

Regularly issued standards-based report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. The primary purpose for issuing grade and/or progress reports shall be to inform the parents/guardians and students of current levels of achievement both in a report card form and in a parent/teacher meeting. In addition, teachers shall communicate with parents during the year whenever it becomes evident that student progress requires the attention of parents/guardians.

Standards-based report cards shall provide information on the progress of each student's achievement toward mastering the Idaho State Achievement Standards and non-academic or citizenship progress.

The Bruneau-Grand View Joint School District #365 Grading Rubric lists the following academic factors along with a point value from 4-0. The academic factors and their values are:

Information-Based Topics

4. The student has a complete and detailed understanding of the information important to the topic.
3. The student has a complete understanding of the information important to the topic but not in great detail.
2. The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic.
1. The student's understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic.
0. The student has not demonstrated any understanding of the topic.

Skill or Process-Based Topics

4. The student can perform the skill or process important to the topic with no significant errors and with fluency. Additionally, the student understands the key features of the skill process.

3. The student can perform the skill or process important to the topic without making significant errors.
2. The student makes some significant errors when performing the skill or process important to the topic but still accomplishes a rough approximation of the skill or process.
1. The student makes so many errors in performing the skill or process important to the topic that he or she cannot actually perform the skill or process.
0. The student has not demonstrated any ability to perform the skill or process.

The non-academic factors and their values are:

Participation

4. The student participates in classroom activities and discussions without being asked.
3. The student participates in classroom activities and discussions when asked.
2. The student participates in classroom activities and discussions only when required to do so or when the request involves some sort of explicit or implied threat.
1. The student refuses to engage in classroom activities and discussions.
0. The student's actions are such a distraction that the learning of others is hindered.

Assignment

4. The student is punctual or early turning in assignments and goes beyond the stated requirements relative to neatness and adherence to conventions.
3. The student is punctual in turning in assignments and meets the stated requirements relative to neatness and adherence to conventions.
2. The student is not punctual in turning in assignments or does not meet the stated requirements relative to neatness and adherence to conventions.
1. The student is not punctual in turning in assignments and does not meet the stated requirements relative to neatness and adherence to conventions.
0. The student failed to turn in the assignment.

Working In Groups

4. The student works toward the attainment of group goals without being asked.
3. The student works toward the attainment of group goals when asked or cued.

2. The student works toward the attainment of group goals only when required to do so or when the request involves strong urging or even some explicit or implicit threat.
1. The student refuses to work toward the attainment of group goals.
0. The attainment of group goals was severely hindered due to the student's actions.

Following Rules

4. The student follows classroom rules and procedures without being reminded or cued.
3. The student follows classroom rules and procedures when being reminded or cued.
2. The student follows classroom rules and procedures only when required to do so or when the request involves strong urging or even some explicit or implicit threat.
1. The student refuses to follow classroom rules and procedures.
0. The student's actions are so severe that the other student's learning is severely hindered.

No student shall receive a zero in academic or non-academic factors for a class they missed attending during a school-sponsored activity. Teachers must inform and provide students the opportunity to make up the work missed and students are responsible to complete missed assignments.

The district grading system shall incorporate letter grades and/or progress symbols, which describe student achievement based on the above rubric. The intent of this system is to aid teachers in establishing a useful process of evaluation, which helps the student understand his/her present level of academic performance.

Teachers must keep an accurate record of attendance, academic, and non-academic performance. A teacher should be able to justify a student's grades at any time. Academic and non-academic performance standards must be communicated to the student and be available to parents/guardians and administrators. Teachers must accept full responsibility for making judgments and evaluating their students.

Insofar as possible, grading should be based upon the extent to which the pupil is achieving according to the academic objectives of the class, Idaho State Achievement Standards, and the non-academic rubric standards. In advance, students should receive information about grading practices for the class in which they have enrolled. Each student should be clearly informed about the body of knowledge or skills to be mastered, testing practices,

make-up policies, and other factors related to grading. Grading considerations should be given to those students who are willing to do extra work, in addition to their regular assignments, to improve their grades. As much objective data as possible should be gathered about each pupil. Grades should never be a matter of opinion, biased or unbiased.

In general, one of the major concerns of education in this district is to have the student gain worthwhile knowledge and to induce abiding interest within the student, relative to the subjects being studied.

The rubric to letter grading scale shall be:

A+	= 3.75 – 4.00
A	= 3.49 – 3.74
A-	= 3.23 – 3.48
B+	= 2.97 – 3.22
B	= 2.71 – 2.96
B-	= 2.45 – 2.70
C+	= 2.19 – 2.44
C	= 1.93 – 2.18
C-	= 1.67 – 1.92
D+	= 1.41 – 1.66
D	= 1.15 – 1.40
D-	= 0.89 – 1.14
F	= 0.88 & Below

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