

There are four general uses for grading students in the Blue Hill Consolidated School:

- **Instruction:**
 - Inform instruction
 - Indicate students' strengths and weaknesses
 - Inform about students' personal-social development
 - Contribute to student motivation
- **Communication:**
 - Inform parents/guardians about the learning program of the school
 - Inform parents/guardians how well their children are achieving the intended learning targets
- **Administration:**
 - Determine promotion and graduation
 - Award honors
 - Determine athletic eligibility
 - Report to other schools
- **Guidance:**
 - Help students make educational plans

In order for grading to fulfill these numerous purposes with validity, reliability, and fairness, this set of guiding principles and procedures provides the foundation for our grading system.

Guiding Principles of Effective Grading and Reporting

- 1) Grades will measure individual achievement and be based upon stated learning goals.
- 2) Effort, participation, attendance, attitude, and other behaviors shall not be included in grades, but shall be reported as work habits and citizenship unless they are a stated part of a learning goal.
- 3) Only summative assessment shall be included in trimester grades.
- 4) Formative assessment shall inform instruction and interim reports, and guide dialogue.
- 5) Where multiple measures of a state learning goal have been used, professional judgment will be used to ensure that the final grade will be a fair reflection of student achievement.
- 6) Teachers shall use effective assessments.
- 7) Teachers will communicate stated learning goals and methods of assessments with students and parents.

8) Mid-trimester reports will note student progress toward stated learning goals as “making adequate progress” or “not making adequate progress” in each content area, leaving room for comments if needed.

9) At the end of each trimester, teachers shall report levels of student achievement in the form of a report card using the following standards-based scale:

Scale:	Description of Achievement Level for Learning Targets:
(E) Exceeds	Student consistently performs beyond grade level. The student’s work demonstrates an understanding of essential concepts in the content area, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain concepts.
(M) Meets	Student consistently performs at grade level. The student’s work demonstrates an understanding of essential concepts in a content area, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems, and explain concepts.
(P) Partially Meets	Student does not perform at grade level. The student’s work demonstrates an incomplete understanding of essential concepts in a content area, and inconsistent connections among central ideas. The student’s responses almost demonstrate some ability to analyze and solve problems, and explain concepts.
(D) Does Not Meet	Student does not perform at grade level. The student’s work demonstrates limited understanding of essential concepts in a content area and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts

Scale:	Description of Achievement Level for Work Habits and Citizenship:
(E) Exceeds	Student always demonstrates this behavior.
(M) Meets	Student consistently demonstrates this behavior.
(P) Partially Meets	Student occasionally demonstrates this behavior.
(D) Does Not Meet	Student rarely demonstrates this behavior.

Approved: Blue Hill School Committee –September 12, 2007