

NWLSD Grading and Reporting Handbook



2025-26 School Year



GRADING AND REPORTING HANDBOOK

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GRADING AND REPORTING HANDBOOK

Grading

The Northwest Local School District strives to provide a system of grading that informs students, teachers, and parents so that they can properly judge how well each student is achieving the goals of the District's instructional program. The grading system used by each teacher should be reliable and student's grades should accurately reflect each student's degree of accomplishment of the expected learning targets, which are to be identified and shared for each course at every grade level, kindergarten through twelfth grade. The grading system should:

- A. help each student understand what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- B. provide frequent opportunities for each student to obtain information as to his/her progress toward the learning targets of his/her courses or programs;
- C. provide for a pass/fail grade in programs for which it is appropriate;
- D. provide for a pass/no evidence grade to be used during periods of remote learning due to extended school closure;
- E. provide students the opportunity to identify their own areas of strength and opportunities for improvement

Reporting

The Northwest Local School District believes that communicating and partnering with families is essential to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

Teachers are expected to conference with families and report student progress as part of their professional responsibility. Procedures for reporting student progress to parents should:

- A. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;



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- B. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- C. specify the issuance of report cards at intervals of not more than quarterly
- D. ensure a continual review and improvement of methods of reporting student progress to parents.

Teacher Gradebook Expectations

Each teacher is responsible for keeping a grade book that reflects the standards/learning objectives that are being assessed. Teachers should have documentation in the form of grades and/or checklists of skills to document the mastery of each standard. Grades should reflect a student's progress towards meeting the standards/learning objectives and should not be based solely on a single assessment. Guidelines for grade books are outlined below:

- Students' first and last names must be indicated.
- Grades will be entered and teachers will update grades once per week.
- Each assessment must be labeled and dated with the total possible points indicated.
- Final grades must be calculated for each grading period.

Infinite Campus is the electronic grade book that should be used by all NWLSD teachers for grades 2-12. It serves as a helpful tool when calculating a final grade for the student report card. Parents of students in grades 2-12 have access to the grade book portion of Infinite Campus and it is important that the grade book is updated regularly and serves as an accurate and current appraisal of student achievement and progress.

Teachers using Infinite Campus should establish categories and weights within the gradebook. Weights should allow for the following:

- **At least 70% of the grade should be made up of measures which evaluate mastery of academic standards and learning targets** (including but not limited to: formative and summative assessments, projects, and presentations).
- **No more than 30% of the grade will consist of practice** (including but not limited to homework, classwork, effort/participation).



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Gradebook categories and weights should be consistent across teachers of the same course, approved by the principal prior to the start of the school year, and communicated to students and families.

Key Points Concerning Grading and Reporting

- Teachers are required to provide their administrator, parents and students (if developmentally appropriate) a detailed explanation of their classroom grading policy at the beginning of the year in language that is easily understandable.
- Grading procedures shall be related directly to a standard/stated learning goal.
- Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
- Teachers shall properly record evidence of student achievement on an ongoing basis.
- Teachers shall discuss learning outcomes with students, in an age-appropriate manner, at the beginning of instruction.
- No quarter grade lower than 50% will be entered on the student report card.
 - o For high school courses only: No quarter grade lower than 50% will be entered on the student report card for the first or third quarter. The report card grade for the second and fourth quarter should reflect the actual grade earned and may be lower than 50%.
- Students with disabilities may require accommodations or modified grading. General education teachers should collaborate with intervention specialists to determine final grades.
- Some English Language Learners may require modified grading (see link to detailed rubric and eligibility criteria for use on page 10 of this handbook).

Homework

Teachers are encouraged to assign independent work to be completed during or outside of the school day. The following guidelines should be followed when assigning work to be completed outside of school:

- A. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
- B. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of



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knowledge, and an opportunity to remediate learning problems.

- C. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Late Work

- Teachers should have a policy related to late work.
- Teachers should publicize their policy related to late work.
- Teachers should carefully consider the impact that an assignment grade of zero can have on a student's final grade.

Student Absence

- Students are required to make up work when absent from school unless excused by the assigning teacher(s) due to lab work or other assignments that cannot be completed outside of the school environment. Teachers shall encourage and assist students in making up work missed during absences, however it is the student's responsibility to arrange with the teacher for make-up work.
- Makeup tests will be scheduled by teachers according to the time they have available to supervise them. Most teachers offer after school make-up periods one or two days a week. They are then able to effectively supervise students, help them with questions if necessary, and protect the security of the assessment.



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- Students who are absent only the day before a previously announced test will generally be expected to take the test upon their return (the day for which it was scheduled).
- Students who are absent only on a test day will generally be expected to take the test or an alternate test on the day they return.
- Students who are absent for a consecutive number of days, including a test day, will generally be expected to make up tests within the number of school days equal to their absence.

Forced Failure

To maintain academic integrity and to ensure students are actively participating in the course a failing grade may be assigned to a student in grades 9-12 who has more than 9 class periods of unexcused absence in a single class during a semester even if that student is passing the course. This practice is referred to as “forced failure”. Students may enter an appeal process with their building administrator.

Withdrawing or Dropping a High School Course

Students wishing to withdraw from a course must submit a request to do so in writing to the teacher of the course and the counselor by the following dates:

- **August 29, 2025 for first semester and full year courses**
- **January 9th, 2026 for second semester courses**

No year-long course may be dropped during the second semester. After withdrawing from a course, students will be placed in a study hall for the semester. For year-long courses, students may add a semester course for the second semester. The course will be removed from the student's transcript and replaced with the study hall.

Students wishing to drop course levels (ex. drop from AP Biology to Honors Biology) must submit a request in writing to the teacher of the course and the counselor by the above dates. If there is room in the new course the request shall be granted. If there is no room in the new course, the student can choose to stay in the course or drop the course and take a study hall. Any dropped classes will be removed from the students transcript, and the transcript will reflect the courses in which the student is enrolled.



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Students that wish to drop course levels (ex. drop from AP Biology to Honors Biology) after the drop date will be withdrawing and dropping at the same time. In this case, students will receive the earned grade for the first semester and a withdrawal, W, for the second semester. The weight of the course will not change as credit for the course is given at the semester.

Prior to withdrawing or dropping a course:

- Conference with teacher and parent
- Grade review with counselor
- Graduation requirement review
- Team must agree that leaving the course is the best option for the student
- If a student wishes to withdraw after the above dates (the same process occurs) and a WF (Withdraw Fail) will be added to the transcript. A withdrawal, W, will be added to transcripts for the class in which the student has withdrawn and dropped status at the same time.

Report Cards

Teachers in the NWLSD should use the following scales when reporting student progress on the student report card:

Grade K-1 Report Cards

Quarterly report cards are used to communicate student performance as outlined in this Handbook. Consideration is given to academic growth, work habits, and overall development. **If a student is not making expected progress on standards or IEP goals, the teacher or intervention specialist will notify the parent and/or schedule an IEP meeting to review goals and objectives.**

The key below is to be used to indicate a student's progress in specific academic skill areas on the report card:

(M) Meeting Standards

The student consistently meets the standards as required for the grade level.

(App) Approaching Standards

The student is approaching the standards as required for the grade level, and is making progress towards meeting standards.



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(X) Below Standards

The student is not meeting the standards required for this grade level.

A portion of the report card for students in grades 2-5 is also standards based and utilizes the key above to indicate a student's progress in specific academic standards.

Grade 2-12

Quarterly report cards are used to communicate student progress to parents. Report cards will be available approximately one week after the end of each quarter. The schedules for distribution can be found on the school calendars. The method of distribution is determined by each school principal. Parents will be encouraged to check progress midway through each quarter. **If a student is not making expected progress on standards or IEP goals, the teacher or intervention specialist will notify the parent and/or schedule an IEP meeting to review goals and objectives.**

The grading scale displayed on the report card ranges from A-F. The corresponding percentage key adopted by Northwest Local School District follows:

A	=	90-100%
B	=	80-89%
C	=	70-79%
D	=	60 – 69%
F	=	Below 60%

Indicating Progress in Social Skills (K-5)

Acquiring appropriate social skills is an essential part of a child's development. To determine a child's progress in the development of appropriate social skills, they should be observed in a variety of social situations including, but not limited to, group work, individual work, whole class activities and recess. For students in kindergarten-grade 5, areas of concern should be indicated with an "X".

Indicating Progress in Work Habits (K-5)



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Learning to work independently and cooperatively is an important part of a student's academic development. In order to determine a student's progress in work habits, they should be observed during work time, small groups, seat work and learning centers. For students in kindergarten-grade 5, areas of concern should be marked with an "X".

Grade of Incomplete (I)

In extreme situations, teachers may permit a student to complete work at a later time to ensure mastery of material and assign a grade of Incomplete on the student report card. In such cases, the grade may be changed to reflect that this work was completed and submitted at a later time. An example of this would be for a student who has been hospitalized for an extended period of time.

Credit Recovery

Grades earned through credit recovery must be added to the transcript and should not replace the original grade/record from the failed course. The student transcript needs to accurately reflect all academic coursework, grades, and credit earned while enrolled in the District.

Report Card Distribution

Report cards will be distributed to every student in kindergarten through 12th grade four times per year. Specific distribution dates are found on the district calendar. Report cards for students in Grades 2-12 are available to families through the district electronic grade book software, Infinite Campus. Printed report cards are distributed for students in Grades K-1.

Report Cards and Fees

Report cards may be held due to failure to pay school fees in accordance with Ohio Revised Code 3313.642.

Weighted Grading Scale for High School Courses

The following grading scale will be used for all high school students when calculating weighted Grade Point Average (GPA):

GRADE	SCALE	GENERAL/ ADVANCED	HONORS	AP/CCP
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.0*	1.0*
F	0-59	0.0	0.0*	0.0*



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*For Honors and AP courses, no weighted values are awarded for grades below a C. College Credit Plus (CCP) courses must follow the grading scale of the university awarding the credit.

Computation of Grade Point Average (GPA)

- Each percentage grade is converted to the appropriate letter grade.
- Each letter grade is assigned a value (either regular or weighted).
- Each value is multiplied by the amount of credit the class is worth, resulting in a number of points.
- The total number of points is divided by the total number of credits attempted, arriving at the grade point average.
- Cumulative grade point averages are calculated at the end of each semester.
- Graduation academic awards are calculated in January of the student's graduation year.

Grading options for First Year/Pre-Functional/Beginning Level English Language Learners with Less than 3 Years of U.S. Schooling

Pass/Fail

Teachers may use a Pass/ Fail grade option with the approval of a building administrator for first year English Language Learners after consultation with parents, teachers, and counselors.

A First Year English Language Learner is given a passing grade (P) if he or she performs the following tasks:

- is prepared for class with needed materials
- tries all the work assigned to him or her
- uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary)
- attempts as much of an assignment as he or she can
- completes portions of modified work
- is attentive during instruction/ group work
- copies notes when necessary
- communicates needs and feelings verbally or nonverbally

A student is given a failing grade (F) if he or she generally does not perform the above tasks.



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The Teacher should note “Pass/Fail grade due to language proficiency,” on the report card.

Pass/Fail grades cannot be calculated into GPA but students earning a passing grade (P) will earn high school credit.

Modified Content Grading Rubric

Content area teachers in grades 2-12 should work in consultation with ELL teachers/tutors to evaluate student performance for students who are at the emergent level of English Proficiency and have less than three years in US schools. ELL teachers/tutors can assist content area teachers in identifying when modified grading using an alternative grading rubric may be appropriate as listed on the student’s language plan. Teachers should refer to and use the [ELL Alternative Grading Rubric](#) posted on the NWLSD Curriculum website.

Special Education IEP Progress Reports

Students with disabilities will receive an IEP Progress Report **each quarter** that outlines student progress on their goals and objectives. These reports will provide parents with a good overview of their child’s performance in both the standards-based setting and in reaching their individual goals based on their disabilities.

Promotion and Retention

- The key to a successful decision on future placement for students is continuing communication between the home and school focusing on both areas of success and areas of concern.
- The academic content standards provide an excellent tool for sharing grade level expectations with parents.
- Teachers should discuss student progress and intervention plans with families throughout the entire school year.
- Parents should be informed continuously if their child is not working at grade level/meeting the standards set for that grade level. Information about the student’s weaknesses will be provided to the parents. Parents will be given specific suggestions for help that they may use with their child. The school team will provide information to the parents about what is being done to help the student succeed.
- Pupils may be retained in the same grade level if they do not meet the middle school promotion requirements described above and are not successful in the recommended summer school classes.



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- If an eighth grade student turns 15 years of age, or a seventh grader turns 14 years of age, or a sixth grader turns 13 years of age by the opening day of the following school year, they may be advanced to the next grade with the approval of the principal regardless of the number of subjects passed.

Reporting Timelines 2025-26

First quarter report cards	Grades K-12
Thursday, October 16th	End of first quarter
Monday, October 6th	Infinite Campus open for grades and comments
Tuesday, October 21st (11:59 PM)	All grades and comments to be entered in Progress Book
Friday, October 24th	Report card distribution
Second quarter report cards	Grades K-12
Friday, December 19th	End of second quarter
Monday, December 1st	Infinite Campus open for grades and comments
Tuesday, January 6th (11:59 PM)	All grades and comments to be entered in Progress Book
Friday, January 9th	Report card distribution
Third quarter report cards	Grades K-12
Thursday, March 12th	End of third quarter
Monday, March 23rd	Infinite Campus open for grades and comments
Tuesday, March 17th (11:59 PM)	All grades and comments to be entered in Progress Book
Friday, March 20th	Report card distribution
Fourth quarter report cards	Grades K-5
Thursday, May 21st	End of fourth quarter
Wednesday, April 29th	Infinite Campus open for grades and comments
Sunday, May 17th (11:59 PM)	All grades and comments to be entered in Progress Book
Thursday, May 21st	Report card distribution
Fourth quarter report cards	Grades 6-12
Thursday, May 21st	End of fourth quarter



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Wednesday, April 29th	Infinite Campus open for grades and comments
Friday, May 22nd (3:00 PM)	All grades and comments to be entered in Progress Book
Tuesday, May 26th	Report card distribution
Interim Reports (HS Only)	Grades 9-12
Wednesday, September 10th	Q1 Progress Book opened for interims
Tuesday, September 16th	Q1 Progress Book closed at 11:59 PM
Wednesday, November 5th	Q2 Progress Book opened for interims
Tuesday, November 11th	Q2 Progress Book closed at 11:59 PM
Thursday, January 29th	Q3 Progress Book opened for interims
Tuesday, February 3th	Q3 Progress Book closed at 11:59 PM
Wednesday, April 15th	Q4 Progress Book opened for interims
Tuesday, April 21st	Q4 Progress Book closed at 11:59 PM
First trimester report cards	Preschool (HELC)
Friday, October 31st	End of first trimester
Wednesday, October 22nd	Progress Book open for grades and comments
Thursday, November 6th (11:59 PM)	All grades and comments to be entered in Progress Book
Monday, November 10th	Report card distribution
Second trimester report cards	Preschool (HELC)
Tuesday, February 24th	End of second trimester
Friday, February 13th	Progress Book open for grades and comments
Tuesday, March 3rd (11:59 PM)	All grades and comments to be entered in Progress Book
Monday, March 9th	Report card distribution
Third trimester report cards	Preschool (HELC)
Thursday, May 21st	End of third trimester
Wednesday, April 29th	Progress Book open for grades and comments
Sunday, May 19th (11:59 PM)	All grades and comments to be entered in Progress Book
Thursday, May 21st	Report card distribution



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Associated Board Policy

2330 - Homework

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

The Superintendent shall develop rules for the assignment of homework according to these guidelines:

- H. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school.
- I. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- J. Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- K. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- L. As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- M. The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- N. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

2413 - Career Advising

This policy has been developed as prescribed in R.C. 3313.6020 and the State Board of Education's Model Policy. This policy shall be updated at least once every two (2) years. The policy shall be made available to students, parents/guardians/custodians, and local postsecondary institutions, residents of the District, and shall be posted on the District website.

Career advising is an integrated process that helps students understand how their personal interests, strengths, and values might predict satisfaction and success in school and related career fields, as well as how to tie these interests and strengths to their academic and career goals. Students need to have access to comprehensive resources and support to prepare for their future success. Through relevant classroom instruction, career-related learning



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experiences, and a program of counseling and advising, students can discover their interests and explore academic and career pathway options.

The District's Career Advising Plan shall include:

- A. Grade-level examples that link students' schoolwork to one (1) or more career fields.
- B. Career advising to students in grades K-12, which includes age-appropriate activities and also includes creating and maintaining a Student Success Plan beginning in grade six (6).
- C. Additional interventions and career advising for students who are identified as at risk of dropping out of school.

These may include:

- 1. Identifying students who are at risk of dropping out of school using a local research-based method, such as the Early Warning System offered by the Ohio Department of Education, with input from teachers, school counselors, and other appropriate school staff.
 - 2. Developing a Student Success Plan for each at-risk student that addresses the student's academic and career pathway to successful graduation and the role of career-technical education, competency-based education, and experiential learning, when appropriate.
 - 3. Before developing a Student Success Plan, District staff will invite the student's parent/guardian/custodian to assist. If that adult does not participate in the plan development, the District will provide the adult with a copy of the plan, a statement of the importance of a high school diploma, and a listing of the pathways to graduation available to the student.
 - 4. After the Student Success Plan is developed, the District will provide career advising to the student that is aligned with the Student Success Plan and the District's career advising plan.
- D. Training for employees on how to advise students on career pathways, including training on advising students using the tools available in OhioMeansJobs K-12.

This may also include training on other online tools provided that offer resources for discovering career interests, exploring and researching career and education options, and supporting the development of a Student Success Plan.

- E. Multiple academic and career pathways through high school that students may choose to earn a high school diploma, including opportunities to earn industry-recognized credentials and postsecondary course credit.



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- F. Information on courses that can award students both traditional academic and career-technical credit.
- G. Information regarding career fields that require an industry-recognized credential, certificate, associate's degree, bachelor's degree, graduate degree, or professional degree.
- H. Information about ways to offset the costs of a postsecondary education including:
 - 1. the reserve officer training corps;
 - 2. the College Credit Plus (CCP) Program;
 - 3. the Ohio Guaranteed Transfer Pathways Initiative; and
 - 4. joint academic programming or dual enrollment opportunities with state universities and community colleges.
- I. Documentation on career advising is provided for review by the student, the student's parent, guardian, or custodian, and schools the student may attend in the future.

This may include activities that support the student's academic, career, and social/emotional development, such as those saved to a student's OhioMeansJobs K-12 Backpack.
- J. The support necessary for students to have successful transitions from high school to their postsecondary destinations including interventions and services for students in need of remediation in mathematics and English language arts.

2623 - Student Assessment and Academic Intervention Services

The Board of Education shall assess student achievement and needs in all program areas in compliance with State law and the rules adopted by the State Board of Education. The purpose of such assessments will be to determine the progress of students and to assist them in attaining student performance objectives and the educational achievement goals of this District.

The Board shall administer the State-mandated tests (e.g., diagnostic assessments and achievement tests) to students at the times designated by the State Board of Education. The Board may, for medical reasons or other good cause, excuse a student from taking a State-mandated test on the date scheduled, but any such test shall be administered to such excused student not later than nine (9) days following the scheduled date. The Board shall annually report, not later than June 30th, the number of students who have not taken one (1) or more of the State-mandated tests to the State Board of Education.



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The District shall require that all appropriate staff have knowledge of the prescribed standards of ethical assessment practice and shall monitor the assessment practices for compliance with these standards. These duties shall include:

- A. communicating standards of ethical assessment practice;
- B. communicating security procedures for assessment;
- C. establishing procedures for reviewing assessment materials and procedures and assessment preparation materials and procedures;
- D. establishing channels of communication that allow teachers, other educators, students, parents, and other members of the community to voice concerns about assessment practices;
- E. establishing written procedures for investigating complaints, allegations, and/or concerns about assessment practices, protecting the rights of an individual, the integrity of an assessment, and the results of an assessment.

The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment.

At least annually, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and physical examinations.

The Superintendent shall develop a program of testing that includes:

- A. administration of State-mandated tests (e.g., diagnostic assessment and achievement tests), at no cost to students, in accordance with the provisions of A.C. 3301-13-02;
- B. performance-based tests at appropriate grade levels to measure achievement of performance objectives in composition, mathematics, science, social studies, and reading;
- C. District or teacher-made achievement or performance tests;
- D. tests of mental ability;
- E. norm referenced achievement tests.

"Achievement test" means "a test, aligned with the Ohio academic content standards and model curriculum, designed to measure a student's level of knowledge or skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement."



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"Alternate assessment" means "the use of an assessment instrument, other than the Ohio achievement tests or diagnostic assessments, that meets the requirements of all applicable Federal and State laws and A.C. 3301-13-03."

"Diagnostic assessment" means "an assessment aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three, as defined in R.C. 3301.079."

"End-of-course exams" means "the college and work ready assessments selected by the Department of Education and Workforce and the Chancellor of Higher Education that are aligned with academic content standards and model curriculum and designed to measure a student's level of academic achievement."

"Performance standards" means "a score adopted by the State Board of Education indicative of a particular level of academic achievement at a designated grade for each achievement test or alternate assessment."

"State-mandated assessments or tests" means "an achievement assessment prescribed under section 3301.0710 of the Revised Code or an end-of-course examination under section 3301.0712 of the Revised Code."

The Superintendent shall develop:

- A. procedures for the regular collection of student performance data;
- B. a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and
- C. procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

For any student who failed to demonstrate at least a score at the proficient level on an achievement test during the preceding school year, the Board shall provide appropriate intervention services commensurate with the student's test performance in each such test area, including intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608, or R.C. 3313.6012.

The Board shall require that:

- A. by June 30 each year, parents are provided with the score of any State-mandated assessment or test administered to their student;

Results will be sent via mail or email or, alternatively, will be posted to a secure portal that families can access on the District's or school's website. R.C. 3313.6029

- B. parents be informed of the testing program of the schools and of the special tests that are to be administered to their children;



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- C. data regarding individual test scores be entered on the student's cumulative record, where it will be subject to the Board's student records policy;
- D. the aggregate results of each school-wide, program-wide, and District-wide test be made part of the public record.

Summer remediation services shall meet the following conditions:

- A. the remediation methods are based on reliable educational research
- B. testing will be conducted before and after students participate in the program to facilitate monitoring results of the remediation services
- C. the parents of participating student will be involved in programming decisions
- D. the services will be conducted in a school building or community center and not on an at-home basis

The Board shall keep records for each student including the following:

- A. a unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2)
- B. a list or designation of which tests are required and which tests are not required
- C. a list or designation of which tests, required or not required, are taken and which are not taken at each test administration period
- D. score for each test taken, required or not
- E. whether each student attained the requisite performance standard designated for each required test
- F. what if any tests must still be taken
- G. whether or not intervention must be provided
- H. for each test required for graduation, the date passed must be recorded on the student's transcript

No information shall be on the student's transcript for a test not passed.

When a student who has taken State-mandated tests in one (1) school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.



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For each student required to be offered intervention services, the Board shall involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

During the school year following the year in which the tests prescribed by R.C. 3301.0710(A)(1) are administered to any student, the Board shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation required under R.C. 3301.0711, 3301.0715, 3313.608 or R.C. 3313.6012, in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

Except as authorized by State law, the Board shall not use any student's failure to attain a specified score on any State-mandated test as a factor in any decision to deny the student promotion to a higher grade level.

All identified students with disabilities in the School District shall be considered for participation in the State-mandated testing. The extent of the student's participation shall be determined by the IEP Team.

Accordingly, the student's IEP shall require that the student take:

- A. the required assessments in the same manner as other students;
- B. the required assessments with accommodations appropriate for the student's disability; or
- C. an alternate assessment that has been approved by the State Department of Education.

To the extent possible, and in accordance with law, a student with disabilities shall not be excused from taking a required assessment unless no reasonable accommodation can be made to enable the student to take the assessment.

The Superintendent shall implement administrative guidelines that comply with the State Department's regulations with regard to the administration of the State-mandated tests including the reporting of results.

Program evaluations will be reviewed and updated every five (5) years. A schedule for such will be developed and implemented by the Superintendent.

After July 1, 2017, no student will spend more than two percent (2%) of the school year taking state assessments, including the Ohio graduation tests, college and work ready assessment systems, and any District-wide assessment for all students in a specified subject area or grade level. Students will not spend more than one percent (1%) of the school year on diagnostic or practice assessments to prepare for the above assessments. Students with disabilities are exempt from this requirement, as are related diagnostic assessments for students who failed the English language arts achievement assessment, substitute examinations, or examinations to identify a gifted student.

This policy shall be reviewed and updated annually.



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5408 - Academic Acceleration, Early Entrance to Kindergarten, and Early HS Graduation

In accordance with the belief that all children are entitled to an education commensurate with their particular needs, students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so.

The Board of Education believes that such students often require access to advanced curriculum in order to realize their potential contribution to themselves and society.

All children learn and experience success given time and opportunity, but the degree to which academic content standards are met and the time it takes to reach the standards will vary from student to student. The Board believes that all students, including advanced learners, should be challenged and supported to reach their full potential. For many advanced learners, this can best be achieved by affording them access to curriculum, learning environments, and instructional interventions more commonly provided to older peers.

This policy describes the process that shall be used for evaluating students for possible accelerated placement and identifying students who should be granted early admission to kindergarten, accelerated in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

Referrals and Evaluation

- A. Any student residing in the District may be referred by a teacher, administrator, gifted education specialists, guidance counselor, school psychologists, or a parent or legal guardian of the student to the principal of his/her school for evaluation for possible accelerated placement. A student may refer himself/herself or a peer through a staff member who has knowledge of the referred child's abilities.
- B. Copies of this policy and referral forms for evaluation for possible early entrance, whole-grade acceleration, individual subject acceleration, and early high school graduation shall be made available to staff and parents at each school building. The principal of each school building (or his/her designee) shall solicit referrals of students for evaluation for possible accelerated placement annually, and ensure that all staff s/he supervises are aware of procedures for referring students for evaluation for possible accelerated placement.
- C. The principal (or his/her designee) of the referred students' school shall obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
- D. Children who are referred for evaluation for possible accelerated placement sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated



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placement on the first day of school. Children who are referred for possible accelerated placement sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester. In all other cases, evaluations of a referred child shall be scheduled at the student's principal's discretion and placed in the accelerated setting(s) at the time recommended by the acceleration evaluation committee - if the committee determines the child should be accelerated. Pursuant to R.C. 3321.01, all children who will be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall be evaluated upon the request of the child's parent or legal guardian. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested shall also be evaluated for possible early admittance if referred by an educator within the District, a preschool educator who knows the child, or pediatrician or psychologist who knows the child. Children who will not yet be the proper age for entrance to kindergarten or first grade by the first day of January of the school year for which admission is requested may also be evaluated for possible early admittance at the discretion of the principal of the school to which the student may be admitted.

- E. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process within forty-five (45) days of the submission of the referral to the referred student's principal. This notification shall include instructions for appealing the outcome of the evaluation process.
- F. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the Superintendent within thirty (30) days of being notified of the committee's decision. The Superintendent shall review the appeal and notify the parent or legal guardian who filed the appeal of his/her final decision within thirty (30) days of receiving the appeal. The Superintendent's decision shall be final. However, the student may be referred and evaluated again at the next available opportunity, if s/he is again referred for evaluation by an individual eligible to make referrals as described in this policy.

Acceleration Evaluation Committee

Composition

- A. The referred student's principal (or his/her designee) shall convene an evaluation committee to determine the most appropriate available learning environment for the referred student. This committee shall be comprised of the following:
 - 1. a principal or assistant principal from the child's current school
 - 2. a current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten)
 - 3. a teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high



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school)

4. a parent or legal guardian of the referred student or a representative designated by a parent or legal guardian of the referred student
5. a gifted education coordinator or gifted intervention specialist

If a gifted coordinator or gifted intervention specialist is not available in the District, a school psychologist or guidance counselor with expertise in the appropriate use of academic acceleration may be substituted.

B. The acceleration evaluation committee shall be charged with the following responsibilities:

1. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
 - a. Students considered for whole-grade acceleration and early entrance to kindergarten shall be evaluated using an acceleration assessment process approved by the Ohio Department of Education. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - b. Students considered for individual subject acceleration shall be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State had approved content standards) and consideration of the student's maturity and desire for accelerated placement. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
 - c. Students referred for possible early high school graduation shall be evaluated based on past academic performance, measures of achievement based on State academic content standards, and successful completion of State mandated graduation requirements. The committee shall consider the student's own thoughts on possible accelerated placement in its deliberations.
2. The acceleration evaluation committee shall issue a written decision to the principal and the student's parent or legal guardian based on the outcome of the evaluation process. If a consensus recommendation cannot be reached by the committee, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
3. The acceleration evaluation committee shall develop a written acceleration plan for students who will be admitted early to kindergarten, whole-grade accelerated, or accelerated in one or more individual subject areas. The parent(s) or legal guardian(s) of the student shall be provided with a copy of



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the written acceleration plan. The written acceleration plan shall specify:

- a. placement of the student in an accelerated setting;
 - b. strategies to support a successful transition to the accelerated setting;
 - c. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
 - d. an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual content areas.
4. For students the acceleration evaluation committee recommends for early high school graduation, the committee shall develop a written acceleration plan designed to allow the student to complete graduation requirements on an accelerated basis. This may include the provision of educational options in accordance with Ohio Administrative Code 3301-35-06(G), waiving District prerequisite requirements for enrolling in advanced courses, waiving District graduation requirements that exceed those required by the State, and early promotion to sophomore (or higher) status to allow the student to take the Ohio Graduation Test.
 5. The acceleration evaluation committee shall designate a school staff member to ensure successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement

- A. The acceleration evaluation committee shall specify an appropriate transition period for accelerated placement for early entrants to kindergarten, grade-level accelerated students, and students accelerated in individual subject areas.
 1. At any time during the transition period, a parent or legal guardian of the student may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 2. At any time during the transition period, a parent or legal guardian of the student may request in writing an alternative accelerated placement. In such cases, the principal shall direct the acceleration committee to consider other accelerative options and issue a decision within thirty (30) days of receiving the request from the parent or legal guardian. If the student will be placed in an accelerated setting different from that initially recommended by the acceleration evaluation committee, the student's written acceleration plan shall be revised accordingly, and a new transition period shall be specified.
- B. At the end of the transition period, the accelerated placement shall become permanent. The student's records shall be modified accordingly, and the



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acceleration implementation plan shall become part of the student's permanent record to facilitate continuous progress through the curriculum.

5410 - Promotion, Placement and Retention

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It is the Board's intent that each student be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such a pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

The promotion and retention provisions of this policy shall be in compliance with the terms of Ohio's Third Grade Reading Guarantee (Policy 2623.02).

Promotion:

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course and State-mandated requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Retention:

A student may be retained at his/her current grade level when s/he has, in the opinion of the professional staff, failed to achieve the instructional objectives set forth at the current grade level that are requisite for success at the succeeding grade level.

A student may be placed at the next grade level when retention would no longer benefit the student.

The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students that:

- A. require the recommendation of the relevant staff members for promotion, placement, or retention;
- B. require that parents are informed in advance of the possibility of retention of a student at a grade level;



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- C. assure that efforts will be made to remediate the student's difficulties before s/he is retained;
- D. require that a student be retained if s/he is truant for ten percent (10%) or more of the required school days and has failed at least two (2) courses of study, unless the principal and the teachers of the failed subjects determine that the student is academically prepared to be promoted;
- E. assign to the principal the **final** responsibility for determining the promotion, placement, or retention of each student;
- F. provide parents the opportunity to request the promotion, placement, or retention of their child.

5420 - Reporting Student Progress

The Board of Education believes that the cooperation of school and home is a vital ingredient to the growth and education of the whole child. It recognizes its responsibility to keep parents informed of student welfare and progress in school.

The Board directs the establishment of a system of reporting student progress which shall include written reports and/or parent conferences with teachers, and shall require all appropriate staff members to comply with such a system as part of their professional responsibility.

The Superintendent, in conjunction with appropriate staff members, shall develop procedures for reporting student progress to parents which:

- E. ensure that both student and parent receive ample warning of a pending grade of "failure" or one that would adversely affect the student's status;
- F. enable the scheduling of parent-teacher conferences at such times and in such places as will ensure the greatest degree of participation by parents;
- G. specify the issuance of report cards at intervals of not more than quarterly
- H. ensure a continual review and improvement of methods of reporting student progress to parents.

5421 - Grading

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.



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The Board directs the Superintendent to develop procedures for grading whereby the professional staff:

- F. develops clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- G. helps each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- H. provides frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- I. provides for a pass/fail grade in programs for which it is appropriate;
- J. provides for a pass/no evidence grade to be used during periods of remote learning due to extended school closure;
- K. provides students the opportunity to assess both their own achievements and their areas of difficulty.

The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

5451 - Student Recognition

The Board of Education values excellence and wishes to inculcate in students the desire to do their best in all things. It shall be the policy of this Board, therefore, to recognize outstanding accomplishment in curricular, co-curricular, and extra-curricular areas.

The Board authorizes the Superintendent to develop a plan for recognition of outstanding student achievement based on well-defined, consistent criteria and standards.

5464 - Early High School Graduation

The Board of Education acknowledges that some students seek to pursue educational goals that include graduation from high school at an earlier date than their designated class.

A student who completes the requirements for early high school graduation may participate in the graduation ceremonies with his/her designated class or the class graduating in the year in which s/he completes the District's requirements for high school graduation.

Early High School Graduation - General

Application for early high school graduation must be submitted to the high school principal.



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The principal may honor this request if all conditions for high school graduation are met and the student fulfills the high school graduation requirements.

Early High School Graduation - Advanced Learners

Any student residing in the District may be referred for early high school graduation by a staff member or parent/guardian to the principal of his/her school. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms will be available at each school building.

Students referred for early high school graduation will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will only occur at the start of a semester.

Before a student is evaluated for early high school graduation, the principal (or his/her designee) must obtain written permission from the student's parent/guardian.

Evaluations related to referrals that occur during the school year will ordinarily be completed and a written report issued within forty-five (45) calendar days. Evaluations related to referrals that occur at the end of a school year or during the summer will be completed and a written report issued either before the end of the school year, if possible, or within forty-five (45) calendar days of the start of the next school year.