

# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 1 of 9  
Grading System

### R 2624 GRADING SYSTEM

#### A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Student Learning Standards and locally established learning goals and objectives:
  - a. Active participation in and attention to daily lessons,
  - b. Frequent contribution to discussions,
  - c. Prompt, thorough, accurate, and neat preparation of assignments,
  - d. Thorough preparation and performance on tests and assessments,
  - e. Display of an eagerness to learn and an inquisitive approach to lessons,
  - f. Attention to the need for proper materials,
  - g. Cooperation with the teacher's efforts, and
  - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

#### B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.



# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 2 of 9  
Grading System

4. Pupils should be encouraged to evaluate their own achievements.
5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

### C. Grading Periods

1. Grades will be awarded at the end of three marking periods in each school year.
2. Pupils will be given notice of their mid-term grades at mid-point of each marking period.
3. Pupils will be given a final grade in each subject at the end of the school year.
4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

### D. Basis for Grading

The teacher responsible for assigning a grade should take into consideration all classwork, homework, quizzes, small projects, tests, and large projects assigned.

1. For the final grade, the pupil's attendance record, in accordance with Policy Nos. 5200, 5410, and 5460 will be reported.

### E. Meaning of Grades

1. The following grades will be given in each academic subject at the end of each marking period:
  - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
  - b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.



# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 3 of 9  
Grading System

- c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
- d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.
- e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.

2. The following grading scales and indicators shall be used:

Grades PreK - 4	4 = Exceeds progress indicator consistently and independently
	3 = Meets progress indicator
	2 = Develops toward indicator with prompting
	1 = Exhibits difficulty meeting progress indicator
	N = Not assessed for marking period

Grades 5-8	Outstanding:	A+ 98-100	A 95-97	A- 92-94
	Very Good:	B+ 89-91	B 86-88	B- 83-85
	Average:	C+ 80-82	C 77-79	C- 74-76
	Below Average:	D+ 71-73	D 68-70	D- 65-67
	Failing:	F 64 & Below		

P – Pass      F – Fail      I – Incomplete      ME – Medical Excuse      NG - No Grade

Information regarding the meeting of grading scales will be made available to parents annually and with each report card.

- 3. A grade of “Incomplete” will be given to those pupils unable to complete the work assigned to the course for reasons beyond the pupil’s control, such as the pupil’s disability.



# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 4 of 9  
Grading System

- a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the pupil will require to complete the work necessary for the granting of credit.
  - b. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period or, if the pupil is disabled at the end of the marking period, two weeks after the pupil's return to school.
  - c. The pupil's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the pupil's transcript.
  - d. A pupil who does not complete the work within the period allowed will receive a grade of I in the subject.
4. A grade of "I-excused" will be given to each pupil in a physical education class who was excused for good cause from participation in certain aspects of the course requirements.
  5. Final grades, year-end or semester-end, will be calculated by assigning a numerical value to each marking period grade and dividing the sum of those values by the number of marking periods.
  6. The following academic classes process for grades 5-8 will be used as a grading framework by all teachers:

Academic Classroom Procedures for Grades 5-8  
in accordance with Policy 2624



# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 5 of 9  
Grading System

Category	Percentage	Notes
Classwork Assignments & Homework Assignments	10%	<ol style="list-style-type: none"><li>1. Homework Assignments are inclusive of formative assignments used to gauge and support student skill and knowledge acquisition on one or two standards or to provide anticipatory preparedness for future work outside of the presence of the classroom teacher. It is not inclusive of individually graded assignments done at home that would be considered quizzes, small projects, tests, or large projects.</li><li>2. Classwork Assignments are inclusive of formative assignments used to gauge and support student skill and knowledge acquisition on one or two standards or to provide anticipatory preparedness for future work under the supervision of the classroom teacher. It is not inclusive of individually graded assignments done in class that would be considered quizzes, small projects, tests, or large projects.</li><li>3. Homework/Classwork will be graded for completion only. Teachers will develop a scale for evaluating the completion of assignments (ex. 1-2-3, start with 100 and reduce 3 pts per missing assignment, etc.). It will not be a binary system (ex. 0 or 100 per assignment).</li><li>4. Homework may not be revised for credit but may be required to be revised as a learning tool prior to the closure of the topic the assignment was based on.</li><li>5. Homework/Classwork may not be turned in late for credit but may be required to be completed and turned in as a learning tool prior to the closure of the topic (test/large project) the assignment was based on.</li><li>6. Grade-level goals for study and executive functioning skills related to homework/classwork completion will be established and teachers will include in their instructional program.</li><li>7. Grade-level homework will be assigned with a maximum time limit according to the following formula: 10 minutes x Grade Level. Teachers will support students with gauging the amount of time to spend on homework.</li><li>8. Revisions of tests/quizzes/projects are encouraged and will be reflected in the Classwork/Homework Assignments category.</li></ol>



# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 6 of 9  
Grading System

Quizzes & Small Projects	50%	<ol style="list-style-type: none"><li>1. Quizzes are inclusive of summative assessments used to determine student proficiency on a small group of standards from a unit. Quizzes do not include performance-based activities evaluated through a rubric. Quizzes done at home will be called Homework Quizzes as opposed to Homework Assignments.</li><li>2. Minor Projects are inclusive of summative assessments used to determine student proficiency on a small group of standards from a unit through performance-based activities evaluated through a rubric. Small Projects done at home will be called Small Homework Projects as opposed to Homework Assignments.</li><li>3. Late Assignments in this category will earn a reduction of 10% of the total assignment grade/points per day of school. Late assignments will not be accepted after the test/large project for the learning goals the assignment is based on is administered.</li><li>4. Revisions or redos of assignments in this category will not be given.</li><li>5. Grade-level goals for study and executive functioning skills related to preparation for and completion of quizzes and small projects will be established and teachers will include in their instructional program.</li><li>6. For Grades 6-8, all assignments in this category will be reviewed by the teacher with students after the assignments have been graded. These will not be sent home. Appointments can be made with the teacher for further review. For Grade 5, teachers will send home graded paperwork for review and return by parents.</li></ol>
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Tests & Large Projects	40%	<ol style="list-style-type: none"><li>1. Tests are inclusive of summative assessments used to determine student proficiency on all or a majority of the standards in a unit. Tests do not include performance-based activities evaluated through a rubric. Tests done at home will be called Homework Tests as opposed to Homework Assignments.</li><li>2. Large projects are inclusive of summative assessments used to determine student proficiency on all or a majority of standards from a unit through performance-based activities evaluated through a rubric. Large Projects done at home will be called Large Homework Projects as opposed to Homework Assignments.</li><li>3. Late Assignments in this category will earn a reduction of 10% of the total assignment grade/points per day of school.</li><li>4. Revisions or redos of assignments in this category will not be given.</li><li>5. Grade-level goals for study and executive functioning skills related to preparation for and completion of tests and large projects will be established and teachers will include in their instructional program.</li><li>6. For Grades 6-8, all assignments in this category will be reviewed by the teacher with students after the assignments have been graded. These will not be sent home. Appointments can be made with the teacher for further review. For Grade 5, teachers will send home graded paperwork for review and return by parents.</li></ol>
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# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 7 of 9  
Grading System

Extra Credit	<ol style="list-style-type: none"> <li>1. Teachers may provide Bonus Questions on assignments. The points from these bonus questions may be applied to the assignment for up to the total points for the assignment.</li> <li>2. Bonus Questions must be academic in nature and must related to the learning goals associated with the assignment.</li> <li>3. Extra credit assignments may not be assigned.</li> </ol>
Cumulative Averages	<ol style="list-style-type: none"> <li>1. Grading will operate on a trimester schedule whose schedule is determined by administration at the start of each school year.</li> <li>2. Final grades will be calculated through the percentages designated for each category: Classwork/Homework Assignments 10%, Quizzes/Small Projects 40%, Tests/Large Projects 50%.</li> <li>3. Grades will be posted in the Student Information System and access will be granted to parents through the system's portal.</li> </ol>
Extra Help/ Intervention/Work Completion	<ol style="list-style-type: none"> <li>1. Extra help is given to students at the teacher's discretion. The purpose is to support students in gaining proficiency on newly learned material, to review problem areas on homework, quizzes, tests, and projects.</li> <li>2. Intervention is a formalized system of support that is set up by administration based on overall student performance. It will require the collection of data by the Intervention and Referral Service, Guidance Counselors, Principals, and BSI Teachers, and may result in small group instruction with designated intervention teachers. The purpose is to provide additional teaching on skill areas students have shown a pattern of deficiency in over-time and is conducted in cycles.</li> <li>3. A system of study hall will be set up by the administration to be used for teachers and administration to assign students for the purpose of making up late and missed assignments.</li> </ol>
Differentiation, Accommodation & Modification	<ol style="list-style-type: none"> <li>1. Documented, appropriate accommodations/modifications will be made for all special education/504/I&amp;RS students in each category.</li> <li>2. Differentiation for approaching, on, and beyond grade-level performance will be reflected in the variation of assignments given to regular education students.</li> </ol>
Cheating and Plagiarism	<ol style="list-style-type: none"> <li>1. Goals for the avoidance of cheating and plagiarism are established within a Student Honor Code and teachers will include in their instructional program.</li> <li>2. Consequences and restorative practices are established within a Student Honor Code and the administration will include in their Student Code of Conduct.</li> </ol>



# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 8 of 9  
Grading System

Attributes of Work Habits	<ol style="list-style-type: none"><li>1. Attributes of Work Habits are those life-related skills necessary to effectively operate and promote strategic reasoning and perseverance in learning.</li><li>2. Attributes of Work Habits to be included:<ul style="list-style-type: none"><li>• Preparedness</li><li>• Responsibility</li><li>• Respect</li><li>• Citizenship</li><li>• Organization</li><li>• Participation</li><li>• Perseverance</li></ul></li><li>3. A binary system of reporting will be used on the report card to identify the Attributes of Work Habits.<ul style="list-style-type: none"><li>• “Attribute” is a strength.</li><li>• “Attribute” is an area for development.</li></ul></li></ol>
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### F. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to pupils. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded.

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, classwork, homework, small & large projects;
3. Any notation of discussions with the pupil on a grade or the pupil’s cumulative grade average;
4. Any referrals for guidance, discipline, and the like; and
5. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

### G. Appeal

1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher’s course of study.
2. Each teacher may be required to furnish reasons, supported by evidence (see paragraph E above) to substantiate any grade earned.





# REGULATION

## RUMSON BOROUGH BOARD OF EDUCATION

PROGRAM  
R 2624/page 9 of 9  
Grading System

3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.
5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records.
6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

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