**Lafayette Academy 2017-2018 Grading Policy**

**Overview:** At Lafayette Academy we feel grades are evaluative and descriptive tools that help communicate what students have learned throughout the school year. Grades provide feedback to students on their individual understanding of and progression through their content area classes. They are an evaluative instrument and not a disciplinary tool. At the beginning of each term, every teacher shall explain to students orally and in writing (via the syllabus) the grading criteria that will be used for evaluating their academic performance in the subject area. The school-wide grading policy will also be accessible on the school’s website.

Please take the time to read and review all the following grading policies for the 2017-2018 school year.

**Marking Periods/Report Cards:** The school year will be broken down into four marking periods. Report cards will be distributed within one week of the marking period end date. Please refer to the Lafayette Academy Parent Calendar for specific marking period end and distribution dates.

Report card grades will be a combination of class participation, teacher assessment, portfolio tasks, homework, quizzes, and projects. We believe grades should be based primarily on how well students master the learning standards, subject matter, concepts, content, and skills addressed in a class or course. This will be measured through teacher diagnostics, class assessments (tests/quizzes/ finals/midterms), portfolio/performance task completion and standardized tests. Other areas such as homework, attendance, participation, and preparedness can be factored into a content area’s grading policy at the teacher’s discretion; however, these areas combined, cannot exceed 40% of the student’s marking period grade.

**Final Transcript Grades:** The fifth marking period will be the numeric average of all four marking periods and will be entered as the final transcript grade for that subject or content area. The grade for each marking period will reflect the teacher's evaluation of the students’ work from the beginning of the marking period to the end of the marking period. Accordingly, the final grade will be a reflection of the students’ academic performance for the entire school year.

**Progress Reports:** Progress reports will be completed by teachers and distributed at the approximate midpoint of each marking period. Progress reports serve to inform students and parents of his/her current performance, areas of strength, areas of improvement, and teacher suggestions. Please note that parents, guardians, and students will have access to Jupiter Ed grading system to monitor grades daily / weekly and to communicate with teachers in addition to progress report distribution.

**Promotion Requirements:** In order to move forward to the next grade, students must hold a passing, final (5th marking period) average of 65 or higher in all four core content area classes- English, math, science, and social studies. Averages that fall below 65 are considered failing and may mandate summer school or a possible retention in the grade.

**Course Marks:** Students will receive a numeric course grade in each subject for each marking period based on a 1-100 scale.

1. ***Pass / Fail:* Students numeric grades ranging from 65-100 is considered passing. Numeric grades ranging from 10-64 are considering failing.** Some elective classes that meet two or less periods per week may be marked as passed fail (ie: advisory class)
2. *Incomplete:* Schools may award a grade of incomplete if a student has a documented, extreme extenuating circumstance that prevents him/her from completing the subject in its established timeframe (e.g., surgery, death in the family). A student who receives an incomplete must successfully complete remaining coursework by the end of the semester following the termination of the subject in order to receive a grade, as applicable.
3. *New or Recently Admitted Students:* Students who enroll in a subject after it has started may have missed assignments or assessments needed to generate a complete course grade for a given marking period. These students may be given a grade of ‘NL’.  Students who receive a grade of ‘NL’ must successfully complete remaining subject requirements by the end of the semester following the termination of the subject in order to receive a final grade, as applicable.
4. *No Show:* A grade of ‘NS’ is given to a student who has not attended a subject for enough days to determine a grade. ‘NS’ has a pass/fail equivalent of fail and a default numeric equivalent of 45.

**Make Up Policy:** Missed tests or quizzes should be made up immediately following the student's return to school with appropriate documentation. Homework, classwork and all other assignments are to be handed in on the due date assigned by the content area teacher. Students are held responsible for reaching out to teachers if there is any foreseeable obstacle regarding an assignment before the due date. Late assignments are subject to incremental deductions as per the teacher’s discretion and can be accepted until the assignment is no longer relevant.

**Students with disabilities:** Annual goals, plans for progress monitoring, and promotion criteria are documented in the IEP, while the report card documents progress made in the general

education curriculum. All students, including students with disabilities, receive grades based on how well they master the subject matter, concepts, content, and skills addressed in a class or course. The IEP describes specially designed instruction and accommodations for an individual student that is used to create access to grade-level standards and enable progress toward annual goals. All students, including students with disabilities, should be working toward grade-level standards. Students’ receipt of accommodations does not impact the grade that can be earned. Students with disabilities have the same opportunity to earn grades as all other students. Students with disabilities receive progress reports on their annual goals. Progress reports will be distributed at the same time as report cards and reflect the likelihood that a student will meet their annual goals or has already met them. IEP progress reports do not replace report cards for students with disabilities.