

<p>PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-22 Reporting Academic Progress to Parents</p>	<p>Last Reviewed: 8-9-10 Next Review: 7-1-12</p>
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Grades shall represent achievement. Such desirable qualities as personality, effort, attitude, preparation, promptness, etc. are commendable and must be encouraged, and these qualities do affect the learning product, but in the final analysis, grades must represent only achievement of WV Content Standards and Objectives. Teachers shall adhere to the following guidelines when evaluating student and assigning grades:

- ❖ Classroom teachers shall be responsible for evaluating students.
- ❖ Grades are to be based, as nearly as possible, on objective evidence of the student's work and achievement.
- ❖ Sufficient written work, test results and other concrete projects shall be required of the students to substantiate grades received.
- ❖ A grade, after it has been placed upon the report card or the permanent record, can only be changed by the teacher who gave the grade except that the principal shall have authority to change a grade that is incorrect owing to mathematical or typographical error.
- ❖ The lowering of a scholastic grade shall not be used as a disciplinary measure. However, students caught cheating on an assignment may be given a zero for that particular assignment.
- ❖ Principals and all other persons are prohibited from requiring a teacher to change a student's grade on an individual assignment or report card unless there is clear and convincing evidence that there was a mathematical error in calculating the student's grade.
- ❖ All teachers must submit to the principal a list of the students who have failed a class or subject from them during the marking period. The list may be submitted prior to report cards being sent to the students' parents.

Progress reports shall be given to the parents or guardian of each student at 10 week intervals during the school year. The reports shall inform the parents or guardian as to the student's academic progress, attitudes, work habits and special needs or achievement.

When sufficient time is available prior to the issuing of report cards, warning notices shall be sent to the parent/guardian in cases where a student is in danger of failing a course, subject or grade, or when a student is not working up to his/her ability. Such notice shall be sent to the parents or guardian in order that they may be aware of the danger of failure and that they might assist the school in seeking a solution to the student's problem.

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R 3-22-1 High School Student Progress Reports to Parents

Regular formal progress reports will be made on a ten-week basis for all grades during the school year. Student progress reports shall be distributed according to the dates indicated on the school calendar.

Recognizing the fact that this is a rather long period of time between grading reports, it shall be the policy of the Preston County Board of Education to notify parents at the mid-points of each grading period if their son/daughter is experiencing difficulty or a decline in classroom performance. Mid-point reports will be made in the following manner:

- ❖ Parents/guardians of students in grades 9-12 will be notified at the end of the fifth week of school if their son/daughter is experiencing difficulty or a decline in classroom performance, especially those students who may be either failing or earning a grade of D or less.
- ❖ Subsequent mid-point grade reports will be sent to only those parents whose sons or daughters are either failing a class or have experienced a serious decline in classroom performance and their grade is in danger of a drastic drop.
- ❖ The school principal has the option to either mail a notice to the parent or to send a notice home with the student. In either case, the parent will be expected to return a signed receipt, verifying that the report has been received and reviewed. The receipt may be returned to the classroom teacher by the student.

Seniors

If a senior is in danger of failing to meet the requirements for graduating with his/her class, the student and the parents or guardian shall be notified of the danger in sufficient time to allow the student to attempt to satisfy the requirements for graduation.

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R 3-22-2 Utilizing School and Classroom Web Pages

A 21st Century education program of necessity must incorporate the use of technology in the teaching and learning process. Likewise, the use of web pages and other technology resources can be a supplemental part of the process for reporting to parents. However, administrators and teachers must realize that nothing releases the Board and its employees from the commitment to always establish and maintain a personal relationship with the school systems' constituents.

Web pages can be very valuable in making information available to students and parents; however, the responsibility for communicating important information to the parent still resides with the professional staff. One cannot assume that all homes will have access to a computer, nor can one assume that parents and students will access information even if a computer is available. For these reasons parental conferences, personal telephone contact and written notices concerning students experiencing difficulties at school shall remain a requirement.

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R 3-22-3 Uniform High School Grading Scale and Quality Points

The grading scale that must be used for any course taken for high school credit, regardless of the grade level of the student at the time the course is taken, other than courses that the Preston County Boards chooses to designate as weighted shall be:

<u>Average</u>	<u>Grade</u>	<u>Quality Points</u>
93-100	A	4.0
85-92	B	3.0
75-84	C	2.0
65-74	D	1.0
0-64	F	0

The Preston County Board of Education shall issue weighted grades for Advanced Placement and courses for which high school credit is awarded. The weighted grade scale may also be used in the event that additional courses are designated as weighted by the Honors and Advanced Placement Committee. The weighted scale is as follows:

<u>Average</u>	<u>Grade</u>	<u>Quality Points</u>
93-100	A	5.0
85-92	B	4.0
75-84	C	3.0
65-74	D	2.0
0-64	F	0

Letter grades should be thought of as symbols representing degrees of achievement as compared to a previously determined standard. In each grade or subject, a level of achievement must be used as a standard in assigning grades to the work of each student.

Other marks which may be assigned to students are as follows:

- ❖ I – Incomplete
- ❖ WF – Withdrew Failing
- ❖ WP – Withdrew Passing

A mark of “I” means that the student did not complete the required work within the grading period. The student will be allowed to complete the required work during the following grading period and get the "I" changed to the appropriate letter grade when the following conditions have been met:

- ❖ it is the teacher’s responsibility to provide the assignments to the student;
- ❖ all work is completed and turned in to the assigning teacher within the specified time;
- ❖ it is the student’s responsibility to turn in the completed work on the specified date; and
- ❖ work not turned in by the specified date shall receive a failing grade.

An "I" is generally given when unusual circumstances exist such as illness that prevents the child from doing the required work.

Weighted grades will be used for grade point averages, honor roll, Valedictorian, Salutatorian, Knight's Honors, awards, and scholarships
(SBP 2510 and 2515)

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R-3-22-4 Elementary (1-5) and Middle School (6-8) Progress Reports to Parents/Guardians

Grade reports for elementary middle school students will be sent home at the end of each ten (10) week grading period. Recognizing the fact that this is a rather long period of time between grade reports, it shall be the policy of the Preston County Board of Education to notify parents/guardians if their son/daughter is experiencing difficulty or a decline in classroom performance. Mid-term reports will be made in the following manner:

- ❖ Parents/guardians of students in these grade levels will be notified at the end of the fifth week of school if their son/daughter is performing unsatisfactorily.
- ❖ Subsequent mid-term grade reports will be sent to parents/guardians whose sons or daughters are doing unsatisfactory work or who have experienced a serious decline in classroom performance. This would include the area of personal and social development as well as academic areas.
- ❖ The school principal has the option to either mail a notice to the parent or to send a notice home with the student. In either case, the parent will be expected to return a signed receipt verifying that the report has been received and reviewed. The receipt may be returned to the child's teacher by the student.

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R 3-22-5 Pre-School and Kindergarten Progress Reports to Parents/Guardians

The parents/guardians of Pre-School students shall receive Progress Reports three times each year: fall, winter and spring.

Kindergarten students shall have a Progress Report sent home at mid-year and at the end of the year. It is recognized that it is a long time between grades and it is thus highly encouraged that Kindergarten teachers develop a monthly communication method to keep parents informed of their child's progress.

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R 3-22-6 Parental Conferences

It is hereby encouraged that parents/guardians and teachers work together through a program of information and conferences in an effort to keep each other informed regarding the progress and social adjustment of the child.

- ❖ Parents should be consulted throughout the school year and should be informed of the student's lack of satisfactory progress.
- ❖ When necessary, a conference with the parent(s) should be held.

Per State Board Policy and legislative mandates, the school calendar includes one instructional day in each of the months of October, December, February, April and June, which shall be an instructional support, and enhancement day. This day shall include instructional activities for students and professional activities for teachers to improve student instruction and time for parent-teacher conferences.

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Adopted: August 23, 1999
Amended/Revised: August 9, 2010