

INSTRUCTION	I
DISTRICT GRADING POLICY	IB
	Page 1 of 5

Lincoln Public Schools Grading Policy

Mission Statement:

Lincoln Public Schools is committed to excellence. In partnership with all members of the Lincoln community, we inspire and empower each student to excel personally and intellectually, embrace social and individual responsibility, and lead with integrity.

The Lincoln Public Schools has adopted the following grading policy to facilitate the district’s strategic plan and the shared belief that all students can achieve through perseverance, hard work, and self-advocacy. This policy hinges upon multiple opportunities for all students to meet with success and demonstrate proficiency. The policy engages students and promotes student effort and achievement. It seeks to ensure equity and consistency for all students.

Purpose:

The Lincoln Public Schools is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

The primary audiences for a grade are students and parents/guardians.

The following points are central to issuing a grade:

- To communicate student progress toward achieving academic course standards.
- To ensure accuracy, consistency, and fairness in scoring across the district.
- To ensure grades have consistent meaning throughout the school system and are based on grade level and course expectations as outlined in the curriculum.
- To implement a reporting system that provides meaningful achievement information to students, parents, institutions of higher learning, and other stakeholders.
- To establish reporting practices that are fair and meaningful, and support rigorous performance and achievement standards for all students.

INSTRUCTION	I
DISTRICT GRADING POLICY	IB
	Page 2 of 5

The Basis of the Policy:

Teachers shall apply professional judgment and use discretion when determining a child’s grade based on student growth and level of mastery of content.

- Grading shall be consistently weighed, scored, and reported across the grade level in elementary schools or content areas within the middle and high school.
- Teachers will be committed to allowing students multiple measures and opportunities to show what they know and can do.
- Reporting of student progress and achievements will be communicated through the district student information system. Other methods of communication may include telephone calls, notes, report cards, emails, progress reports, conferences, etc.
- Grading will be used to develop the skills of all students to pursue whatever post-secondary path to success they choose.
- Grades shall be based on and will be assessed as a level of mastery of content and standards.
- Homework shall not count for more than 15% of an overall grade. Elementary, middle and high school will specify the homework expectations in their handbooks.
- Students will be allowed one additional opportunity to make up summative assessments for a maximum of 70%. Summative assessments are defined as: tests, on-demand common tasks, and, excluding midterms and final exams.
- In order to avail themselves of the opportunity to make up an assessment, a student must give a full and good faith effort to complete the assessment at the time it was given.
- Since the intent of a grading system is to measure a level of student mastery of content, teachers shall either issue a grade or list assignments as missing. Zeroes will not be used as placeholders for missing work. Teachers will communicate missing work using an incomplete through the student information system before inputting a zero. Students who were absent will be able to earn up to full credit for the missing assignments. Timelines for acceptance of late/missing work will be specified in each school’s handbook.
- Letter/numerical grades will be used at middle and high school levels. Standard-based numerical grades will be used at the elementary level.
- School-level handbooks and individual policies shall not supersede the District Grading Policy.

Grading Policy:

- The purpose of the Grading Scale is to indicate numerical ranges for quarterly and yearly grades.
- For the first quarter only, the minimum quarter grade a student may earn is a 50.

Grading Scale:

Elementary K-4

- 4 Exceeding the Standard
- 3 Meeting the Standard
- 2 Approaching the Standard
- 1 Not Meeting the Standard

INSTRUCTION	I
DISTRICT GRADING POLICY	IB
	Page 3 of 5

Elementary Grade 5

- 4 Exceeding the Standard
- 3 Meeting the Standard
- 2 Approaching the Standard
- 1 Not Meeting the Standard
- A (94-100)
- A- (90-93)
- B+ (87-89)
- B (84-86)
- B- (80-83)
- C+ (77-79)
- C (74-76)
- C- (70-73)
- D (60-69)
- F (0-59)

Secondary (Middle) 6-8

- A+ (97-100)
- A (93-96)
- A- (90-92)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (0-69)
- I (Incomplete)

Secondary (High) 9-12

- A+ (97-100)
- A (93-96)
- A- (90-92)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- C+ (77-79)
- C (73-76)
- C- (70-72)
- F (55-69 No Credit)*
- U (50-54 No Credit Quarter 1 grade only)
- U (0-54 No Credit Quarters 2-4, Semesters, Final Average)
- I (Incomplete)

INSTRUCTION	I
DISTRICT GRADING POLICY	IB
	Page 4 of 5

*Note: Students who earn a grade of “F” as a final course grade may enroll in summer school in order to make up the failed course.

Rubric to Grade

When rubrics are used to determine grades a conversion scale shall be used.

Homework/Preparedness:

Homework may be assigned in order to preview, review, reinforce, or extend concepts in the curriculum. It is critical for students to complete homework when assigned, as it directly impacts their level of understanding. Preparedness to participate in class also falls under this category.

Homework completion/preparedness *shall* account for a maximum of 15% of the total grade. When turned in by the deadline, this homework is given credit for completion or grade. Teachers will use professional judgment to determine the value assigned to partially completed work turned in at the deadline.

Grade Reporting:

It is expected that schools will make multiple attempts to intervene with and communicate to students and parents regarding incomplete and failing work. Secondary teachers (Middle School 6-8 and High School 9-12) will record all student grades electronically within the student information system within one week and no longer than three weeks for major projects and papers. In extenuating circumstances, teachers will communicate with their administrator for approval of an extension of this grade reporting timeline.

Grading Special Populations:

Teachers of English Language Learners, special educators, and general education teachers who provide instruction for a student will collaboratively examine evidence collected to determine a student’s grade.

Parents of students with Individualized Educational Programs (IEP) will receive supplemental information on progress towards attainment of IEP goals at the time report cards are issued, consistent with federal and state requirements.

Parents of English Language Learners will receive supplemental information on progress toward language development at the time report cards are issued based on WIDA descriptors and district ELL guidelines.

INSTRUCTION	I
DISTRICT GRADING POLICY	IB
	Page 5 of 5

Implementation:

- The Superintendent and/or designee will build an understanding with the Lincoln School community of the core components as outlined in the policy and develop expectations for each level (elementary, middle, and high school).
- Building principals will build an understanding of the policy with their faculties.
- Building principals will oversee the implementation of the policy.
- Educators will implement the core components as stated in the policy.
- Specific language regarding grading procedures will be articulated in school handbooks at all levels.

Reviews and Reporting:

- District staff will monitor fidelity to this policy annually and will provide updates to the school committee if changes are needed prior to a formal review.
- This policy will be formally reviewed every two years.

Cross Reference to other policies & documents:

- School Level Handbook (Homework protocols and procedures)

First Reading: May 20, 2019

Second Reading: June 10, 2019

Policy Adopted: June 10, 2019

Revised First Reading: June 10, 2024

Revised Second Reading: July 15, 2024

Approved: July 15, 2024

TOWN OF LINCOLN SCHOOL COMMITTEE, Lincoln, Rhode Island