

Instruction

Grading Systems / Weighted Grades

It is the philosophy of the Stafford Public School District that students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. Achievement will be emphasized in the process of evaluating student progress.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement should be a common goal of both school and home. A close working relationship between home and school is essential to the accomplishment of this goal. Regular communication with parents or guardians, utilizing a variety of methods, regarding the scholastic progress of their student is a basic component of this working relationship. It is the responsibility of the school and individual staff members to keep parents or guardians well informed through continuous and accurate record of each student's achievement.

Placement is determined each year during the course selection process, but is subject to review at any time at the request of a student, parent or professional staff member. Texts, assignments and independent work will vary among levels; however, all courses are in alignment with the district Core Values and Beliefs and 21st Century Learning Expectations.

Regularly issued report cards, combined with scheduled parent-teacher conferences, and other communication vehicles helps promote a process of continuous evaluation of student progress.

The grading and reporting systems as developed by the administration and faculty are subject to the approval of the Superintendent and Board of Education.

Weighted Grades

The Stafford High School curriculum contains a wide variety of courses at various levels of academic challenge. Students are allowed considerable choice and are encouraged to strive for academic excellence. A system of grade weighting recognizes the difference in student achievement. Grade weighting encourages and rewards students for selecting courses that are more challenging and of increased difficulty.

The grade weighting / class ranking system shall be implemented for the high school and published annually in the student / parent handbook and the Program of Studies.

Parents and students shall be advised annually, via the student / parent handbook, of these guidelines and the specifics of the weighted program.

Rank In Class

Rank in class is used to determine the valedictorian, salutatorian, and class scholar designations and students must attend Stafford High School three (3) academic years to be eligible at the time of graduation. The rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.

All courses are assigned to one of three levels, with the highest level being considered the most difficult. Each level is assigned a quality point multiplier based upon academic difficulty. A student's grade will be multiplied by an assigned point multiplier and then average to determine class rank. The Program of Studies identifies the level of difficulty for each course. Each level is assigned a quality point multiplier, as shown below:

General = 1.0 College = 1.05 Honors / AP = 1.10

Note: Physical Education grades are included when computing grade point averages (GPA) for class rank. Independent study, courses taken on a pass/fail basis, and summer school grades are not utilized when computing class rank. As of July 1, 2018, transfer credits are not utilized when computing class rank and will be designated as a "T" on the transcript.

Legal Reference: (cf. 5124 – Reporting to the Parents)

Connecticut General Statutes

10-220g Policy on weighted grading for honors and advanced placement classes

P.A. 99-81 An Act Concerning Weighted Grading for Honors Classes

Policy adopted: October 15, 2018

STAFFORD PUBLIC SCHOOLS
Stafford Springs, CT