

GRADING SYSTEM

Cornerstone Christian Academy shall have a grading policy; teachers in grades 1 through 12 shall use the standard grading policy. It is the belief of the Governing Board that students of CCA need to be graded consistently and fairly by a standard procedure. All students will be graded based on achievement and not effort with the exception of students identified as special education.

Policy adopted: November 12, 1998

Revised:

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CCA’s grading policy is divided into three parts. Part I: elementary grades K-6, Part II: secondary 7-12, and Part III: special education grading.

Part I: Elementary Grading Policy K-6 Grades

CCA requires grades to be submitted to the school twice a year: one week after the end of the first and second semester. Grades may be submitted more often depending on the teacher’s preference. However, a student’s cum will reflect only the two semester grading periods.

The Board strongly discourages against the use of: pass/fail, or check marks for the purpose of grading. In lieu of these marks, we have established the grading standard below. Objective standards such as classwork, homework, test/quizzes, reports, and projects should all be used as an indication of how a child is progressing.

Elementary: Kindergarten Through Sixth Grade

A	Excellent Performance	Mastery of identified grade-level objectives. No lower than a 90% average on objective measures.
B	Very Good Performance	Mastery of most identified grade level objectives. No lower than an 80% average on objective measures.
C	Satisfactory Performance	Adequate mastery of identified grade-level objectives within a range of one grade level. No lower than a 70% average on objective measures.
D	Minimal Performance	Limited understanding of identified grade-level objectives. No lower than a 65% average on objective measures.
F	Failure to meet requirements	Below 65%

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Part II: Secondary Grading Regulations (Continued)

Secondary: Ninth Through Twelfth Grade

Permanent grades for each course are issued one week after the end of each semester. If a student is in danger of failing a course, the school principal must be informed as the possibility of failure becomes evident. Credit is granted based upon the work done during the entire semester.

A	Outstanding	Work far exceeds standard expectations for the course. No lower than a 90% average on objective measures.
B	Very Good	Work is above standard expectations for the course. No lower than an 80% average on objective measures.
C	Average	Standard expectations for the course have been met. No lower than a 70% average on objective measures.
D	Below Average	Limited understanding of identified grade-level objectives. No lower than a 65% average on objective measures.
F	Failure to meet requirements	Below 65%
I	Incomplete	Course work has not been completed. Students may be given a maximum of five (5) days to complete assignments or receive an F.

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Part III: Special Education Grading Policy (Continued)

1. Resource students achieving at a level commensurate with regular students with no extra help from the teacher will be given regular grades.
2. Resource students may receive Pass or Fail grades with effort grades O, S, N or U if the difficulty is related to the handicapping condition(s).

Grades will be determined as follows:

Elementary: Kindergarten Through Eighth Grade

Grades for Reading, Language Arts, Math, Science, Social Studies

A	Excellent Performance	Mastery of identified grade-level objectives. No lower than a 90% average on objective measures.
B	Very Good Performance	Mastery of most identified grade level objectives. No lower than an 80% average on objective measures.
C	Satisfactory Performance	Adequate mastery of identified grade-level objectives within a range of one grade level. No lower than a 70% average on objective measures.
D	Minimal Performance	Limited understanding of identified grade-level objectives. No lower than a 65% average on objective measures.
F	Failure to meet requirements	Below 65%

GRADING SYSTEM**Secondary: Ninth Through Twelfth** (Continued)**Secondary: Ninth Through Twelfth**

1. Resource students achieving at a level commensurate with regular students with no extra help from the teacher may be assigned regular (A-F) grades.
2. Resource students may receive Pass or Fail grades, plus effort grades determined as follows:
 - A which stands for excellent effort, is interpreted to mean a student is on task almost all the time. The student cooperates with teachers and classmates in a superior manner and contributes to the overall organization.
 - B which stands for very good effort, is interpreted to mean a student is on task almost all the time.
 - C which stands for average effort, is interpreted to mean that the student is on task most of the time.
 - D which stands for below average efforts, is interpreted to mean that the student is sometimes not on task and at times does not cooperate in t manner which is expected of him/her
 - F which stands for failing effort, is interpreted to mean that the student seldom stays on task and very often does not cooperate with his/her teacher or peers.

GRADING SYSTEM**Guidelines for Grading (Continued)**

1. Grades are determined by the teacher. Documentation may be requested by the Governing Board, school administrator, parents or the student.
2. A minimum level of achievement is required for a passing grade. Academic grades are to reflect performance and not participation or effort. Effort grades however, should be based on the student's effort and participation. Grading may reflect behavior if it affects performance.
3. Percentage grade standards are as follows:

A = 90-100	D = 65-69
B = 80-89	F = Below 65
C = 70-79	
4. Percentage grades should reflect the appropriate level of achievement for the grade earned.
5. For those assignments and subjects which cannot readily be quantified by percentages, the criteria for grading will be explained in advance (for example essays, term papers, projects, speeches).
Grading on a curve is inappropriate.
6. Suspension - Generally, students suspended from a class or from school will not be able to make up any assignment missed during the suspension. All assignments missed therefore, will earn a grade of "F". However, a teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. Students may be given one day to make up work for each day of suspension. Upon satisfactory completion, the students may be given full credit. The primary responsibility for completion of work lies with the student.
7. Truancies - Generally, students will not have the opportunity to make up work missed while truant. The teacher would need a good reason to make an exception.

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