

Series 6000 – Instruction

1. Elementary and Secondary

D. Curriculum

(6) Graduation Requirements

(a) Grading/Assessment System

Instruction

Grading/Assessment Systems/Weighted Grades

It is the philosophy of this 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 performance.

Evaluation of student progress is a primary responsibility of the teacher. The highest possible level of student achievement is 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 means, about 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.

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 our Core Values and Beliefs and 21st Century Learning Expectations.

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

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

Weighted Grades

The Suffield 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 parent/student handbook and the program of studies.

Parents and students shall be advised annually, via the parent/student 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. The rank in class will be determined by adding up the grades for all courses and dividing by the number of credits.

Beginning with the class of 2020, all courses are assigned to one of three levels: AP/ECE, Honors, or College Prep. A student's GPA equivalent will be multiplied by an assigned point value multiplier and then averaged 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:

AP/ECE.....1.2 Honors.....1.1 College Prep.....1.0

Beginning with the class of 2020, class rank will be published as a decile system and only reported out through the annual Suffield High School Profile.

Beginning with the class of 2020, courses taken as independent study grades, on-line coursework and high school partnership grades are not calculated toward computing class rank.

Beginning with the class of 2018, courses taken on a pass/fail basis, summer school grades and transfer credits are not calculated toward computing class rank. Transfer credits will be designated as a "T" on the transcript.

Legal Reference: Connecticut General Statutes

[10-220g](#) Policy on weighted grading for honors and advanced placement classes

Policy adopted: December 5, 2000
Policy revised: June 5, 2017, December 4, 2017

SUFFIELD PUBLIC SCHOOLS
Suffield, Connecticut