

GRADING SCALE

Numerical/Letter Grades

The following letter grades and corresponding numerical scale will be used in the Hinds County School District for classes and courses where such grade indicators are necessary and expected:

A	100-90
B	89-80
C	79-70
D	65-69
F	64-Below

DETERMINING REPORT CARD GRADES

Elementary Schools: Grades are derived from an average of scores of daily class work, homework, and tests. Students are graded according to performance in achieving clearly specified course objectives.

Middle and High Schools: Grades are derived from an average of daily, chapter, and unit tests; class performance, homework, and special projects appropriate to the course.

The process for determining report card grades is outlined in the district's *Handbook for Parents and Students*.

EXCEPTIONAL EDUCATION STUDENTS

Exceptional education students will receive grades that fairly reflect the students' achievement on the instructional level on which they function. The procedure for reporting grades will be such that everyone involved in reporting and using these grades will clearly understand that a high grade does not necessarily mean that a disabling condition no longer exists. A high grade should accurately reflect that, based on what is expected of a student with a given ability, he/she is performing well. Actual grading will follow this process:

Teachers will use the familiar A, B, C, D and F grading pattern for annual goals from general education benchmarks. Teachers will report the grades and the grade levels on which the student is functioning. For example: The student is working on the 3.5 grade level in reading and has earned a B for this grading term.

Teachers will use P= Progress; NP= No Progress; LP= Little Progress; and NA= Not Applicable for annual goals developed from special education extended or communication curricula.

Any exceptional education student who does not meet course requirements, even though the adaptations necessary to adjust for the student's disability have been made, may receive a failing grade. If it is obvious, however, that the student with a disability cannot function socially, emotionally, or educationally in a regular class, the IEP Committee should review and, if necessary, revise the IEP.

It may be necessary for teachers to provide extra help to an exceptional education student or make other modifications in the regular program if the student is to be successful. The exceptional and regular education teachers will collaborate so that the exceptional education teacher will know how to reinforce/tutor the student. The exceptional education teacher should provide assistance to the regular teacher if there is a need for modification of the educational program to insure the success of a student.

Some examples of program modifications are:

1. Reading tests orally to the exceptional education student.
2. Allowing the exceptional education teacher to give tests so that the student has more time for completion.
3. Administering tests in the mode in which the exceptional education student communicates best.
4. Taping lessons for the student (exceptional or regular teacher).
5. Reviewing/assisting with homework assignments (exceptional or regular teacher).
6. Exceptional education personnel adapting/modifying a lesson, instructional unit, test, and/or homework assignment, using a task analysis approach.

Although modifications may be made, the exceptional education student should be judged successful in the regular education classroom in the same manner as regular education students.