

	MURFREESBORO CITY SCHOOL BOARD POLICY			
	GRADING SYSTEM	Descriptor Term:	Descriptor Number:	Date Adopted:
			IS 12	4/79
	Revision Adopted:			
	11/98; 8/99; 4/01			

The primary purpose in reporting to parents is to show how well abilities are used and achievements are made. A progress report is designed to give parents a picture of their child's continuous academic progress and continuous personal and social development. Three instruments are used to report the progress in these areas.

- I. A kindergarten progress report designed to provide information on specific and appropriate items for evaluating at this instructional level has been developed. Personal and social development items are noted as follows:

S Satisfactory
 N Needs to Improve
 T Needs Time to Develop

Kindergarten academic progress for the areas of Math and Language is noted as follows:

/ Indicates Skill Introduced
 X Indicates Mastery

Kindergarten academic progress for the areas of Social Studies/Science/ Health, Art, Music, and Physical Education is noted as follows:

Y Yes
 N No

- II. A progress report designed to provide information on specific and appropriate items for evaluating at the first and second grade levels has been developed. Personal and social development items are noted as follows:

N Indicates Needs Improvement
 Blank Indicates Satisfactory

First and second grade academic progress is noted as follows:

E Excellent Progress
 G Good Progress
 S Satisfactory Progress
 M Minimal Progress
 U Unsatisfactory Progress
 X Not applicable

In addition to the academic progress marks, math and reading levels are indicated as follows:

AG Above Grade Level
G At Grade Level
BG Below Grade Level

III. A progress report designed to provide specific and appropriate items for evaluating at the third grade and subsequent grade levels has been developed. Personal and social development items are noted as follows:

N Indicates Needs Improvement
Blank Indicates Satisfactory

At the third grade and subsequent grade levels, academic progress is noted as follows:

A 93-100
B 85-92
C 75-84
D 65-74
F below 65

In addition to the academic progress marks, reading levels are indicated as follows:

AG Above Grade Level
G At Grade Level
BG Below Grade Level

Six reports are made during the school year for schools on the traditional calendar. Four reports are made during the school year for schools on the alternative calendar. In addition, a mid-term report is made to parents during the nine-week cycle at schools on the alternative calendar. The pupil's yearly progress is recorded on the individual cumulative record and becomes a part of his/her permanent record.

Parent conferences are essential components of the total reporting plan. Two days in the school calendar are provided for these conferences. Additional conferences are scheduled as needs arise and may be initiated by either the parent or the teacher.

Note: Children with disabilities shall be evaluated in three ways:

- (a) on-going evaluation documented by the special education teacher on the child's Individual Education Plan,
- (b) grading on the regular progress report instrument, and
- (c) an annual Individual Education Plan Team review meeting.