

Garfield High School 09-10

Basis for Grading

Grades reflect student achievement based on what they know and are able to do, as defined by the Seattle Public Schools curriculum. Students receiving services for limited English proficiency, special education, or 504 disabilities will be afforded all accommodations and modifications as documented by English Language Learner (ELL) plans, individualized education programs (IEPs), or Section 504 plans.

Procedures for Grading

Grading procedures will be applied consistently within and among Garfield High School. Grading practices must include clear and timely communication, alignment with curriculum, accurate reflection of student achievement, and fair representation of student performance. Grading practices must be fair and manageable, and support effective teaching and learning.

Grades on report cards reflect academic achievement in relation to course expectations, as outlined in the Seattle Public Schools curriculum. Extra credit may not be used unless every student is given the opportunity for extra credit. Course specific procedures for grading are defined, used consistently, and explained clearly to students and parents in writing at the beginning of a semester or school year.

A final evaluation activity is required at the conclusion of all courses. Semester examinations in specified courses are computed as part of the final grade for the semester.

Reporting Student Progress

Teachers will provide students and parents with information about achievement throughout the marking period. This feedback may take several forms, including the following:

Reporting Student Progress

Teachers will provide students and parents with information about achievement throughout the marking period. This feedback may take several forms, including the following:

- Report cards**

- Interims/progress reports**

- Online grade reports (Source)**

- Parent conferences**

- Informal methods of communication**

- Teacher feedback**