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AN INTERNSHIP EXPERIENCE IN EDUCATIONAL
LEADERSHIP AT BERLIN COMMUNITY
SCHOOL IN BERLIN, NEW JERSEY

by
Kathleen L. Wilson

A Masters Thesis

Submitted in partial fulfillment for the requirements of the
Master of Arts Degree in The Graduate School of
Rowan University
May, 1998

Approved by
Theodore Johnson Ed. D.

Date Approved April 12, 1998

Abstract

Kathleen L. Wilson

An Administrative Internship
served at Berlin Community
School in Berlin, New Jersey,
1997-1998.

University Mentor:
Dr. Theodore Johnson
Practicum and Seminar in
Administration and
Supervision I and II.

The purpose of this study was to develop a district-wide grading policy to create consistency and fairness among grading procedures.

The intern developed a grading policy committee which included both male and female, veteran and first year teachers. It had a teacher from each grade level.

This committee developed guidelines and criteria for issuing grades for students in Kindergarten through 2nd grade and 3rd through 8th grade.

Data collection was obtained by using three instruments. The first instrument was the policy development committee which, through communication with their colleagues, established a grading policy. The second instrument was a staff survey to determine the effectiveness of the grading policy. The final instrument used was staff interviews to determine the effectiveness of the policy.

At the conclusion of this study, Berlin School District now has a written grading policy which is Board approved and provides guidelines and consistency in determining grades for students. Kindergarten through 2nd grade and 3rd through 8th grade now have their own written set of guidelines.

Interims will be issued for all students in grades 3 through 8 four times a year and a weighted system will determine students' grades in 6th through 8th grade.

Mini-Abstract

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To my sister Patti, for her listening ears and encouragement.

And, finally, to my dear mother, who raised me to believe in myself and was always there for me. My only regret is that she will not be here to see me earn my Masters Degree.

Table of Contents

Acknowledgments.....	ii
Chapter 1: Introduction: Focus of the Study.....	1
Product Outcome Statement.....	1
Purpose of the Study.....	2
Definitions.....	3
Limitations of the Study.....	4
Setting of the Study.....	5
Importance of the Study.....	10
Organization of the Study.....	11
Chapter 2: Review of the Literature.....	13
Chapter 3: The Design of the Study.....	22
General Description of the Research Design.....	22
Description of the Development and Design of the Research Instrument.....	23
Description of the Sample and Sampling Technique.....	25
Description of the Data Collection Approach.....	25
Description of the Data Analysis Plan.....	26
Chapter 4: Presentation of the Research Findings.....	28
What Information Was Found?.....	28
What Does This Mean?.....	30
Chapter 5: Conclusions, Implications, and Further Study.....	32
Bibliography.....	35

Appendix A: Berlin Borough School District Grading Policy.....	38
Biographical Data.....	70

Chapter I

Introduction: Focus of the Study

Product Outcome Statement

The setting for this internship is Berlin Community School which is located in Berlin, New Jersey. The purpose for this intern thesis is to develop a district grading policy.

Currently, the school district does not have a written grading policy in effect. Teachers currently rely on what has been verbally handed down over the years. An example of this in the primary grades is that a grade of "O", which indicates outstanding, may not be given in a non-academic area. No one knows why this is the case anymore. Perhaps there was a reason at one time and the practice has continued to this day.

One problem for not having a written grading policy is the lack of consistency. Some teachers may count quiz grades or participation in determining a marking period grade while others do not. Parents have questioned and complained about this inconsistency, particularly those parents that have had two or more children going through the system. Their expectations in their children's grades have often been confusing from one child to the next.

At this time, there are no parameters for teachers to determine a grade. There are no minimum or maximum number of tests or quizzes that can or

should be given. Homework, which by most standards, is an integral part of most curricula, could be completely disregarded by some teachers in preparing grades.

Even when teachers, by coincidence, are consistent with what determines their student's grades, inconsistencies still remain. For example, the number of assignments and tests from one teacher to another are not the same. The weight of tests, quizzes and homework assignments varies greatly among teachers as well.

Presently, kindergarten and first grade use a grading code of O, S, N, and U. "O" stands for outstanding, "S" means satisfactory, "N" denotes a need for improvement, and "U" is unsatisfactory. After the first marking period an "I" may be given, indicating improvement has been shown. In 2nd and 3rd grades a code of A, B, C, D and F is used. In 4th through 8th grade a number is used. 92-100 represents an A, 84-91 is a B, 76-83 is a C, 70-75 is a D and 69 and below is a F.

The high school that Berlin students will eventually attend uses a letter system of A, B, C, D and F. Therefore, not only does the current system have an inconsistency among teachers in the building but it also is not consistent with the high school district.

Purpose of the study

The main intent of the grading policy project is to establish a uniform, district-wide method of grading students. There is currently no "rhyme or reason" as to how students are evaluated using grades which opens up the possibility of great discrepancies from grade to grade and teacher to teacher.

Additionally, what also must be accomplished is getting the teachers to "buy into" and feel comfortable with the new system. This can be tricky and difficult. Certainly, not every teacher will relish giving up their tried and true methods of grading students. They may believe that their way is the best way and will balk initially at the idea of change. The new policy will have to be "sold" to them very carefully and it must be pointed out how this new way of grading will not only benefit the students but the teachers as well. An example of how this can benefit the teachers would be if a parent questions why their son or daughter did poorly. If the teacher followed the guidelines established by the new policy, an embarrassing situation might be avoided.

Another intent is to appease the parents of the students. They want and appreciate order and systematic grading which is certainly understandable.

A very important intention of establishing a district-wide grading policy is to be fair to all of the students. This system will attempt to help ensure that all students get an equal opportunity to succeed and receive good grades, regardless of the teacher or grade level.

This intern will help to develop a district-wide grading policy, in written form, to benefit students in grades kindergarten through eighth and to help eliminate inconsistencies and discrepancies currently found within the grading format.

Definitions

For the purpose of this study, the terms below will be used as follows:

A District Grading Policy-An organized, written and consistent standard of grading students for academic achievement which is used for the entire school

district. Currently, Berlin Community School has no such standard and this situation is the focus of this thesis; to devise a written grading policy which will create some model of uniformity.

O, S, N, U, I- Letters currently used for grading purposes in kindergarten through 1st grade. "O" means outstanding, "S" means satisfactory, "N" refers to a need for improvement, "U" is unsatisfactory, and "I" is an indication that improvement has been shown. An "I" may be given only after the first marking period.

A Letter Grade- Currently used in 2nd and 3rd grade. The letters used are the traditional A, B, C, D and F. An "A" is a grade between 92-100, "B" is between 84-91, "C" is between 76-83, "D" is between 70-75 and an "F" is below 70.

A Number Grade- Currently used in grades 4 through 8. The numbers are used in place of the corresponding letter grade.

Primary Grades- Refer to kindergarten, first and second grades.

Upper Elementary Grades- 3rd through 5th grades.

The Junior High- 6th, 7th and 8th grades.

Limitations of the study

The successful implementation of a new, district-wide grading policy might be impeded due to the fact that the staff at Berlin is a veteran staff. Often, a veteran staff is set in their ways and not open to new ideas or suggestions. Getting 45 newer teachers to go along with this change might be easier than 45 staff members whose longevity in the teaching profession is substantial and whose attitudes would need to be changed.

The educational background of the community members and their depth of involvement in the schools may have an affect on the type of grading policy that is eventually devised and, ultimately, places limits on the desired outcome. This situation will vary from district to district.

One conclusion that could possibly be drawn is that, in the vast majority of cases, those individuals connected with the schools, including teachers, students, administrators and community members, will benefit in a positive way from having a standard, uniform grading policy. The major obstacle, after developing an effective model, would be to convince all concerned of these benefits.

Setting of the study (Community)

The town of Berlin, once a stop for stagecoach travelers, has a long and full history in Camden County. Once known as "Long-A-Coming", the area was first established in 1760 with lumbering being the main source of income for the inhabitants. In the early 1800's, a charcoal works was developed, serving as the town's only source of manufacturing. (Wright, 1979).

The small town of "Long-A-Coming" grew along the road which is now known as the White Horse Pike. In 1856, when the railroad was finished, stagecoach traveling ended. This railroad, known as Amtrak, still runs through the town of Berlin to Atlantic City. On May 7, 1867, the village of "Long-A-Coming" changed it's name to Berlin. (Fiftieth Anniversary, 1977).

Through the years Berlin was governed by several different counties but, in March of 1844, it became part of Camden County. The present borough of Berlin was established in May of 1927. Dr. Frank O. Stern served as Berlin's

first mayor. (Wright, 1979). Millard Wilkinson is Berlin's mayor today and has been so for seventeen years. In the history of Berlin, there has been 9 mayors, all but one of which has been Republican. The one Democratic mayor held office for only one year in 1941. There is a 7 member council of which the majority is Republican. Until recently, most candidates ran unopposed. However, in this November's election, that is not the case.

The borough's size is about 3.6 square miles and has a population of about 6000. It is nestled in the north-central area of Camden County and is located between Route 30, Highway 73 and Route 561. The Berlin Farmer's Market, also known as the Berlin auction, is located just off Route 30. This market, which still exists today, is the largest commercial business in Berlin. In the center of the town, along the White Horse Pike, several businesses exist including two diners, a jewelry store, a travel agency and several offices.

Some of Berlin's newer residential developments are located in the southeastern, central, and southwestern parts of the boro. Even the southern area, which used to be mainly farmland, is beginning to be developed. Older homes are located along Route 30 and Route 73.

With future residential development expected, the town has developed some long-range objectives. One objective is to protect the historic crossroads of Berlin. Berlin has also been directed to provide it's share of low income housing. While Berlin wants to attract new business to their area, they also want to further develop their community without damaging its existing residents or heritage.

The town consists of a one school, school district serving 704 kindergarten through eighth grade students. While the population is expected to grow and additional schools have been anticipated, to date nothing has come of it. The

Master Plan of 1985 called for the expansion of the elementary school and new recreational areas. However, this did not materialize. (Master Plan, 1985).

Berlin is a combination of both white and blue collar workers. The town's population is predominantly white and the average value of a home in Berlin is \$120,000. Most residents are salaried employees while a small minority are self-employed. (Master Plan, 1985).

Setting of the study (Education)

In 1762, public education began in Berlin in a log schoolhouse. In 1833, it changed to a framed building. This framed building later became the cemetery office for the Berlin Cemetery. Between 1853 and 1927 four other schoolhouses were built. Finally, in September of 1958, a modern school was built on South Franklin Ave. It was named Berlin Community School. This school consisted of 18 rooms, and is still the building that serves the town today. Since 1958 several additions have been added to Berlin Community School. The last of these additions was in 1971, when rooms were added to house grades six through eight. (Fiftieth Anniversary, 1977). Today, the school consists of 36 classrooms, one gym, one all-purpose room, a library, and a computer lab. Six years ago, a trailer was purchased and placed on the school property to house some of the administrative offices.

School Board officials at Berlin Community School are now trying to repair and upgrade the 40 year old building. Since the last major improvements were made in 1971, time has taken a toll on the building. The school board presented a 9.9 million dollar bond referendum to the voters on May 6th but it

failed by a vote of 699-442. They tried again, on July 22nd with a 9.2 million dollar bond referendum but the voters rejected this as well by a vote of 831 to 291. Recently, on October 6th, the board voted to approve a lease-purchase plan of 7.8 million dollars to make the repairs and upgrades needed on the 40 year old building. The next step in this lease purchase plan will be to seek the approval of the Division of Local Government Finance and, additionally, the State Department of Education. This lease purchase plan would upgrade the school's wiring, plumbing, heating and roofing. It would also provide for new windows, a room for music and instrumental instruction, 2 new science rooms, a full day kindergarten program and a new library and media center. (Courier Post, Oct. 1997). By the year 2000, it is estimated that there will be 950 students attending Berlin Community School, rather than the current number of 704. (Courier Post, Aug. 1997).

The school's board of education consists of nine elected members, 6 males and 3 females. Until recently, these members often ran unopposed. Now with bond referendums and lease purchases in the picture, that is changing.

The school's administration consists of the superintendent, a school business administrator, a principal, a vice-principal and a director of special services. William Randazzo has been the superintendent for the last 2 years. Prior to that the superintendent was Dr. Carolyn Baechtle, who had been employed by the school district for twenty-five years. Coming to Berlin from Harrison Township, Kathleen Conaway is now the Principal. She has been at Berlin for two and one half years. She is responsible for the supervision and daily operation of the building. The Vice-Principal, Robert Campbell, has been with the district for 11 years and is responsible for discipline and the basic skills program.

The school consist of 45 teachers and 6 aides. The majority of the staff is over 40 years of age, is female and Caucasian. The part-time physical therapist is the only African-American staff member. The salary of the teachers range from 31,000 dollars for a first year teacher to 53,000 dollars for a veteran teacher.

Berlin has an active teacher's association. All of the teaching staff belongs to the association. Terms between the association and the board became extremely strained 2 years ago when negotiations broke down and the teachers worked with no contract for 14 months.

The school employs several non-certificated staff members including aides, secretaries, and custodians. The cafeteria program is privatized.

Berlin Community School currently provides a self-contained classroom for its kindergarten through fifth grade students with one certified elementary teacher per class. The junior high program is departmentalized for grades six through eight.

Several other programs exist for Berlin students. Basic skills instruction is provided to students requiring additional help in reading, mathematics and writing. A gifted and talented program is provided for elementary students meeting the criteria. Other programs such as musical theater, instrumental music, speech therapy, physical therapy and sports are also available. While the school psychologist provides some counseling for students, Berlin Community School has no guidance counselor. (Berlin Community School Handbook, 1995).

The junior high students are offered an intermediate or advanced level of instruction in math, science and english. Other classes are heterogeneously grouped at the junior high level. Electives offered include, foreign policy,

band/chorus, literary news, computers, French, Spanish, and special art classes.

Special Education classes are provided to serve students who are emotionally disturbed or perceptually impaired. These classes are offered at both the elementary and junior high levels. Tuition students are also accepted from outside the district for these classes. (Fall Report, 1991).

An integrated language arts program has recently been adopted along with a new hands-on science program. Currently, the school is seeking to adjust its math curriculum to better meet the state's Core Curriculum standards. The aim of the school is "to provide every child with the tools to live in his or her society". (Berlin Community School Handbook).

The enrollment for the 1997-98 school year is 704 students. The student enrollment is 97% white. About 8% of the student population is eligible for free lunch and 4% of the students receive reduced lunches. (Fall Report).

Students graduating from Berlin Community School go on to attend Eastern Regional High School located in Voorhees. Voorhees and Gibbsboro students also attend Eastern High School.

Over the years, Berlin Community School has had an excellent reputation for providing a positive education and a proficient set of skills and concepts to succeed for each child. Now, Berlin must prepare to educate its students for the 21st century.

Importance of the study

There are several important reasons why this study should be conducted. A student's grade, something that reflects the accomplishments of that individual

for a marking period as well as the entire year, by most accounts, is the "bottom line" of student achievement. There are those in education as well as the general public that disagree with the concept of grades. Some claim that grades deter a student's ability to learn by placing unneeded pressure on him or her. The concept of learning through successfully obtaining desired, pre-determined goals is favored in some circles.

However, the reality of grades remains with us in most scholastic environments. If the grading concept is going to continue, it is imperative that these grades be consistent and fair. They should, as much as possible, reflect what a student has learned and achieved.

If one believes that consistency is important when giving grades, then a well organized, clear and specific policy should be a priority. For one thing, this would promote more uniform treatment of all students. Another critical point is that parents feel more comfortable knowing there is consistency from one teacher to another as well as from one child to another.

Although not every teacher will buy into the idea of a uniform district grading policy, in the long run, most should see the benefits to those it affects the most, the students.

Organization of the study

The remainder of the paper will consist of the following areas: Chapter 2 will be a review of the literature on developing a district grading policy. Here it will be discussed what an effective grading policy should consist of. Also, it will be pointed out that everyone must feel comfortable with this policy. Chapter 3 will focus on the evidence that will indicate whether or not the

project is having an impact on successfully implementing a district grading policy. Feedback through surveys and interviews will also be obtained. From this information, it can be determined what modifications, if any, will be necessary. Chapter 4 will provide the information that was found as well as the meaning of the information with regards to the new grading policy. Chapter 5 will deal with any major conclusions such as how the policy was accepted by the teaching staff, the students as well as the parents. It will be determined what resistance, if any, was found, concerning the use of this new policy. This chapter will also deal with the intern's leadership skills as well as the impact it had on the school in general. The major question would be, is the new district grading policy, by most accounts, a success? Another question would be, is there a need to study the situation further to make any necessary changes?

Chapter II

Review of the literature

Grading is an important part of the American educational system. The use of grades is one of the most common ways to communicate achievement in a content area. Pressures for accountability, student sorting, and progress reporting have placed demands on teachers to evaluate students in a timely manner. A grading policy that provides non-threatening feedback can help students concentrate on learning. Proper evaluation of students, through the use of grades, is imperative due to state accountability requirements, for student achievement of course objectives, college requests for grade point averages, and class ranks, as well as parents desiring to know about their children's progress. (Reedy, 1995). Obviously, a demand for grades exists. Therefore, it is important for every school district to develop a consistent, fair and user friendly grading policy that works in conjunction with obtaining the mission of the school district.

Because there are no national or state standards concerning grading policies, this can present a challenge. In a loosely defined and monitored grading system, grades can be measures of student achievement, learning growth, cooperation, effort, behavior, attendance, attitude, a combination of those factors, or whatever the person issuing the grade decides that it should be. A grading system that permits a grade to be one thing to one person and something else to another is confusing and counterproductive. (Wendel, 1994).

An example of this confusion and inequity can be illustrated by looking at the following chart:

Numerical Range			Letter Grade
Scale 1	Scale 2	Scale 3	
95-100	93-100	90-100	A
85-94	85-92	80-89	B
81-87	77-84	70-79	C
75-80	69-76	60-69	D
0-74	0-68	0-59	F

A student in a school using scale 1 may have the same abilities and performance as a student in a school which uses scales 2 or 3 but their letter grade, quite possibly, could be lower. Depending on which scale a school uses, a numerical score of 80 could represent a B, C, or D. In addition, even if every school in the country uses the same exact scale, student assessment might still vary. This is due to teacher subjectivity as to what constitutes an A, B, C, D, and F.

It should be made clear what a "grade" should consist of. Grades should be based on a pre-determined set of standards, a student's degree of progress, his or her relative standing compared to classmates, as well as a variety of sources such as tests, quizzes and participation. (Ornstein, 1994). Grades can also be based on one of three types of learning or a combination of the three. Product learning is measured by a summative evaluation of student achievement. Process learning emphasizes the student's work as he or she

completes tasks on the way to the end product and progress learning compares what the student knows now compared to what the student knew before learning began. (Guskey, 1996).

Grades are often distorted and contaminated. They are frequently used as management techniques allowing above average students to earn a failing grade for things like skipping school and unacceptable behavior. When grades are used for management techniques, their meaning as achievement indicators is lost. Grading is not an area in education where teachers can develop their own individual philosophies. There is a necessity for consistency in the grading system so that grades hold similar meaning for parents, students, teachers, and administrators. (Olson, 1990).

It is worth noting that behavior, in nearly every instance, should not be taken into account when determining a student's grade. Major grade reduction for bad behavior would likely be inappropriate. However, sanctions for behavior that bears a clear relationship to relevant educational standards have the best chance of being upheld. (Wendell, 1994). However, in a nationwide survey on grading policies, 225 schools responded and, of these schools, 23.7% stated they use behavior as a factor in report card grades. In the final analysis, the lowering of student grades as a means of disciplining students for non-academic conduct is frowned upon by the courts. (Hobbs, 1989).

Taking into consideration what grades should and should not consist of, the next logical step would be to incorporate this information into a board approved policy. There is no single "perfect" grading policy nor one that is completely acceptable to all parties concerned. Again, it is important for any policy used to be consistent, fair, and designed to assess and report student

progress.

A truly effective policy should consist of six components. A philosophical statement should be included which explains the reasons for grading students, the standards used, and who the grades will be made available to. Definitions of terms, such as scoring, assessment, academic achievement, work habits and effort should be included for clarity. The term "grade" should most certainly be defined here as a letter or number given to a student's work on the basis of how it compares to a given standard. This helps create a sense of clarity. A line of responsibility should be established, from the board giving the superintendent the authority to implement the policy, the principal being responsible for implementing grading practices consistent with the policy, to the teachers being held accountable for following the policy and communicating with parents about student progress. A legal review should be the fourth component. A written process to make decisions about student grades, as well as written notification of academic deficiencies to both students and parents should be a part of the review. A good policy should make it clear that academic achievement and behavioral skills are assessed separately. Behavior certainly is an important area to assess but should be done separately on the report card and have no reflection on the academic grade. There should also be assurance that the grading policy is updated annually and formally evaluated at least every three years. This measure can help assure that the policy does not become outdated and ineffective. (Anderson, 1988).

Interestingly, a majority of teachers surveyed in 143 midwestern elementary and secondary schools claimed that they were unaware of both their districts policies and their colleague's practices. (Cizek, 1996).

An effective grading policy also needs to deal with the weighing of the various criteria that is used to determine a grade. Grades should be based on several indicators that are directly related to the instructional program but the weight on each one is often debated. Whatever decisions are made regarding the weighing of grades, an important factor must be the need for consistency from one teacher to the next.

A critical element to any addition or change in a school is for the public to not only be informed but to be supportive as well. An appropriate design and implementation of a grading policy should include clear communication to parents as to how the grading policy will operate. In a national survey of policies in which 225 school districts responded, 146 stated they had a grading policy in place. 145, or 99.3%, of the school districts indicated that they communicated with parents regarding policies. When asked to identify the single most common procedure for communicating with parents, 64, or 44.1%, of the 145 school districts stated they use the school handbook and 11, or 7.6% stated they use a district wide handbook. (Polloway, 1994). Obviously, the vast majority of schools feel that it is imperative to gain parental support or at least to make them aware of how their children will be graded. Regardless of what method of grading is used, accurate, quality information should be provided to parents and students as to what students have learned, what they can do, and whether their learning status is in line with expectations for that level. A good grading policy, therefore, should not only deal with achievement but should also be clear as to effectively communicate expectations.

As important as it is to communicate grading standards and policies to parents, it is equally important to do the same for the students. A school's

grading policy should be clearly explained to every student in the beginning of the year. For young students, the grading policy should be explained orally and with concrete examples. Older students can read handouts that describe assignments, tests, test schedules and grading criteria. (Ornstein, 1994). Students often see grades and learning as separate or value grades more than education. This may be attributed to parental pressure, or pressure from our system in general which places a great emphasis on grades and success in life. It is a fact that students "need the grade" to get into college. Perhaps educational reform is necessary that shifts the importance from grades earned to what is learned and mastered. We should teach students the value of real learning. (Cizek, 1996).

Teachers must feel comfortable with any district grading policy. After all, they are the ones that will be using it day in and day out. If a uniform policy is going to demand consistency in grading students from one teacher to the next, the teachers themselves must agree, generally, with the policy as a whole. Therefore, it is important to include staff input, to a great degree, when devising any grading policy. Workshops and in-servicing is an excellent way of educating teachers concerning the most effective models of grading policies and these types of training should be made available.

The primary function of grading is to communicate effectively, to a variety of audiences, the degree of achievement of academic competence. Grades, therefore, should be an accurate and meaningful summary of the level to which a student has learned. The major shortcomings of grades can be attributed to a lack of clearly defined and observed meaning for the grades and also to the lack of sufficient evidence to use as a basis for assigning grades. In other words, it is not enough to have a grading policy, it must also

have purpose and clarity. Grades may lose their meaning if the school does not have a clearly defined grading policy or if teachers do not adhere to it. (Olson, 1990).

In conjunction with the need for a uniform grading policy and what is to be assessed, the need to look at how teachers assess student learning in the classroom is extremely important as well. As we approach the 21st century, it is vital that educators take a hard look at utilizing performance-based assessments. Instead of asking for brief responses such as fill in the blank or short answers, teachers should be requiring such assessment methods as oral presentations, dramatic readings, enactments, portfolios, video and audiotapes, poems, research papers and a host of other performance-based assessments. (Marzano, Pickering, McTighe, 1993). When creating a district policy, it is important to include several performance based assessments in the weighting of the grades rather than to only include the traditional types of classroom assessments. A good written grading policy will effectively communicate student learning accurately and consistently which will be beneficial to all those involved.

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Chapter III

The Design of the Study

General Description of the Research Design

The research design dealt with change. It involved the development of a district grading policy that would be used to create consistency among the teachers and make grades meaningful.

The establishment of a district grading policy was initiated at Berlin Community School due to the need for a written policy with consistency. Prior to this, Berlin Community School used a different grading system in each grade level with no written criteria or guidelines.

Volunteers who were interested in serving on a district grading committee were sought out and a committee was established with representatives from each grade level, kindergarten through eighth grade.

With the intern as facilitator, the committee reviewed the research and other district's grading policies and discussed what they felt a district grading policy should consist of. It was the intern's goal to involve the staff in this procedure as much as possible, so that the staff would buy into the implementation of the grading policy.

Through the use of weekly meetings, and communication with their grade level colleagues, the committee reached a conclusion on a grading policy to be used, how the policy would be communicated, criteria for grades and, in grades 6 through 8, a weighted scale.

With the development of a new grading policy came changes that needed to be made on report cards and interims. Once again, the committee met and discussed changes that were made on the report cards and interims.

Throughout this entire procedure, it was the responsibility of each committee member to relay the information back to their colleagues and to come to the following meeting with feedback from fellow staff members. Each time the committee made a decision, the committee members were asked to relay this decision to their fellow grade level teachers. A follow-up questionnaire was given to all staff members in an attempt to gather data as to the effectiveness of the new grading policy.

The policy was typed and submitted to the Board of Education for approval. The policy was implemented, in part, in the 3rd marking period of the 1997-98 school year. Full implementation was set to take place in the 1998-99 school year.

Throughout the procedure, the intern conducted interviews with staff members, committee members, and the field mentor and gathered data on the development of a grading policy. The intern recorded data in the reflective journal as well.

Description of the Development and Design of the Research Instruments

There were two instruments used in this research study. The first instrument used, which was to determine the effectiveness of the new grading policy, was a questionnaire which was distributed to the entire staff. Eight specific questions were used of which more than half involved some form of opinion and not just a yes or no response.

The second instrument used in this research study to develop a new grading policy was a committee made up of 18 staff members, the vice-principal and the intern. The committee was developed in June of 1997 when the intern asked for volunteers who would be interested in serving on a committee to develop a district grading policy. It was the goal of the intern to have at least one staff member from each grade level serve on this committee. The intern formulated a committee by utilizing all volunteers. The volunteers included both male and female teachers and both new and veteran teachers. The committee also had a representative from each grade level.

The next step in the development and design of the committee was to establish a positive working atmosphere and to develop a good rapport between the administrative intern and the committee members. To do this, the intern started the first after school meeting by serving homemade snacks and a drink provided by the intern. Committee members felt relaxed and expressed gratitude to the intern for the special snack. Snacks were then served at all after school grading policy meetings.

The intern acted as a sounding board for new ideas regarding a grading policy. A good rapport with the committee was established by the intern through active listening and appropriate responses to the ideas and opinions of the members. The intern facilitated the group process in shared decision making and communicated with individuals and the group as a whole in a positive manner.

This committee served as the intern's research instrument from which data regarding the development of a grading policy was collected.

Description of the Sample and Sampling Technique

The sample used in this study to develop the new grading policy consisted of 18 Berlin Community School staff members, 1 Vice-Principal, and 1 administrative intern. The staff members who served on the committee ranged in age from 24 to 57. There were both first year and veteran teachers on the committee as well as both male and female teachers. All of these teachers were white and taught full-time in Berlin Community School. Berlin is a pre-dominantly white, middle class, blue collar community.

The sample used to determine the effectiveness of the new grading policy was the staff members who responded to the survey.

Description of the Data Collection Approach

The data collection approach used by the intern consisted of several methods. The first was to use research articles that gave the intern a base as to what comprised a good grading policy. The intern obtained several local grading policies and report card samples and also asked each committee member to obtain one local district grading policy as well. A list was made so there would be no duplications.

In the first committee meeting, the various grading policies and report cards were reviewed and discussed. The committee focused on the high school district that Berlin's students would attend, with the idea of consistency, again, being the prime factor.

Each committee member voiced their opinion on such topics as what grading system should be used, how grades should be weighted, what the

grades should consist of, and what percentage each letter grade should represent.

The intern asked the committee members to obtain their colleague's opinions regarding what the committee had discussed in order to gather more data. The process of committee meetings and gathering colleague's opinions continued for several meetings.

Ultimately, the committee made specific decisions on a new grading policy. The intern and the Vice-Principal formalized these decisions into a written grading policy to be reviewed by the Principal, Superintendent, and, eventually, presented to the Board of Education for approval.

The intern updated the field mentor throughout the process as to the decisions the committee was making and she received a rough draft of the written policy.

A questionnaire was distributed to each staff member via their mailbox. A note was attached spelling out the importance of filling out the questionnaire because it was part of the intern's research project.

Description of the Data Analysis Plan

The data was analyzed by collecting as many surveys from the staff members as possible. The intern then analyzed the data by reading the answers and comments to each question and determined how the staff felt about the new grading policy.

Any grade level that used a number grade prior to the new policy will continue to do so until the 1998-99 school year. Therefore, the full impact of the new grading policy will not be known until the end of the first marking

period of the 1998-99 school year. The impact of the rest of the grading policy was analyzed through the staff questionnaire.

Chapter IV

Presentation of the Research Findings

The intern's intent was to develop a written, district-wide grading policy that would be consistent and fair for all students. Specifically, the new grading policy broke the grade levels into two groups; Kindergarten through 2nd grade and 3rd grade through 8th grade. Each of these two groups now has their own written set of guidelines. In addition, grades 3 through 8 will now issue interims four times a year for all students. Grades 6 through 8 will have a weighted system for use to determine each individual student's grade.

What Information Was Found?

With the completion of the development of a new grading policy, implementation of part of the policy began January 30th, 1998, the beginning of the 3rd marking period. Full implementation will occur in September of 1998. It was believed that switching from one grading system to another mid-year would be confusing and inappropriate. It is the intern's intent to hand out a survey to all staff members to help determine the effectiveness of the new grading policy. However, this must wait until the staff has had an opportunity to use the new policy for a full marking period. Therefore, the intern will not be able to gather data from this source at this time.

The second instrument used to determine the effectiveness of the new grading policy was the policy development committee. While a positive

working atmosphere and a good rapport was established between the committee and the intern, a lack of communication between the committee members and their grade level colleagues existed. Although every grade level was represented on the committee, not all committee members relayed accurately all of the information to their colleagues. This became evident when the final grading policy was distributed and fully explained to the entire staff. Several staff members acted as if they were hearing this information for the first time. Because some staff members now may not totally buy into the new policy, the effectiveness of the policy is in question.

The intern set up an additional meeting to deal with questions and concerns. Although this meeting appeared to address the concerns, the need to modify the policy in the future is a possibility.

The third method by which the intern determined the effectiveness of the new grading policy was to interview various staff members. The teachers that the intern spoke to in the Kindergarten through 2nd grade levels expressed satisfaction with the new policy. They had no concerns. 3rd grade teachers had difficulty accepting the new idea of an interim for their students. They were concerned about the possibility of not having enough grades mid-way through the marking period to be able to issue interims. Since this grade level did not have interims before, the intern worked with these teachers to devise an interim that would be effective and one in which the teachers would feel comfortable with. After interviewing the 4th grade teachers, it was determined that their concern was the changes made to the report card such as the wording. A comfort level was also reached here through discussion and explanation. 5th grade teachers expressed no major concerns at the time they were spoken to by the intern. Some 6th through 8th grade teachers

questioned the weight that was attributed to each assessment area such as tests, quizzes and so forth. The weight of each area remained unchanged. Staff members were made aware of the importance of consistency in this area while it was also pointed out the amount of flexibility the teachers still had with regards to the number of different assessments they give.

What Does This Mean?

Once the intern hands out the teacher survey and more data is collected on the new grading policy, the full impact will be known. At that point, some revisions may have to be made.

The lack of completely accurate communication between the committee members and their grade level colleagues needs to be addressed. A solution to this would be to appoint a secretary within the committee. This person would take notes, type them and distribute a copy to each staff member. These notes would also include a statement that if any staff member has a concern, they should get back to their grade level committee representative. This would be done as an update for every meeting.

The feedback the intern obtained from interviewing various staff members concerning the new policy was only the initial thoughts and feelings about the policy. The survey, once handed out, will clarify their impressions and concerns once they get a chance to use it. In many instances, once a person has an opportunity to experience something, initial negative opinions disappear although new ones could arise.

The intern also determined that there may be a need for certain modifications regarding the interims and report cars, such as wording.

Regardless of any concerns that need to be addressed, the fact remains that the Berlin School District now has, for the first time, a written grading policy which is Board approved and will provide more guidelines and consistency in determining grades for students.

Chapter V

Conclusions, Implications, and Further Study

With the development of a district-wide grading policy, several conclusions and implications can be drawn.

The first conclusion is that with a written grading policy in place, there now exists two specific groups, Kindergarten through 2nd grade, and 3rd through 8th grade, that have a written set of guidelines to be used to determine student grades. The implication of this is that by using this grading policy, some semblance of consistency and fairness is created.

In conjunction with the new policy, the practice of issuing interims at mid-marking period by all grade levels starting with 3rd grade, has been adopted. Prior to this year, 3rd grade teachers did not issue any interims, 4th and 5th grade teachers issued interims only to those students that were doing unsatisfactory work, and 6th through 8th grade teachers issued them for all students. An implication of changing this past practice is that it will eliminate the level of confusion for parents. In other words, every parent should now be anticipating receiving an interim for their child.

Another implication is that parents will now be kept better informed as to their child's progress at mid-marking period regardless of whether or not the child is doing satisfactory or unsatisfactory work.

Another conclusion from the study stems from the policy development committee. Although every grade level was represented on the committee, not all committee members accurately shared this information with their grade level colleagues. One can conclude that there may be some teachers who are reluctant to implement the grading policy due to this initial lack of communication.

The intern interviewed various staff members from all of the grade levels. During this interview process, it was evident that there was a greater acceptance of the new policy among the teachers in grades Kindergarten through 2nd grade as opposed to the teachers in grade levels 3 through 8. One of the main reasons for this situation is due to the fact that there is less change involved for Kindergarten through 2nd grades when comparing it with what they had done previously. The teachers in grades 3 through 8 that were interviewed all had some concerns over the new policy. For example, 3rd grade teachers were reluctant to issue interims to their students. They were fearful they would not have enough grades by mid-marking period to justify an interim. One can conclude that the greater amount of change there is, the greater amount of concern and apprehension exists. Also, it can be noted that with a veteran staff, such as the case in Berlin, the implementation of any new policy will be met with some resistance.

The intern's leadership development has grown due to the new grading policy by strategically planning and working with a committee to develop this policy. The intern developed a good rapport with the committee members by actively listening to their concerns which created a positive working environment. The intern analyzed and evaluated data from other school districts with regards to their grading policies. This analysis was helpful in creating the new policy at Berlin.

The intern's skill as a leader was heightened by serving as a co-chairperson on the grading policy committee and acted as a facilitator by listening and offering appropriate feedback.

Berlin Community School most certainly will benefit by having a standardized grading policy. It will create consistency among the teachers

and grade levels, establish the practice of issuing interims and help open up communication with parents regarding their children's grades. By having a standard grading policy, proving to a parent why a child received the grade he or she did becomes easier.

Further study will be conducted in the fall of 1998. The purpose of this study will be to gain additional feedback after the entire policy has had a chance to be fully implemented over the course of one marking period. Most of the study will be conducted through the use of surveys distributed to the teachers. At this time, any concerns that have arisen will be addressed.

Further study will also need to be conducted with the idea in mind that this new policy is not permanent due to the fact that it leans mainly towards paper and pencil assessment of students. Current thinking suggests that future evaluation will lean more towards performance based assessment.

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Appendix A

Berlin Borough School District Grading Policy

BERLIN BOROUGH SCHOOL DISTRICT
GRADING POLICY

Grading Policy Committee

The following staff members of the Berlin Community School served on the Grading Policy Committee.

1. Robert Campbell, Vice-Principal - Co-Chairperson
2. Kathy Wilson, Grade 1 - Co-Chairperson
3. Rosemary Amechi, Kindergarten
4. Cheryl Davis, Kindergarten
5. Michelle Cohen, Grade 1
6. Fran Barrett, Grade 2
7. Shelley Danser, Grade 2
8. Arlene Chiumento, Grade 3
9. Danielle Baratti, Grade 4
10. Mary Lou Baker, Grade 5
11. Marianne Bieniakowski, Grade 5
12. Doris Steele, Elementary/Special Education
13. Helen Fitzpatrick, Junior High/Science-Math
14. Dian Longley, Junior High/Math
15. Frankie Harris, Junior High/Language Arts
16. Robert Alber, Junior High/Math

Grading Policy Committee Research

The Grading Policy Committee reviewed copies of the grading policies of the following school districts:

1. Burlington Township
2. Eastern Regional High School
3. Evesham Township
4. Gibbsboro Township
5. Medford Township
6. Palmyra
7. Pine Hill
8. Pitman
9. Riverton
10. Voorhees Township
11. Waterford
12. Internet resources

Berlin Borough School District
215 South Franklin Avenue
Berlin New Jersey 08009

Kathleen Conaway
Principal

Robert Campbell
Vice-Principal

Telephone 609 767 0129

GRADING POLICY

PHILOSOPHY

The Berlin Borough Board of Education, the administration and staff recognize that a comprehensive grading system that consistently and fairly communicates student achievement can help the student, parents/guardians and teachers assess the student's progress towards achieving the grade level standards established by the school district.

This grading system must measure and record student progress and achievement and identify the strengths and weaknesses of the individual student. The system shall measure the student's progress against their own potential for achievement as well as the achievement of other students at that grade level.

The administration, in consultation with the teaching staff, shall develop a grading system to be employed uniformly for grades kindergarten through two and from grades three through eight. The system shall be stated clearly, easily understood by parents/guardians and students, and able to be applied consistently. The certified staff, under the direction of the administration, shall review and update the grading system in conjunction with the curriculum review process, every five years or as needed, in order to meet the educational standards of the Board of Education and the New Jersey State Department of Education.

GRADING POLICY / COMMUNICATION

Grades Kindergarten - Two

- A. To communicate and record a child's educational progress on the marking period report cards, the following letter grades will be employed:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

I = Improvement Shown (This letter may only be used after the first marking period)

Dual Letters - The letter "I" can be used with the other letters to designate improvement such as U/I.

- B. Parent/Guardian conferences will be scheduled during the following times:

Fall - Scheduled for all parents/guardians

Spring - Scheduled as needed or at parental request
(Required for the parents/guardians of all kindergarten students)

- C. Report cards will be issued quarterly at the conclusion of each marking period. Kindergarten report cards will be issued following the second and fourth marking periods.

GRADING POLICY / COMMUNICATION

Grades Three - Five

- A. To communicate and record a child's educational progress on the marking period report cards, the following letter grades will be employed:

A	=	92 - 100	Outstanding Achievement
B	=	84 - 91	Above Average
C	=	76 - 83	Average
D	=	70 - 75	Below Average
F	=	69 and below	Failure to achieve minimum requirements

Special Areas - Art, Music, Library, Computers and Physical Education

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

I = Improvement Shown (This letter may only be used after the first marking period)

Dual Letters - The letter "I" can be used with the other letters to designate improvement such as U/I.

- B. Parent/Guardian conferences will be scheduled during the following times:

Fall - Scheduled for all parents/guardians

Spring - Scheduled as needed or at parental request

- C. Report cards will be issued quarterly at the conclusion of each marking period.

- D. Interim reports will be sent home quarterly (mid-marking period) to all parents/guardians to help monitor a student's progress.

GRADING POLICY / COMMUNICATION

Grades Six - Eight

- A. To communicate and record a child's educational progress on the marking period report cards, the following letter grades will be employed:

A	=	92 - 100	Outstanding Achievement
B	=	84 - 91	Above Average
C	=	76 - 83	Average
D	=	70 - 75	Below Average
F	=	69 and below	Failure to achieve minimum requirements

- B. Parent/Guardian conferences will be scheduled during the following times:

Fall - Available for all parents/guardians

Spring - Scheduled as needed or at parental request

- C. Report cards will be issued quarterly at the conclusion of each marking period.

- D. Interim reports will be sent home quarterly (mid-marking period) to all parents/guardians to help monitor a student's progress.

Criteria For Grading
Grades K-2

To determine grades, assessment will be based on, but not limited to, the following:

tests	debates
quizzes	portfolios
projects	demonstrations/observations
reports	student interviews/conferences
journals	written assignments
group work	lab work
oral presentations	diagrams
models	enactments
	oral questioning

* Methods of grading shall be appropriate to the grade level and maturity of the students.

* Students should be encouraged to evaluate their own achievements.

A grade of S, N, or U will be determined by assessing a student's performance by using any or all of the above methods. A student must demonstrate a satisfactory or above level of proficiency in the assessed categories to earn a letter grade of S.

A grade of N will designate that a student had demonstrated a passing, but below average achievement level in the assessment methods used.

A grade of U will indicate that a student has not demonstrated a passing level of proficiency as determined by the assessment methods employed.

Beginning with the 2nd marking period, a letter grade of I can be used to indicate that the student has demonstrated improvement in a subject area in which they had previously received an N or U.

While a letter grade of [I] indicates improvement shown, it does not necessarily indicate that a student has reached a satisfactory level of performance.

An [I] may be coupled with a letter grade of S, N, or U to indicate improvement has been made.

A grade of M will denote that a student is excused for medical reasons. This grade may be assigned in art, physical education or technology.

Criteria For Grading
Grades 3-5

To determine grades, assessment will be based on, but not limited to, the following:

tests	debates
quizzes	portfolios
projects	demonstrations/observations
reports	student interviews/conferences
journals	written assignments
group work	lab work
oral presentations	diagrams
models	enactments
	oral questioning

* Methods of grading shall be appropriate to the grade level and maturity of the students.

* Students should be encouraged to evaluate their own achievements.

A grade of A, B, C, D or F will be determined by using any or all of the above methods.

A student must demonstrate an outstanding level of achievement in the assessments used to earn a letter grade of A.

A grade of B will indicate that a student has demonstrated an above average level of performance in the assessment methods used.

A grade of C will indicate that a student has demonstrated an average or satisfactory level of performance as determined by the assessment methods.

A grade of D denotes that a student has achieved below average results through the various assessment procedures.

A letter grade of F designates that a student has failed to achieve the minimum requirements as determined through the multiple assessments.

A grade of M will denote that a student is excused for medical reasons. This grade may be assigned in art, physical education or technology.

Criteria For Grading
Grades 6-8

To determine grades, assessment will be based on, but not limited to, the following:

tests	debates
quizzes	portfolios
projects	demonstrations/observations
reports	student interviews/conferences
journals	written assignments
group work	lab work
oral presentations	diagrams
models	enactments
	oral questioning

* Methods of grading shall be appropriate to the grade level and maturity of the students.

* Students should be encouraged to evaluate their own achievements.

A grade of A, B, C, D or F will be determined by using any or all of the above methods.

A student must demonstrate an outstanding level of achievement in the assessments used to earn a letter grade of A.

A grade of B will indicate that a student has demonstrated an above average level of performance in the assessment methods used.

A grade of C will indicate that a student has demonstrated an average or satisfactory level of performance as determined by the assessment methods.

A grade of D denotes that a student has achieved below average results through the various assessment procedures.

A letter grade of F designates that a student has failed to achieve the minimum requirements as determined through the multiple assessments.

A grade of M will denote that a student is excused for medical reasons. This grade may be assigned in art, physical education or technology.

Assessment grades will be weighted using the following guidelines:

50%- tests and major reports

25%- 1. class activities and preparation such as but not limited to:
debates, oral presentations, group work, journals,
demonstrations, observations

2. classwork

3. participation

25%- quizzes and homework

- * The teacher's numerical grades will be averaged to determine the final marking period letter grade.
- * The number of assignments, tests, etc., will be determined by the teacher, due to the curricular nature of each subject.

JUNIOR HIGH GRADING POLICY

1. Letter grades will replace numerical grades in order to have a consistent grading policy from grades three through eight and also to remain consistent with the letter grades that are given at Eastern Regional High School.
2. Teachers will maintain the numerical grades in their grading books.
3. The range of the letter grades will be as follows:

A = 92 - 100	Outstanding Achievement
B = 84 - 91	Above Average
C = 76 - 83	Average
D = 70 - 75	Below Average
F = 69 and below*	Failure to achieve minimum requirements
- * Note - The lowest grade permitted to be recorded on the report card is 60.
4. Grades will be calculated, uniformly, using the following percentages:

50 %	Tests and or Major Reports *
25 %	Class Activities/Preparation *
	Written Classwork
	Participation
25 %	Quizzes and Homework *
- * Note - The number of assignments, tests, quizzes, etc. will be determined by the individual teacher due to the curriculum and nature of each subject area.
5. The final yearly average will be determined by the teacher's numerical average of the four marking periods.

BERLIN COMMUNITY SCHOOL
REPORT CARD COMMENT DIRECTORY

1. OUTSTANDING ACHIEVEMENT
2. ATTENTIVE AND COOPERATIVE
3. CONTRIBUTES POSITIVELY IN THE CLASSROOM
4. GOOD EFFORT, BUT FINDS SUBJECT DIFFICULT
5. NEEDS TO SEEK ADDITIONAL HELP
6. WEAK IN THE BASIC SKILLS
7. SHOWN PROGRESS SINCE CONFERENCE/REPORT
8. ACHIEVES POORLY ON TESTS/QUIZZES
9. IS NOT WORKING TO POTENTIAL
10. HAS DIFFICULTY FOLLOWING DIRECTIONS
11. NEEDS TO PARTICIPATE IN CLASS
12. MUST LEARN TO WORK INDEPENDENTLY
13. DOES NOT SHOW INITIATIVE TO MAKE-UP WORK
14. DOES NOT USE TIME CONSTRUCTIVELY
15. INATTENTIVE IN CLASS
16. MUST LEARN TO RESPECT AUTHORITY
17. NEEDS TO IMPROVE BEHAVIOR
18. INCOMPLETE HOMEWORK ASSIGNMENTS
19. IS FREQUENTLY ABSENT OR LATE
20. OFTEN UNPREPARED FOR CLASS
21. POOR ORGANIZATIONAL SKILLS
22. POOR QUALITY OF CLASSWORK

* NOTE, ONLY TWO COMMENTS ARE ABLE TO BE PRINTED ON THE
REPORT CARD

REPORT CARD COMMENT DIRECTORY

(Page 2)

Any report card grade of D or F must receive a comment or comments. This will provide the parents or guardians with a partial explanation of why the student received this grade.

PRINCIPAL'S LIST AND HONOR ROLL

PRINCIPAL'S LIST

To be acknowledged for the Principal's List, a student must receive all A's and S's for the marking period.

HONOR ROLL

To be acknowledged for the Honor Roll, a student must receive A's, B's and S's with at least one A for the marking period.

FAILURE TO FOLLOW CLASSROOM TESTING PROCEDURES

If a student fails to follow the teacher's testing procedures, the test or quiz will be taken away by the teacher and the student will receive a grade no higher than 60%. The members of the teaching staff will explain their classroom testing procedures to their students at the beginning of the school year with periodic reminders throughout the school year.

RETENTION PROCEDURES

I. Grades K - 5 (Elementary)

1. Parents/Guardians will be notified by either a phone or in-person conference, during the months of January or February, by the homeroom teacher. If the parents/guardians cannot be reached, a certified letter will be mailed to explain the promotional concerns at the mid-point of the school year.
2. The homeroom teacher must complete these conferences with the parents/guardians by the end of February. During these conferences, the parents/guardians will be asked to sign a form stating that they have been advised that the retention of their child is a possibility. The teacher and the parents/guardians must devise an individualized educational plan in an attempt to improve the skills of the child. A copy of this written plan, signed by the teacher, parents/guardians and the principal or vice-principal will be provided to the parents/guardians. If necessary, the principal, vice-principal or counselor may also attend the conference. The principal will receive and review the list of possible retentions provided by the vice-principal and counselor.
3. Between May 15 and May 31, the parents/guardians must be notified by mail (certified mail if retention is still being considered) regarding the retention status of their child. If the child is going to be promoted, no other action is necessary. However, if the child is to be retained, the parents/guardians must be notified by both a phone call and follow-up certified letter prior to the conclusion of the school year.
4. The vice-principal will oversee the retention process and work with the teaching staff regarding the retention procedures.

II. Grades 6 - 8 (Junior High)

1. The retention procedures for grades six through eight will be conducted by the vice-principal and counselor. During the month of February, letters will be mailed home informing the parents/guardians of the possible retention status of their child at the end of the second marking period. An individualized improvement plan

will be devised by the vice-principal or counselor and included with these letters.

2. Between May 15 and May 31, the parents/guardians must be notified by mail (certified mail if retention is still being considered) regarding the retention status of their child. If the child will be promoted, no other action is necessary. However, if the child is to be retained, the parents/guardians must be notified by a telephone call and follow-up certified letter prior to the conclusion of the school year.

Promotion/Retention-K-5

Retention for students in grades K-5 will be based on teacher recommendation regarding student performance, parent-teacher conferences, parental input, and the approval of the administration.

PROMOTION/RETENTION GRADES 6 - 8.

In order for the students in grades six through eight to be promoted to the next grade level, the students must successfully pass coursework that totals 26 credits for the school year. Credits are assigned in the following manner and are based on the number of days that the class meets per week and if the subject is a full-year or a half-year course:

5 credits - 5 days per week

3 credits - 3 days per week

2 credits - 2 days per week

* Note: Certain five credit courses meet for only two marking periods and are valued at two and one-half credits. The four classes that are part of the cycle courses are valued at a total of five credits.

Date _____

Dear Parents,

This marking period is half completed and there is still time for
_____ to bring up his/her grades.
The areas of concern are listed below:

- ☐ There are no problems at this time.
(A check in this box indicates no current problems.)

If you have any questions, please contact me. Thank you for your cooperation.

Sincerely,

Please sign and return this form

Parent's signature

Interim Report
Berlin Community School
Grade 4

Student _____

Date _____

Teacher _____

Subject	Achievement	
	S	U
Science		
Math		
Language Arts		
Social Studies		
Writing/Grammar		
Spelling		

Interim Report
Berlin Community School
Grade 5

Student _____

Date _____

Teacher _____

Marking Period 1 2 3 4

Subject	Achievement	Achievement
	S	U
Science		
Math		
Language Arts/English		
Social Studies		
Reading		
Spelling		

Interim Report Berlin Community School

64

Student _____

Grade _____

Homeroom _____

Subject	Teacher	Achievement		Homework		Conduct		Comments
		S	U	S	U	S	U	
Science								
Math								
Language Arts								
Reading/ Literature								
Social Studies								
Physical Education								
Foreign Language								
Health/ Family Life								
Technical Education								
Computers								
Study Skills								
Art								
Music								
Basic Skills Math								
Basic Skills Lang. Arts								

Teacher conference requested by:

Teacher	Subject
_____	_____
_____	_____
_____	_____
_____	_____

Comment Codes

1. Poor test scores
2. Poor quiz scores
3. Poor attendance
4. Incomplete assignments
5. Poor quality classwork
6. Lacks organization
7. Does not participate in class
8. Exhibits inappropriate behavior
9. In danger of failing
10. Puts forth good effort
11. Improvement shown (2nd - 4th MP)
12. Excellent student

Junior High Merit Point Total _____

BERLIN COMMUNITY SCHOOL

Berlin, New Jersey

PROGRESS REPORT KINDERGARTEN

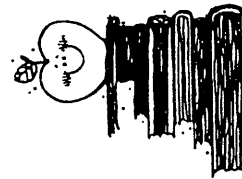
REPORT OF

TEACHER _____

SCHOOL YEAR _____

EXPLANATION OF MARKS

S - Satisfactory
I - Improvement Shown
N - Needs Improvement
U - Unsatisfactory
X - Developing Skills



ATTENDANCE

	1 st / 2 nd MP	3 rd / 4 th MP	Total
Absent			
Tardy			

LANGUAGE DEVELOPMENT	1 st Report	2 nd Report	SCIENCE	1 st Report	2 nd Report
1. Names colors			1. Understands concepts and ideas		
2. Identifies beginning consonant sounds			SOCIAL DEVELOPMENT		
3. Writes own name			1. Works and plays well with others		
4. Expresses thoughts clearly			2. Follows classroom rules		
5. Recognizes upper case letters	X	X	3. Displays appropriate behavior		
6. Recognizes lower case letters	X	X	4. Respects the rights of others		
7. Prints upper case letters	X	X	WORK HABITS		
8. Prints lower case letters	X	X	1. Completes activities		
9. Recognizes color words	X	X	2. Works well independently		
10. Identifies basic sight words	X	X	3. Understands & follows directions		
NUMBER DEVELOPMENT			4. Listens attentively		
1. Recognizes numerals 1-10			5. Stays on task		
2. Identifies the four basic shapes			6. Works neatly		
3. Counts from 1-20			PHYSICAL DEVELOPMENT		
4. Prints numerals 1-10			1. Uses scissors correctly		
5. Prints numerals 1-20	X	X	2. Use pencils and crayons correctly		
6. Counts from 1-31	X	X	3. Displays good balance skills needed for hopping, jumping, skipping, etc.		
7. Is able to match numerals to sets	X	X	CERTIFICATE OF PROMOTION / RETENTION		
8. Puts sets together to find how many altogether	X	X	This is to certify that _____		
9. Takes away a set to find out how many are left	X	X	Is assigned to _____		
10. Recognizes coins (penny, nickel, dime)	X	X	Principal _____		

Berlin Community School
Berlin, New Jersey

Progress Report
Grade One

Student _____

Teacher _____

Year _____

Explanation of Marks

- S - Satisfactory
I - Improvement Shown
N - Needs Improvement
U - Unsatisfactory

Effort

- 1 Very Good
2 Satisfactory
3 Fair
4 Poor

✓ Items checked need reinforcement

Attendance

	1st MP	2nd MP	3rd MP	4th MP	Total
Absent					
Tardy					

Certificate of
Promotion/Retention

This is to certify that

is assigned to the _____ grade.

Principal _____

	1		2		3		4	
	Grade	Effort	Grade	Effort	Grade	Effort	Grade	Effort
LANGUAGE ARTS								
Knows basic sight words								
Uses word attack skills								
Reads easily with expression								
Comprehends what is read								
Applies reading skills independently								
WRITING, SPEAKING, LISTENING								
Expresses ideas effectively when speaking								
Applies knowledge of grammar to writing								
Writes in complete sentences								
Expresses ideas creatively								
Uses listening skills								
SPELLING								
Learns assigned words								
Integrates spelling into written work								
HANDWRITING								
Forms letters correctly								
Spaces letters and words properly								
Applies skills to written work								
MATHEMATICS								
Connects knowledge to everyday application								
Communicates mathematically in written, oral, and visual forms								
Integrates mathematical concepts with other subjects								
Uses reasoning ability to work independently								
Utilizes mathematical tools								
Knows basic addition and subtraction facts								
Understands place value								
Solves word problems								
Recognizes and writes numerals								
Works accurately								
SCIENCE								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								
SOCIAL STUDIES								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								

Work and Social Habits

	1	2	3	4
Completes classwork on time				
Completes homework				
Works neatly				
Follows directions				
Works quietly				
Works independently				
Works carefully				
Listens attentively				
Uses time effectively				
Is prepared and organized				
Puts forth best effort				
Works and interacts well with others				
Exhibits self control in the classroom				
General behavior				
ART				
COMPUTERS				
LIBRARY				
MUSIC				
PHYSICAL EDUCATION				

Comments:

- _____
- _____
- _____
- _____

Berlin Community School
Berlin, NJ

Progress Report
Grade Two

Student _____

Teacher _____

Year _____

Explanation of Marks

- S -Satisfactory
- I -Improvement Shown
- N -Needs Improvement
- U -Unsatisfactory

Effort

- 1 Very Good
- 2 Satisfactory
- 3 Fair
- 4 Poor

✓ Items checked need reinforcement

Attendance

	1st MP	2nd MP	3rd MP	4th MP	Total
Absent					
Tardy					

Certificate of

Promotion/Retention

This is to certify that

is assigned to the _____ grade.

Principal

Work and Social Habits

	1	2	3	4
Completes classwork on time				
Completes homework				
Works neatly				
Follows directions				
Works quietly				
Works independently				
Listens attentively				
Uses time effectively				
Is prepared and organized				
Puts forth best effort				
Works and interacts well with others				
Exhibits self control in the classroom				
General behavior				
ART				
COMPUTERS				
LIBRARY				
MUSIC				
PHYSICAL EDUCATION				

Comments:

-
-
-
-

	1		2		3		4	
	Grade	Effort	Grade	Effort	Grade	Effort	Grade	Effort
LANGUAGE ARTS								
Knows basic sight words								
Uses word attack skills								
Reads orally with expression								
Comprehends what is read								
Applies reading skills independently								
WRITING, SPEAKING, LISTENING								
Expresses ideas effectively when speaking								
Applies knowledge of grammar to writing								
Writes in complete sentences								
Expresses ideas creatively								
Uses listening skills								
SPELLING								
Learns assigned words								
Integrates spelling into written work								
HANDWRITING								
Forms letters correctly								
Displays proper handwriting habits								
Applies skills to written work								
MATHEMATICS								
Connects knowledge to everyday application								
Communicates mathematically in written, oral, and visual forms								
Integrates mathematical concepts with other subjects								
Uses reasoning ability to work independently								
Utilizes mathematical tools								
Knows basic addition and subtraction facts								
Solves word problems								
Works accurately								
SCIENCE								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								
SOCIAL STUDIES								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								

Berlin Community School
Berlin, New Jersey

Progress Report
Grade Three

Student _____
Teacher _____
Year _____

Explanation of Marks

A 92 - 100 S - Satisfactory
B 84 - 91 I - Improvement Shown
C 76 - 83 N - Needs Improvement
D 70 - 75 U - Unsatisfactory
F 69 - Below

Effort

1 Very Good
2 Satisfactory
3 Fair
4 Poor
✓ Items checked need reinforcement

Attendance

	1st MP	2nd MP	3rd MP	4th MP	Total
Absent					
Tardy					

<p align="center">Certificate of Promotion/Retention</p> <p>This is to certify that</p>	
<p>is assigned to the _____ grade.</p>	
<p align="right">Principal</p>	

	1		2		3		4	
	Grade	Effort	Grade	Effort	Grade	Effort	Grade	Effort
LANGUAGE ARTS								
Knows basic sight words								
Uses word attack skills								
Reads orally with expression								
Comprehends what is read								
Applies reading skills independently								
WRITING, SPEAKING, LISTENING								
Expresses ideas effectively when speaking								
Applies knowledge of grammar to writing								
Displays proper sentence construction								
Expresses ideas creatively								
Uses listening skills								
Develops a one topic paragraph								
SPELLING								
Learns assigned words								
Integrates spelling into written work								
MATHEMATICS								
Connects knowledge to everyday application								
Communicates mathematically in written, oral and visual forms								
Integrates mathematical concepts with other subjects								
Uses reasoning ability to work independently								
Utilizes mathematical tools								
Knows basic addition and subtraction facts								
Solves word problems								
Works accurately								
Knows basic multiplication facts								
Knows basic division facts								
SCIENCE								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								
SOCIAL STUDIES								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								
HEALTH								
HANDWRITING								
Forms letters correctly								
Spaces letters and words properly								
Applies skills to written work								

Work and Social Habits

	1	2	3	4
Completes classwork on time				
Completes homework				
Works neatly				
Follows directions				
Works quietly				
Works independently				
Listens attentively				
Uses time effectively				
Displays good organizational skills				
Puts forth best effort				
Works and interacts well with others				
Exhibits self control in the classroom				
General behavior				

ART				
COMPUTERS				
LIBRARY				
MUSIC				
PHYSICAL EDUCATION				

Comments:

1. _____
2. _____
3. _____
4. _____

Berlin Community School
Berlin, New Jersey

Progress Report
Grade Four

Student _____

Teacher _____

Year _____

Explanation of Marks

A	92 - 100	S	-Satisfactory
B	84 - 91	I	-Improvement Shown
C	76 - 83	N	-Needs Improvement
D	70 - 75	U	-Unsatisfactory

Effort

- 1 Very Good
2 Satisfactory
3 Fair
4 Poor

✓ Items checked need reinforcement

Attendance

	1st MP	2nd MP	3rd MP	4th MP	Total
Absent					
Tardy					

Certificate of
Promotion/Retention

This is to certify that

is assigned to the _____ grade.

Principal _____

Work and Social Habits

	1		2		3		4	
	Grade	Effort	Grade	Effort	Grade	Effort	Grade	Effort
LANGUAGE ARTS								
Knows basic sight words								
Uses word attack skills								
Reads orally with expression								
Comprehends what is read								
Applies reading skills independently								
WRITING, SPEAKING, LISTENING								
Expresses ideas effectively when speaking								
Applies knowledge of grammar to writing								
Displays proper sentence construction								
Expresses ideas creatively								
Uses listening skills								
Expresses ideas in written form								
SPELLING								
Learns assigned words								
Integrates spelling into written work								
MATHEMATICS								
Connects knowledge to everyday application								
Communicates mathematically in written, oral, and visual forms								
Integrates mathematical concepts with other subjects								
Uses reasoning ability to work independently								
Utilizes mathematical tools								
Knows basic facts								
Solves word problems								
Works accurately								
SCIENCE								
Demonstrates an understanding of concepts and ideas								
Relates well as a team member								
Participates in class discussions								
SOCIAL STUDIES								
Demonstrates an understanding of concept and ideas								
Relates well as a team member								
Participates in class discussions								
HEALTH								
HANDWRITING								
Forms letters correctly								
Applies skills to written work								

Comments:

- _____
- _____
- _____
- _____

Biographical Data

NameKathleen L. Wilson

Date of BirthOctober 19, 1958

Place of BirthAbington, Pennsylvania

High SchoolCheltenham High School

Undergraduate Degree and MajorB.S. in Elementary Education

Undergraduate InstitutionWest Chester University

Graduate Degree and MajorMasters Degree,
Educational Administration

Graduate InstitutionRowan University,
Glassboro, New Jersey

Present OccupationElementary teacher

Place of EmploymentBerlin Borough Board of Education
215 South Franklin Avenue
Berlin, New Jersey, 08009

Position First Grade teacher