



AMERICAN INTERNATIONAL SCHOOL OF LIMBE (AISL)

Grading and Reporting Policy

Policy Number: AISL-ACA-006

Category: Teaching and Learning

Approved By: Board of Directors

Effective Date: August 2026

Review Cycle: Every Two Years

"Grading and reporting at AISL communicate learning, growth, and achievement in ways that are fair, accurate, meaningful, and supportive of every learner's continued success."

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1. Purpose

To establish consistent, transparent and equitable grading and reporting practices that accurately communicate student achievement and progress.

2. Philosophy

Grades should reflect demonstrated learning and mastery of standards rather than behaviour alone. Reporting should provide meaningful feedback that supports continuous improvement.

3. Guiding Principles

Fairness, consistency, transparency, accuracy, timeliness, growth, inclusion and alignment with the American Common Core and IB philosophy.

4. Reporting by Division

Early Years use developmental progress reports. Elementary uses standards-based reporting. Middle and High School use percentage grades, GPA, credits and teacher comments.

5. Grading Practices

Grades are based on multiple sources of evidence including classwork, performance tasks, projects, assessments and demonstrations of learning. Homework primarily supports learning and should not disproportionately determine final grades.

6. Standards-Based Reporting

Elementary students are reported against learning standards using performance descriptors such as Beginning, Developing, Proficient and Advanced.

7. Secondary Grading & GPA

Letter	Percent	GPA
A+	97-100	4.0

A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	1.0
F	Below 60	0.0

8. Reporting Schedule

Parents receive regular progress reports, semester report cards, conference opportunities and timely communication regarding student progress.

9. MAP Growth Reporting

MAP Growth results are shared with families after each testing window and used to set goals, monitor growth and guide instruction.

10. Students with Learning Support

Reporting reflects achievement in relation to curriculum expectations while documenting agreed accommodations and support where appropriate.

11. English Language Learners

Reports reflect both academic achievement and English language development without penalizing students for developing language proficiency.

12. Late Work & Reassessment

Students are expected to meet deadlines. Teachers may provide reasonable opportunities for reassessment when additional learning has occurred.

13. Academic Integrity & Grades

Academic dishonesty may affect assessment outcomes and is addressed in accordance with the AISL Academic Integrity Policy.

14. Parent Communication

Teachers maintain regular communication through conferences, reports, email and the school's learning management systems.

15. Appeals

Parents should first meet with the teacher, then the Division Principal, followed by the Head of School. Appeals must normally be submitted within ten working days.

16. Policy Review

This policy will be reviewed every two years or earlier as needed.

Appendices

Standards-based descriptors; report card samples; GPA examples; promotion criteria; report calendar; conference guidelines.