

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation.

Teachers shall evaluate a student's work in relation to mastery of content standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class. The Superintendent or designee shall establish and regularly evaluate a uniform grading system for elementary, middle and high schools, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge, and thought processes have been combined from a number of different subject areas.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

Absences

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the

teacher may lower the student's grade for nonperformance, in accordance with the following:

- if the absence(s) is/are excused and the missing item(s) can be reasonably provided, the teacher must give the student a reasonable amount of time, at least one day for each absence, in which to complete the missing item(s) for full credit

- if the absence(s) is/are unexcused and the missing item(s) can be reasonably provided, the teacher must give the student a reasonable amount of time, at least one day for each absence, to complete the missing item(s) for full credit; or

- if the absence(s) is/are truant and the missing item(s) can be reasonably provided, the teacher may give the student a reasonable amount of time to complete the missing item(s) for full credit.

Grade Point Average (GPA)

The Superintendent or designee shall recommend to the Board the methodology to be used in calculating students' grade point averages.

The Superintendent or designee shall also recommend to the Board whether extra grade weighting will be assigned for honors courses that are substantially similar in depth, breadth and rigor to an Advanced Placement course, an entry-level college course or a community college level course.

Parent Notification Required when Student in Danger of Failing

Because home/school communication is crucial for helping students succeed in school, it is required that a teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report whenever it becomes evident to the teacher that student is in danger of failing a course.

Revised: August 18, 2010

Revised: September 10, 2008

(Changed Board Policy number from BP 5120)

Adopted: July 22, 1998

(Replaced: BP 5124 Reporting Pupil Progress)