

I. METHOD OF EVALUATION

A. Scope of Evaluation

Meaningful evaluation of student academic progress will include consideration of all activity that has occurred during the particular evaluation period. Activities to be considered include (1) homework, (2) projects, (3) reports, (4) classroom work, (5) class participation, and (6) quizzes, tests, and examinations

B. Grading Scales

Grading scales for elementary, middle, and high school courses are outlined in policy 3400, Evaluation of Student Progress.

C. Grading Practices

All grades and other assessment reporting must be an accurate evaluation of the student's academic work. No student will have a grade lowered or raised or be penalized or rewarded academically as a disciplinary sanction unrelated to academic misconduct or based on other non-academic considerations. A student's grade in a course may be lowered due to the student's excessive absences as provided in policy 4400, Attendance. Zeroes may be assigned as described in policy 3400, Evaluation of Student Progress.

D. Notice to Parents and Students

At the beginning of each school year and/or semester for semester long courses, the teacher must notify all students and parents in writing of the procedure for assessing students. In grades 6-12, the notice must describe how any final letter grade that is based on numerical averages will be calculated, including the weight of final exams and performance assessments as explained in policy 3400, Evaluation of Student Progress. Teachers are encouraged to provide students with grading rubrics when any assignment is given so that the evaluation procedures are clear before the assignment is completed.

II. REPORT CARDS AND PROGRESS REPORTS

The principal shall ensure that formal grading reports using official report cards are issued for every student on a regular basis as indicated on the school calendar. In addition, each principal shall establish a schedule for distribution of informal progress reports in between the issuance of official report cards.

Teachers may issue progress reports more frequently than required by the principal. Each teacher is responsible for notifying parents of unusual or unsatisfactory student progress or other problems in a timely manner with the goal of implementing intervention strategies to improve student performance.

III. PARENT/TEACHER CONFERENCES

Parent/teacher conferences are a valuable method of reporting student progress to parents. Teachers shall hold conferences as established by the individual schools. Teachers are encouraged to arrange additional conferences as necessary to keep parents informed of their children's progress.

In addition, parents are encouraged to contact individual teachers to schedule conferences to address any questions or concerns parents have about their children's academic performance. The principal shall provide information to all parents at the beginning of each school year about how to schedule conferences and shall publish this information in the student handbook.

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Reviewed:

Revised: