

## Instruction

### Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive, unexcused absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance):</p> <ol style="list-style-type: none"> <li>1. Preparation of assignments, including completeness, accuracy, legibility, and promptness.</li> <li>2. Contribution to classroom discussions.</li> <li>3. Demonstrated understanding of concepts.</li> <li>4. Application of skills and knowledge to new situations.</li> <li>5. Organization, presentation, and content of written and oral reports.</li> <li>6. Originality and reasoning ability when working through problems.</li> <li>7. Accomplishment in class presentations and projects.</li> <li>8. Performance on tests, quizzes, and final examinations.</li> </ol> <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of "incomplete" should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed into an "F" grade.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Insures that parent(s)/guardian(s) are informed of their student's progress at regular intervals, but at least 4 times a year, and whenever the student's performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise. All grades and symbols must be appropriately explained.</p>

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	<p>Establishes an appropriate means of communication whenever he or she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to the student's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> <li>1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers.</li> <li>2. Open houses, parent education meetings, and newsletters.</li> <li>3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.</li> </ol>
<p>Building Principal or designee</p>	<p>Makes the final decision for a student's retention with input from the classroom teacher, parent/guardian, and other school personnel as appropriate.</p> <p>Retention decisions are based on quantitative measures (e.g., maturity level, ability, and level of academic achievement), supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.</p> <p>Recommends placement, promotion, or retention based on the student's best interests after a careful evaluation of the advantages and disadvantages of alternatives.</p> <p>For students demonstrating a proficiency level one or more grades below current placement, arranges for an individual remediation plan developed in consultation with the parents/guardians. The remediation plan may include summer school, extended school day, special homework, tutorial sessions, modified instructional materials, other modifications in the instructional program, reduced class size, or retention in grade.</p>
<p>Parents/Guardians</p>	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervises their child's completion of course work.</p> <p>Sign their student's report cards and other assessment notices and provides appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a phone message at the school for the appropriate teacher or other school staff member.</p>

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	<p>In order to object to a grade or retention decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>
<p>Building Principal or designee</p>	<p>Confers with any parent/guardian and/or student who objects to a grade or retention decision.</p> <p>Discusses with the teacher the reasons why the parents/guardians and/or student objects to a grade or retention decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade based on the existence of any of the following:</p> <ul style="list-style-type: none"> <li>• A miscalculation of test scores;</li> <li>• A technical error in assigning a particular grade or score;</li> <li>• The teacher agrees to allow the student to do extra work that may impact the grade;</li> <li>• An inappropriate grading system used to determine the grade; or</li> <li>• An inappropriate grade based on an appropriate grading system.</li> </ul> <p>Decides whether to change the grade and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>