

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

Philosophy	The principal purpose of the grading and reporting of student progress is to engage educators, students, and parents in the process of increasing student achievement. Parents shall be provided any relevant information concerning their child that will enhance their understanding of the child's ability, effort, success, or progress in the school program.
Relation to Essential Knowledge and Skills	<p>The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.</p> <p>Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.</p>
Guidelines for Grading	<p>The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.</p> <p>The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. [See EIA(REGULATION)]</p>
Retesting	The principal at each campus shall work with faculty to establish administrative regulations that address retesting and the grading of retested material. These administrative regulations shall align with District standards and shall be consistent within grade levels and/or departments. The specifics of these administrative regulations shall be clearly communicated to parents and students.
Elementary Schools	In elementary schools, grades shall reflect academic progress and achievement and shall not be based on nor adjusted for nonacademic criteria, such as discipline, attendance, or tardies except as provided by state law. If nonacademic assessment is to be documented, it shall be documented separately on all reports to parents [see FEC and the Student Code of Conduct].
Secondary Schools	In secondary schools, grades shall reflect academic achievement and shall not be based on nor adjusted for nonacademic criteria,

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such as discipline, attendance, tardies, or participation in extracurricular activities, except as provided by state law and set out in local policy [see FEC and the Student Code of Conduct].

**Progress Reporting /
Report Cards**

The District shall issue grade reports/report cards every six or nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

**Interim Reports /
Progress Reports**

Interim progress reports shall be issued for all students after the third week of each grading period. Each kindergarten through grade 12 teacher who has a student who is failing, near failing, or who has had a significant drop in grades (two or more letter grades) at the midpoint of the grading period shall notify the student's parents by sending an unsatisfactory grade notice. Notice of a student's consistent unsatisfactory performance shall be issued in accordance with law. Supplemental progress reports may be issued at the teacher's discretion.

Conferences

Each year, the District shall provide at least two opportunities for in-person conferences between each parent and the student's teacher. Additional conferences may be requested by a teacher or parent as needed.

**Academic
Dishonesty**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, the use of artificial intelligence to complete an assignment in part or in whole unless approved by the classroom teacher [see CQD], and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, information from students, or the use of an artificial intelligence detection tool selected by the District.