

Additions in **blue-highlighted text**
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Students

BP 5121(a)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The School Board believes that students and parents/guardians have the right to receive an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards, which apply to all students.

Evaluation should be based on impartial, consistent observation of the quality of the student's work and mastery of course content and objectives as demonstrated through classroom participation, homework and tests. Student behavior and effort shall also be evaluated.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

In order to promote self-esteem and experiences of success, students ~~shall~~ **may** receive narrative performance or skill-based evaluations.

Excused and/or Unexcused Absences

The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (12 absences per semester) are expected to make up the assignments necessary to show continual academic progress in accordance with the student's individual education plan. If the work is not made up and academic progress shown, students with chronic poor attendance may receive a low, or no, achievement mark for that semester.

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Students

BP 5121(b)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

Revised 8/01, 11/05

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Students

AR 5121(a)

EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Achievement

Achievement for students **grades K-6** shall be reported each marking period as follows:

(N) = Needs Improvement

(D) = Developing

(P) = Proficient

(O) = Outstanding

~~(-) = No Effort~~

~~(-✓-) = Developing~~

~~(+) = Proficient~~

~~(*) = Advanced~~

In addition, teachers may use narrative descriptions, portfolios of student work, and/or conferences to indicate the student's level of achievement.

Achievement for students grades 7-12 shall be reported each marking period by the following percentages:

(90-100%) = A

(80-89%) = B

(70-79%) = C

(0-69%) = F

In addition, teachers may use narrative descriptions of student work and/or conferences to indicate the student's level of achievement.

As soon as it becomes evident to a teacher that a student is not **making adequate progress progressing,** the teacher shall arrange a conference with the student's parent(s)/guardian(s), and student.

Whenever it becomes evident to a teacher that a student is in danger of failing a course or falling dangerously behind grade level expectations in a content area, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student's work is not finished due to:

- 1. Illness**
- 2. Other excused absence**
- 3. Student taking a distance-delivery course with a completion date/grading period that is after the end of the school's grading period.**

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Students

AR 5121(b)

EVALUATION OF STUDENT ACHIEVEMENT (continued)

If coursework is not ~~made up~~ completed on or before 10 ~~consecutive~~ calendar days after the end of the quarter, the incomplete will ~~become~~ be changed to a grade of F, unless special arrangements are made and agreed upon by the classroom teacher, school principal, student, and parent.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. The principal shall ensure that student grades conform to this system.

Criteria for determining student movement through ~~curriculum spectrum levels~~ **district curriculum standards** shall be guided by student performance as measured by:

1. Skills-based assessments
2. Analytical assessments
3. Contextual assessments
4. **Projects-based assessments**
- 5 **Performance-based assessments**

Certificates of Advancement

~~Certificates of Advancement shall be awarded quarterly to each student who passes a level during that quarter. The student's name and school site will be published, with parental permission, on a quarterly basis by the school site.~~

~~Certificates of Advancement with Honors shall be awarded to any student who passes a level with an advanced rating on all three assessments. Those students' names and school site will be published, with parental permission, by the district on a quarterly basis.~~

Pass/Fail Grading

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or honors list. Students who receive a "Fail" grade will not receive credit for taking the course.

Students shall be graded Pass/Fail for certain courses including, but not limited to, extra curricular team and individual sports. The use of Pass/Fail grading shall be determined before the course starts and can be approved only by principal or designee.

Repeated Courses

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The highest grade received will be the permanent grade on the student's transcript. The lower grade will be changed to NC (No Credit) and remain on the transcript. Changing the lower grade is only possible when the school re-offers the

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Students

AR 5121(c)

EVALUATION OF STUDENT ACHIEVEMENT (continued)

course and the student repeats the course in the same way it was first taken. For instance, the content of a course purchased from an online vendor would be different than the content of a course that offered in the classroom. If the repeated course does not meet the requirements to have the lower grade changed, both grades will remain on the student's transcript and be used to calculate the student's grade point average, although only the highest grade will be used for a graduation requirement.

Withdrawal from Courses

A student who drops a course during the first three weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first three weeks of the semester shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee due to extenuating circumstances.

Absences

Consistent student attendance and participation is essential to student success and advancement through the spectrum grade levels.

When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have a reasonable opportunity to explain the absences.

~~Southeast Island School District does not allow "personal days" at any school site.~~

Revised 8/01

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Students

BP 5123(a)

STUDENT PROGRESS

All students who demonstrate **adequate** progress at their **grade** level on the District ~~Developmental~~ Report Card shall be promoted routinely for the purpose of State and Federal reporting.

Revised 8/01

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Students

AR 5123(a)

STUDENT PROGRESS

Student Placement

Students entering the district shall be placed in **the** appropriate ~~spectrum~~ level based on review of student records, standardized achievement tests, SISD placement assessments, and teacher observation.

Content Skills:

Focus:

~~Due to the nature of the District Developmental Report Card, students will progress at their own developmental rate in each curriculum spectrum area. This eliminates the need for retention and acceleration.~~

Revised 8/01