

IKA GRADING / ASSESSMENT SYSTEMS

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for on-going assessment for instructional purposes with reporting student progress by giving a grade.

The authority for determining progress, assigning grades, and granting or withholding credit for individual courses shall rest with the teacher of the student. In making such determinations, teachers will be guided by standards set forth by the District which include:

- A. Progress grades or marks shall be based on the accomplishment of standards appropriate to the grade level or subject area.
- B. At all levels within our school system, teachers are expected to identify what they want students to learn and the criteria by which they will measure that learning.
- C. Assessments which measure progress toward the final outcome should be utilized prior to assigning a final grade.
- D. Assessments of learning which document achievement at a particular point in time will be utilized to determine final grades for reporting.
- E. Assessments and grading should provide information that students can use for self-evaluation in order to determine the next steps for their learning and which teachers can use for their support of learning.

~~F. Additional standards in the areas of effort and behavior may be established.~~

~~G.F.~~ The ability of the student may be taken into consideration when determining grades.

District-developed grading systems which are appropriate for elementary, middle school and high school students will be established and utilized.

Teachers will keep a complete and accurate record of the grades assigned to students.

Teachers will report to parents on student progress toward meeting and/or exceeding academic standards, students' conduct, attendance, and tardiness.

Grades K-5

Teachers will report to parents on students' progress towards proficiency utilizing the Grade Level Proficiency Scale for Standards Assessed

4: Highly proficient: above grade level; self-directed; advanced

3: Proficient: at grade level; independent; mastery

2: Partially Proficient: working toward grade level; support needed

1: Minimally Proficient: below grade level; limited/no progress

Grades 6-12

Teachers will report to parents and students on student progress toward proficiency utilizing the traditional using the traditional A – F letter grade system.

Students' conduct, attendance, tardiness, participation (not required by the State standards), and other non-academic behaviors/participation will be reflected in students' citizenship/work habit mark.

Grade Replacement

A student may, at any time during high school, retake a course for grade replacement. The course must be identical to the course for which grade replacement is requested. Upon successful completion of the coursework resulting in a higher grade, the original grade will be removed and the new grade entered on the transcript. The Grade Point Average (GPA) shall only include the replacement grade. A notation on the transcript will indicate that the original grade was replaced.

Special Education

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes.

Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

Adopted: April 23, 2019

LEGAL REF.:

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