

## **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:

- Progress grades or marks shall be based on the accomplishment of standards appropriate to the grade level or subject area.
- 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.
- Assessments which measure progress toward the final outcome should be utilized prior to assigning a final grade.
- Assessments of learning which document achievement at a particular point in time will be utilized to determine final grades for reporting.
- 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.
- Additional standards in the areas of effort and behavior may be established.
- 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.

### **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: date of Manual adoption

LEGAL REF.:

A.R.S.

15-203

15-516

15-521

15-767

**IKC ©**  
**CLASS RANKINGS / GRADE**  
**POINT AVERAGES**

Rank in class is required by colleges and universities on transcripts submitted for entrance evaluation.

Class rank shall be determined as follows:

- Class ranking will be determined each semester beginning with the first semester of the ninth (9th) grade.
- Class rank will be based only on the grades earned in classes that meet or exceed graduation requirements.
- Total grade points begin accumulating with the ninth (9th) grade. These are divided by total units attempted to produce the accumulative grade point average. Students are then ranked according to grade point average, with 4.00 as high.

Adopted: date of Manual adoption

**IKEA**  
**MAKE UP OPPORTUNITIES**

The Superintendent shall develop and implement standards that shall apply to requirements for student makeup assignments during absence for pesticide application periods and for other appropriate reasons.

In the case of a student's exclusion from school for disciplinary reasons, makeup opportunities shall be provided for short-term suspensions but shall not be provided for long-term suspensions or expulsions.

Adopted: date of Manual adoption

**LEGAL REF.:**

A.R.S.

15-152

15-803

**CROSS REF.:**

EBAA - Reporting of Hazards/Warning Systems

## IKEA-R

### REGULATION

#### MAKE UP OPPORTUNITIES

When a student provides a written statement signed by a parent or guardian that the student will be or was absent because of the application of pesticides, each teacher will be notified and the following procedure will apply:

- Each teacher will provide the student's assignment(s) and any handouts or materials necessary for accomplishment of such assignment(s), allowing a minimum make up period of one (1) day for each day absent.
- It will be the responsibility of any student who misses a laboratory assignment or test to arrange with the teacher a mutually convenient time to perform the laboratory assignment or to take the test.

The following standards shall apply in the District for make up work other than for absence due to pesticide application. Adjustments may be made when it is in the best interest of the student(s).

- It will be the student's responsibility to ask for make up work and to arrange for a time to make up tests when the student returns.
- If the teacher is unable to supply the student with a make up assignment, the student will not be held responsible for that make up assignment.
- The student has the responsibility to work with the teacher to develop a plan for making up homework and tests.
- If work is not turned in by the time the assignment is due, and the student fails to provide an acceptable explanation of the extenuating circumstances that would merit an extension, the teacher may reduce the grade on the assignment or withhold credit on the assignment.
- When a student has been absent for illness, ample time will be given for make up work once the student returns to school.
- In situations where the student will be absent for more than three (3) days, due to illness (i.e., chicken pox, measles, et cetera), or when the parent notifies the office that the student will be absent more than one (1) week for other reasons (e.g., vacation), teachers may provide required assignments in advance or send assignments to the student.
- Students who are short-term suspended from school shall be provided with makeup opportunities.
- Students who are long-term suspended (more than nine [9] school days) shall not be provided makeup opportunities.
- Students who are expelled from school shall not be provided makeup opportunities.

**IKF-RA ©****REGULATION****GRADUATION REQUIREMENTS****(Determining Competency for Graduation Credit)**

Determination and verification of student accomplishment of subject-area course requirements and/or competencies for graduation credit shall be the responsibility of a subject-area teacher and, at a minimum, shall be in accord with the following:

- The student shall have successfully completed the subject-area course requirement incorporating the standards and competencies adopted by the State Board of Education from the course of study as determined by the Governing Board in accord with the District's designated grading system; or
- As an alternative to completing the course requirements, a student may request, upon a showing of familiarity with the subject matter of the course, an examination on the competencies of the course. The student may take an examination on a particular course one (1) time only in an academic year. The examination shall be prepared by a teacher of the subject matter who is designated by the Superintendent. To receive graduation credit, the student must demonstrate accomplishment of the standards and competencies adopted by the State Board of Education and the Governing Board, respectively. Demonstration of accomplishment of the skills and competencies shall be determined in accord with accepted practices in evaluation of students. A copy of the test results, verified by the appointed teacher, shall be filed with the student's records.

## **IKF-RB**

### **REGULATION**

#### **GRADUATION REQUIREMENTS**

##### **(High School Courses Taken During Middle School)**

A student who has attended an Amphitheater District middle school will receive high school credit for Algebra, Geometry, and/or Algebra II courses and high school level Spanish I and Spanish II courses taken during the student's middle school enrollment. The grades earned in such courses shall be posted on the student's high school transcript and shall be included in grade point average calculations as if the courses were taken during high school. Beginning with the sixth (6th) grade cohort for the 2016-2017 school year, the grades earned in such courses shall be posted on the student's high school transcript, but shall not be included in grade point average calculations.

##### **High School Courses Taken in Non-District Middle Schools that Are Part of a K-12 Accredited School District**

A student who has attended a Non-Amphitheater District middle school that is a part of a K-12 accredited school district will receive high school credit for Algebra, Geometry and/or Algebra II courses and high school level Spanish I and Spanish II courses taken during the student's middle school enrollment. The grades earned in such courses shall be posted on the student's high school transcript and shall be included in grade point average calculations as if the courses were taken during high school. Beginning with the sixth (6th) grade cohort for the 2016-2017 school year, the grades earned in such courses shall be posted on the student's high school transcript, but shall not be included in grade point average calculations.

##### **High School Courses Taken in Non-District Middle Schools that Are Not Part of a K-12 Accredited School District**

Because instructional content, standards and practices may vary in external instructional programs, and to assure adequate preparation of students for higher level content within the District, a student who attended a non-Amphitheater District middle school that is not part of a K-12 accredited school district and who, during the external middle school enrollment, completed courses equivalent in content and rigor to high school level courses in Algebra, Geometry, Algebra II, Spanish I and Spanish II, will receive high school credit and a recorded grade on their high school transcript for such courses taken during the student's middle school enrollment, provided the student demonstrates adequate mastery of the course content. Beginning with the sixth (6th) grade cohort for the 2016-2017 school year, the grades earned in such courses shall be posted on the student's high school transcript, but shall not be included in grade point average calculations.

The student will demonstrate adequate mastery through an end-of-course assessment in the content area with a resulting score of eighty percent (80%) or better. The end of course assessment shall be developed and administered by a District teacher(s) who is(are) secondary certificated and is (are) highly qualified in the content area. The District shall not assess a fee for the administration of the end-of-course assessment.

Students who do not demonstrate content mastery by achieving a score of eighty percent (80%) or better on the assessment will not receive credit for the high school course taken in middle school, nor will the grade in the high school course taken in middle school be included in the student's high school grade point average calculation.

The eighty percent (80%) score criteria may be modified and high school credit may be given to individual students approaching the eighty percent (80%) criteria if consensus is reached among appropriate faculty members representing the District high school and the sending middle school consistent with the AdvancED standards.