

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Board of Education encourages the certified staff, under the direction of the Superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, and the use of cumulative pupil records. Recognized standardized achievement tests may also be used in grades designated by the Board.

The Superintendent shall have the right to review disputed grades and with Board approval to adjust them. The Board shall not approve the adjustment of any grades when such adjustment is not recommended in writing by the Superintendent to the Board of Education.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist pupils in achieving the New Jersey Student Learning Standards;
- B. Measure the needs and progress of individual pupils;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district pupils with national or other norms;
- E. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state and federal law at

EVALUATION OF INDIVIDUAL  
STUDENT PERFORMANCE (continued)

grades K-12. The administration shall continually scrutinize the applicability and effectiveness of assessments being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, gender, gender identity or expression, affectional or sexual orientation, disability, nationality, marital status, familial status, pregnancy, religion, sex, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the Superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the Superintendent shall obtain written consent from parents/guardians of the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Determining Class Rank

The Board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform students of their relative academic placement among their peers and to provide students, prospective employers, and institutions of higher learning with a predictive device so that each student is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for students in grades 11 and 12 as follows:

<u>Numerical Grade</u>	<u>Letter Grade</u>	<u>Standard Grade Points</u>	<u>Honors Grade Points</u>	<u>AP Grade Points</u>
97-100	A+	4.3	4.8	5.3
93-96	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	3.4
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
65-69	D	1.0	1.5	2.0
64 or below	F	0.0	0.0	0.0

EVALUATION OF INDIVIDUAL  
STUDENT PERFORMANCE (continued)

- A. All students shall be ranked together.
- B. Class ranks shall be computed by the grade in all subjects.
- C. In recognition of the heavier burden of certain work, grade point averages shall be weighted by awarding extra credit for each honors or Advanced Placement (AP) course in accordance with the chart above
- D. The Board may, but is not required to, appropriate funds in a school/budget year which will provide for the administration of the Advanced Placement exam to all pupils enrolled in an advanced placement course without cost to the pupil. If the Board elects to make such an appropriation, all pupils enrolled in an advanced placement course shall be required to complete the advanced placement examination in order to earn the advanced placement grade point credit. Failure of a pupil to complete the advanced placement examination for any reason shall result in only the award of honors grade point credit for the course .
- E. When two or more students have all A's, ranking will be as follows:
  - 1. The student having the greatest number of honors courses, even with more total courses, will rank number one, regardless of the numerically lower grade point average.
  - 2. Students having an equal number of honors courses, will share the same numerical standing in class regardless of the number of courses taken.

A student's grade point average and rank in class shall be entered in his/her record and shall be subject to the Board's policy on release of student records. Rank in class shall be entered on students' records and on all transcripts, where they will be available for review by authorized persons.

Grades earned in summer school programs shall not be included for calculation of class rank.

EVALUATION OF INDIVIDUAL  
STUDENT PERFORMANCE (continued)

Possible

<u>Cross References:</u>	1000/1010	Concepts and roles in community relations; goals and objectives
	1120	Board of education meetings
	5113	Absences and excuses
	5120	Assessment of individual needs
	5124	Reporting to parents/guardians
	5125	Pupil records
	5141.3	Health examinations and immunizations
	6142.6	Basic skills
	6146	Graduation requirements
	6146.2	Promotion/retention
	6147	Standards of proficiency
	R6147.1	Student Assessment, Grading, and Reporting of Grades

Key Words

Evaluation, Pupil Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

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STUDENT ASSESSMENT, GRADING, AND REPORTING OF GRADES

Purpose

To publish the procedures for grading and reporting student progress

Definitions

- A. Instructional objectives are general statements of what the student should attain and represent the purposes of instruction for all students in a course.
- B. Assessment Measures are indicators that are used to provide evidence of the attainment of instructional or performance objectives. The degree to which each student has attained these objectives is determined by performance on assessment measures. The nature and numbers of these measures necessary to demonstrate attainment are an integral part of evaluating student progress and planning instruction.
- C. Performance objectives are specific statements of what the student should be able to do. These objectives, contained in curricula guides or formulated by teachers, assist the student in the attainment of the instructional objectives. Performance objectives are used for planning classroom instruction and are assigned based on a student's progress in the subject. Those appearing in the curriculum guides are suggestions of ways to attain the instructional objectives.
- D. Grading, in accordance with the policy on Grading, is used in these procedures in a broad sense to include the assignment of any symbols for evaluation as well as the related comments, conferences, and reports. Where emphasis is on the comments or the conference or the report, the word "evaluation" is sometimes used.

Procedures

The Sayreville school district recognizes that no one method of student assessment and grade reporting system can be all encompassing. The information outlined below is a starting point for the multi-faceted, comprehensive reporting system that we strive to achieve because it is a critical piece for students, parents, and staff in the overall educational process.

Student assessment and grade reporting is considered a positive tool to measure growth, progress, and the development of the student. One of several important components of student assessment and grading systems is the student's report card. This is mentioned specifically

STUDENT ASSESSMENT, GRADING AND  
REPORTING OF GRADES (continued)

because it is the traditional and most often used format for providing information about student progress and performance. One of the goals of this grading regulation is to allow for consistency of grading practices between teachers teaching the same course, among all teachers within a school, and between teachers in the different schools in the district.

A. Criteria for Grading and Reporting Student Progress

The Sayreville Public Schools Curricula, New Jersey Student Learning Standards, and supporting materials represent the basic framework or reference source for the validation of student reporting practices. Grading and reporting of student progress are based on performance on assessment measures identified for the instructional and performance objectives in accordance with the Sayreville Public School curricula documents that are appropriate to the subject offering, grade, or age level. Students will be informed of the general objectives of each course or unit and of the basis upon which students' performance will be evaluated. Parents will be informed of the general objectives by the school.

B. Grading Practices

Grading is based on performance on assessment measures identified for the instructional objectives of the curriculum. All assessment measures for the objectives of the unit of instruction in the course will be considered when a grade is determined. At all grade levels, assessment activities selected by teachers for each objective will be used to establish standards of acceptable performance for students in their schools or departments. Grades should not be used as a behavior/discipline consequence. For students with disabilities receiving special education services, grading is based on instructional and performance objectives assigned to the student. All appropriate and documented curricula modifications and accommodation for both instruction and assessment will be available and implemented.

Each teacher is charged with the responsibility of using valid and reliable grading procedures. All teachers must have a clearly defined and written grade system that is approved by their supervisor and/or principal within the first two weeks of school. Teachers should assess outcomes beyond the routine recall of facts. The professional staff should work together to develop common and fair standards for evaluating student work.

Teachers are to grade students on mastery of objectives. When relatively large numbers of low grades are noted in the distribution of grades for a class group, the instructional program should be reexamined and/or there should be a consultation with the immediate supervisor to find ways of improving the learning experience of students who are not achieving.

In special education programs, K-12, the evaluation of student progress by teachers and specialists will be based on the attainment of the Individualized Education Program (IEP) objectives.

C. Assessment

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, age, disability, marital status, ancestry, national origin, or

STUDENT ASSESSMENT, GRADING AND  
REPORTING OF GRADES (continued)

socio-economic status.

The frequency and appropriateness of student assessment is crucial to fairness in the grading of students and has direct implications for their graduation. Types of assessment devices may include, but is not limited to, tests, quizzes, homework, written reports, notebooks, projects, portfolios, and group work.

Grades K – 5

The purpose of standards based grading (SBG) is to have students' grades reflect their understanding of the academic content outlined in the New Jersey Department of Education's Student Learning Standards. SBG bases a student's grade on concept understanding, not on homework, class participation, or practice. This means that grades will be based solely on assessments which will provide a more accurate picture of a student's learning, and will promote a dialogue of how the student can master the material in the class. Courses using standards based grading will identify major standards for each trimester. The number of standards for each course will vary. These targets are aligned with state accountability benchmarks and will be used to track student performance. In addition, classroom activities and assessments will be aligned with these targets.

The marks which appear on the report cards are not averaged. These marks reflect the student's achievement level at the end of each trimester on the individual standards.

The following assessment guidelines should be adhered to:

1. Students will receive formative and summative evaluations that measure their progress on each learning target and standard. A student's academic grade at the end of each trimester will be based on his/her level of mastery as evidenced on the appropriate rubric.
2. Assessments, formal and informal, are a measure of student understanding of materials, and therefore will make up 100% of a student's grade. Assessments may include, but are not limited to, quizzes, tests, classwork assignments, anecdotal notes, teacher observation, and projects. Assessments are aligned to the New Jersey Student Learning Standards and reflect the district approved curriculum.
3. Learning behaviors (collaboration, work ethic, personal responsibility), homework and class participation are reported separately and are not to be factored into academic grades.
4. All teachers who teach the same subject/grade level should use approximately the same number and similar types of assessment devices during a trimester.

Grades 6-12

1. Students should be graded on the basis of a minimum of eight assessment devices per marking period for those classes that meet daily. The issuance of assessment devices should be fairly evenly distributed throughout the marking period.

STUDENT ASSESSMENT, GRADING AND  
REPORTING OF GRADES (continued)

2. Student evaluation and marking period grades should be arrived at through the use of a variety of assessment devices.
3. All teachers who teach a particular subject should use approximately the same number and similar types of assessment devices within a marking period.
4. Assessment devices should be aligned to the Common Core and/or the New Jersey Student Learning Standards in both content and wording whenever possible.
5. Homework will account for a maximum of 5% of each marking period grade in core curriculum courses. Homework should be meaningful and be of an appropriate length determined as described in Policy 6154.
6. Extra credit should be issued judiciously, if at all. Extra credit must be connected to a learning standard and integrated in a specific assessment or assignment. Extra credit points may account for a maximum of 5% of an assessment grade. Extra credit will not take the place of missed assignments, nor is it added as a separate entry in calculating a final marking period grade.
7. Class participation and preparedness are behavioral and should not be calculated in a marking period grade.
8. Formative assessments in classes that require active demonstration of knowledge and skills may include participation as an integral part of the grade. These classes may include physical education, music, performing and visual arts and practical arts.
9. Students should be provided the opportunity to complete assignments after the due date. However, this may result in a reduction of the overall grade for that particular assignment.

D. Evaluation Feedback

1. Student
  - a) Course objectives and the teacher's grading system should be made clear to each student, and he/she should be given continuous feedback on the quality of his/her work. The purpose of such feedback should be to assist the student in attaining each objective of the unit of instruction, not to tell the student where he/she ranks in relation to others. When the student is experiencing learning difficulties, the teacher should confer with the student in advance of the end of the reporting period to bring about improvements and minimize the chances of a continuing problem. At that time, teachers should reexamine instructional strategies, request specialist consultation, or refer the student to the educational management team, as appropriate.
  - b) Evaluation activities will be based on materials covered in the subject.
  - c) All graded work will be routinely returned to students within a reasonable amount of time for reviewing achievement and progress. Any unreturned graded student work will be kept on file by the teacher for possible review for a minimum of one year.



STUDENT ASSESSMENT, GRADING AND  
REPORTING OF GRADES (continued)

- d) Students have the right and responsibility to be informed of their grade at all times. Teachers will be given reasonable time to respond to the student.

2. Parents

Parents will be informed of the general objectives of each subject by the school. Parents will be apprised of learning difficulties through the reporting system and by conferences as needed. A conference with the parent is encouraged when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade. Conferring with parents is encouraged beyond the minimum conference provisions of this regulation so that parents may be aware of the student's progress at all levels.

3. Progress Report

Progress reports for all students will be issued mid-marking period. In addition, student assessment information will be available to all parents in the Parent Portal.

E. Grade Reporting System

The philosophy of the Board is to utilize a grade reporting system in which there is continuity between grade levels while ensuring a strong standards based reporting approach at the earliest stages of a pupil's education. Beginning in the 2016 – 2017 school year, the Board established a standards-based grade reporting system in grades K – 5. The achievement levels for pupils in grades K-5 shall be reported as: Needs Support, Approaching Standards, Meets Standards, or Exceeds Standards as assessed by district defined rubrics.

In grades 6-12, the Board will utilize an adopted letter grade reporting system that is based upon set numerical grade ranges. The grades of sixty-five (65) to one hundred (100) are passing grades. While it is the primary purpose of a reporting system to reflect accurately pupil achievement and progress, the system is also intended to be motivational. The Board therefore has established that for the first two marking periods only; the minimum failing average of 50 would be used in calculating the final average. Each numerical marking period grade shall be weighted evenly and averaged into a final grade for each course.

STUDENT ASSESSMENT, GRADING AND  
REPORTING OF GRADES (continued)

Possible

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	6146.2	Promotion/Retention
	6147	Standards of Proficiency
	6147.1	Evaluation of Individual Student Performance

Key Words

Parents/Guardians; Reporting to Parents/Guardians; Role of Parents/Guardians; Grading; Student Assessment; Reporting of Grades

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