

# **Board Policy**

## **Grades/Evaluation Of Student Achievement**

BP 5121

### **Students**

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's academic performance.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

All practices related to communication about student achievement should be carried out according to the best current understanding and application of the research. The district will provide staff members on-going professional development needed to gain that understanding.

Students with excessive unexcused absences shall receive a failing grade and shall not receive credit for the class(es). Teachers who withhold class credit for this reason shall so inform the class and parents/guardians at the beginning of the semester.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 - Student Records)

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

A modified program is available for students on a case-by-case basis.

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

Legal Reference:

EDUCATION CODE

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts  
 49066 Grades; finalization; physical education class  
 49067 Mandated regulations regarding student's achievement  
 49069.5 Students in foster care, grades and credits  
 51242 Exemption from physical education based on participation in interscholastic athletics  
 699432.9 Cal Grant program; notification of grade point average  
 76000-76002 Enrollment in community college  
 CODE OF REGULATIONS, TITLE 5  
 10060 Criteria for reporting physical education achievement, high schools  
 30008 Definition of high school grade point average for student aid eligibility  
 UNITED STATES CODE, TITLE 20  
 1232g Family Education Rights and Privacy Act (FERPA)  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 99.1-99.67 Family Educational Rights and Privacy Act  
 COURT DECISIONS  
 Owasso Independent School District v. Falvo, (2002) 534 U.S. 426  
 Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1  
 Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764  
 Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d 593

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT

adopted: September 6, 2001 Roseville, California

revised: May 7, 2009

revised: October 6, 2016

## Administrative Regulation

### Grades/Evaluation Of Student Achievement

AR 5121

#### Students

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

(cf. 6020 - Parent Involvement)

#### Grades for Academic Performance

Grades for Academic Performance shall be reported each marking period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement or Incomplete	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
P/F	(0-69%)	Pass/Fail	
NM		No Mark	Insufficient evidence available

Students on a modified program will receive the same letter grades as all other students. These grades will be based on the students modified curriculum program and will be clearly noted as such on the student's report card.

Whenever it becomes evident to a teacher that a student is in danger of failing, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

ANM (No Mark) is given only when a student's work is not finished because of illness or other excused absence. If not made up within 6 weeks, the NM may become an F.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education and Activity)

Students in grades 4 through 8 must earn at least a C grade point average in order to participate in extra/cocurricular activities.

In kindergarten through third grade, teachers shall report on each student's progress in meeting standards using a numerical value along with narrative descriptions.

Kindergarten through Fifth Grade

Criteria for determining whether a student has mastered the grade level standards include a combination and variety of formative and summative assessment evidence gathered over each trimester.

Sixth through Eighth Grade

Students shall have the opportunity to demonstrate progress towards mastery of standards through a variety of formative assignment/assessment evidence. These assignments/assessments will be used by the teacher and student to monitor and guide learning and instruction during the trimester.

Formative evidence may include but is not limited to:

1. Quizzes
2. Tests
3. Classroom assignments
4. Performances
5. Projects
6. Teacher observation
7. Labs

Students shall have the opportunity to demonstrate mastery of standards through a variety of common summative assessments and classroom evidence. These assessments will be used by the teacher to judge the quality and success of the student in mastering the standards at the end of instruction.

During the first week of classes, teachers shall provide students and parents with an explanation of standards and grading criteria in clear, easily understandable language, indicating how summative assessments and classroom evidence throughout the grading period will be calculated into course grades. Teachers shall discuss classroom assessment practices with students, in an age appropriate manner, at the beginning of instruction.

Grades for Citizenship shall be reported as follows:

- O Outstanding
- S Satisfactory

N Needs Improvement

Criteria for determining grades for citizenship may include but are not limited to:

1. Student obeys rules
2. Student respects public and personal property
3. Student maintains courteous, cooperative relations with teachers and fellow students
4. Student works without disturbing others
5. Student takes responsibility for having necessary tools and materials
6. Student shows interest and initiative
7. Student goes to work immediately, and completes assignments
8. Student uses free time resourcefully

#### Honor Roll

Each school may post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C.

#### Unexcused Absences

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 absence. (Education Code 49067) AR 5121(c)

If the absence is not verified as excusable within ten days, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

(cf. 6173.1 - Education for Foster Youth)

#### Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Regulation DRY CREEK JOINT ELEMENTARY SCHOOL DISTRICT

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