

GRADES/EVALUATION OF STUDENT ACHIEVEMENT**Responsibility for Determining Credit**

The granting of academic credit for Baldy View Regional Occupational Program (ROP) coursework is the responsibility of the student's district of residence.

Education Code 52310 allows credits earned from courses in a Regional Occupational Program to be applied toward fulfillment of requirements for a high school diploma. The ROP offers a competency-based curriculum, which includes criterion for mastery of each job skill leading to a competency, which is based on industry standards of performance as validated by representatives from business and industry.

1. The ROP administration through the District Representative Council will determine the credits to be granted for each course.
2. A list of the credit value alongside the course title will be disseminated to districts and school sites.
3. The credits will be recorded on the student's transcript as per student's home high school procedure.

Grades

All students will receive a letter grade for ROP courses. District partners can elect a pass/fail option based on district protocols and procedures.

1. Grading Procedure

The responsibility for determining and reporting student grades is a fundamental responsibility of the instructor.

When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the instructor of the course and the determination of the pupil's grade by the instructor, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final. (Education Code 49066)

It is implicit in the law that instructors take great diligence in determining reasonable classroom grading procedures, recording student performance, calculating final grades, and reporting those grades using the established process.

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Each ROP instructor will develop a grading procedure, which includes the objective criteria used to determine student grades. A class syllabus containing the grading procedure will be distributed and explained by the instructor during students' orientation. This grading procedure should be based on objective performance appraisal and written instructor records, rather than on arbitrary judgment or a totally subjective viewpoint.

Various types of evaluation measures should be used to determine skill mastery. Written tests and quizzes, job skill task performance tests, class participation, and evaluations by Community Classroom (CC) or Cooperative Vocational Education (CVE) mentor sites are examples of types of evaluation measures. Instructors may award letter grades based on the latest and best evidence of learning.

Grading rubrics will be used to determine grades as follows:

A = 90-100%

B = 80-89%

C = 70-79% Certificate of Achievement and Competency List only issued for a grade of C or higher.

D = 60-69%	pass
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F = 59% or below	fail
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Each instructor will submit a copy of the class syllabus containing the grading procedure to their supervisor by the end of the first week of class.

Grades will be submitted to the ROP Student Records Specialist at the end of each semester or within seven days of student withdrawing from class. It is critical for all instructors to meet grade deadlines. The student's ROP record is then distributed to the student's home high school Site Administrator, District Representative Council Member, Career Technician, and School Counselor. Each high school will process grades and credits in accordance with district and site policies and procedures.

2. Grade Marks

A Demonstrates excellent performance of competency; performance is equivalent to a successful permanent employee. (Demonstrate ability to be promoted and to upgrade skills in the work place.)

B Demonstrates good performance of competency with limited supervision; performance equivalent to a successful probationary employee; proficient in basic skills*.

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- C** Demonstrates satisfactory competency at a job entry skill level in which direct close supervision is expected; meets minimum basic skills*.
- D** Lacks sufficient job entry skills; needs on-going monitoring; and deficient in basic skills*.
- F** Consistently fails to meet the minimum requirements for job entry skills.

*The term *basic skills* refers to required level of English language usage and math to become employable.

3. Grade Books

All instructors teaching ROP courses will maintain a grade book, which must contain documentary evidence supporting the mark issued to the student. This should include such things as scores for final examinations, daily or periodic test, daily work or other basis used in determining the final grade. Instructors will be provided instructor grade books and turn them in at the end of spring semester to be kept on file in the ROP office as required by law. District teachers teaching ROP classes may use grade and documentation required by their district.

4. Student Progress Report

The Student Progress Report is used to keep parents and counselors informed about the progress of their students in the ROP. It may be used for making positive comments about the student's work, as well as the required notice that a student is in danger of failing.

Instructors will attempt to anticipate student problems and communicate them to the student. The purpose of this early warning system is to create an environment, which maximizes student potential for success and minimizes student failure.

Students who are not maintaining a C level of work are expected to improve. Progress reports must be sent to parents with directives for student improvement. An instructor may place the student on an "improvement/behavioral contract", which outlines expectations and benchmarks for improvement. This contract must be signed by the student and parent.

Progress reports are distributed to the student's home high school Site Administrator, District Representative Council Member, Career Technician, and School Counselor electronically. In addition, progress reports are mailed home to the student's mailing address in BVROP's student information system.

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Only students with a grade of C or better will receive a Certificate of Achievement and Competency List.

When a student begins to consistently perform at the D or F level, the instructor will meet with the student and discuss methods of improving student performance. The instructor will also contact the student's counselor to inform him/her of the problem. The student's parent/guardian will also be notified by progress report and a telephone call. Whenever it becomes evident to a instructor that a student is failing or is in danger of failing a course, a written progress report will be sent to the parent(s)/guardian(s) of the student no later than six (6) weeks after the beginning of the semester term on no later than three (3) weeks after the beginning of a nine-week term. Notification will occur in ample time to allow the student to raise his/her grade.

5. Additional Procedures

Some districts or sites may require additional information such as marks for work habits/efforts or citizenship/behavior. Districts or sites may also use computerized bubble sheets for grades and credits. In either case, additional procedures may be developed to meeting reporting needs of different districts and sites.

6. Withdrawal From Classes

A student will be dropped after their second absence within the first three (3) weeks of the term with a W entry on his/her BVROP permanent record.

A student who drops a course during the first five (5) weeks of the term may do so with a W entry on his/her BVROP permanent record.

A student who fails to formally drop a course within the first five (5) weeks of the term shall receive a F grade on his/her BVROP permanent record and will be notified with a progress report and telephone call, unless otherwise decided by the BVROP Superintendent or designee because of extenuating circumstances.

7. Absences From School

Instructors who withhold class credit because of excessive unexcused absences as stated in their grading policy in course syllabus shall inform the students and parent/guardians at the beginning of the term. When an unexcused absence occurs, the student and parent/guardian shall again be notified of the grading policy within the course syllabus regarding excessive unexcused absences through a progress report and a telephone call.

(cf. 5113 - Absences and Excuses)

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The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067). If a student receives a failing grade because of unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences (Education Code 49067).

(cf 5125 - Student Records)

Grades for a student in a foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits will be calculated as of the dates the student left school.
2. A verified court appearance or related court-ordered activity.