

Policy

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Superintendent/Principal, 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 Haworth Board of Education encourages the certified staff, under the direction of the Superintendent/Principal, 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, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The Superintendent/Principal shall have the right to review disputed grades and with board approval to adjust them.

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 Core Curriculum Content 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. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district. In addition, the district may use other standardized or school developed tests to assess student progress.

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, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the superintendent/principal's office to the business administrator'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/principal shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

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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.

Annually the Superintendent/Principal shall report results on state administered tests to the board. Students in grades three through eight are tested annually in language arts literacy and mathematics. Students in grade four and eight are also assessed in science.

Determining Class Rank

The Superintendent/Principal shall develop procedures for determining class ranking that take into account:

- A. Records of transfer pupils;
- B. Honors and advanced courses.

Adopted: January 29, 2002
 NJSBA Review/Update: September 2009
 Readopted:

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:7C-3, -4, -6, -6.2 Remedial instruction for students not meeting graduation standards ...</p> <p><u>N.J.S.A.</u> 18A:11-1 General mandatory powers and duties</p> <p><u>N.J.S.A.</u> 18A:35-4.9 Pupil promotion and remediation, policies and Procedures</p> <p><u>N.J.S.A.</u> 18A:36-34 Written approval required prior to acquisition of certain survey information from students</p> <p><u>N.J.S.A.</u> 18A:54-20 Powers of board (county vocational schools)</p> <p><u>N.J.A.C.</u> 6A:7-1.7 Equality in school and classroom practice</p> <p><u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> Standards and Assessments</p> <p><u>See particularly:</u></p> <p><u>N.J.A.C.</u> 6A:8-1.3, -4.1, -5.1</p> <p><u>N.J.A.C.</u> 6A:16-1.4(c) District policies and procedures</p> <p><u>N.J.A.C.</u> 6A:30-1.4 Evaluation process for the annual review</p> <p><u>N.J.A.C.</u> 6A:32-2.1 Definitions</p> <p><u>N.J.A.C.</u> 6A:32-7.1 Student Records</p> <p><u>N.J.A.C.</u> 6A:32-12.2 School-level planning</p>
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34 CFR 98 Protection of Pupil Rights

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Possible

<u>Cross References:</u>	<p>*1000/1010 Concepts and roles in community relations; goals and objectives</p> <p>*1120 Board of education meetings</p> <p>*5113 Absences and excuses</p> <p>*5120 Assessment of individual needs</p> <p>*5124 Reporting to parents/guardians</p>
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EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

*5125	Pupil records
*5141.3	Health examinations and immunizations
*6142.6	Basic skills
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency

*Indicates policy is included in the Critical Policy Reference Manual.