

## Instruction

### Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>When appropriate, informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance and are not exclusive):</p> <ol style="list-style-type: none"> <li>1. Preparation of assignments, including completeness, accuracy, legibility, and promptness.</li> <li>2. Contribution to classroom discussions.</li> <li>3. Demonstrated understanding of concepts.</li> <li>4. Application of skills and knowledge to new situations.</li> <li>5. Organization, presentation, and content of written and oral reports.</li> <li>6. Originality and reasoning ability when working through problems.</li> <li>7. Accomplishment in class presentations and projects.</li> <li>8. Performance on tests, quizzes, and final examinations.</li> </ol> <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of “incomplete” should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within two weeks, will be changed to a failure.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Ensures that parent(s)/guardian(s) are informed of their child’s progress at regular intervals, but at least four times a year, in addition to a parent conference and annual review conference, and whenever the student’s performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise. For further information, see <i>Answers to FAQs Regarding Students with Divorced or Divorcing Parents</i>, published by the Ill. Council of School Attorneys and available at:</p> <p><a href="http://www.iasb.com/IASB/media/Documents/FAQDivorcedorDivorcingParents.pdf">www.iasb.com/IASB/media/Documents/FAQDivorcedorDivorcingParents.pdf</a>.</p> <p>All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or she becomes</p>

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	<p>aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to his/her child's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> <li>1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers.</li> <li>2. Open houses, parent education meetings, and newsletters.</li> <li>3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.</li> </ol>
<p>Building Principal or designee</p> <p><i>[Elementary schools only]</i></p>	<p>Makes the final decision regarding a student's retention or promotion with input from the classroom teacher, parent/guardian, and other school personnel as appropriate.</p> <p>Retention and promotion decisions are based on quantitative measures (e.g., maturity level, ability, and level of academic achievement), supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.</p> <p>Ensures placement, promotion, or retention decisions are based on the student's best interests after a careful evaluation of the advantages and disadvantages of alternatives.</p> <p>For each student who does not qualify for promotion to the next higher grade, determines appropriate remedial assistance, that may include, without limitation, a summer bridge program of no less than 90 hours, tutorial sessions, increased or concentrated instructional time, modifications to instructional materials, and retention in grade. 105 ILCS 5/10-20.9a(b).</p>
<p>Parents/Guardians</p>	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervise their child's completion of course work.</p> <p>Sign or otherwise acknowledge receipt of their child's report cards and other assessment notices and provides appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention/promotion decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>
<p>Building Principal or designee</p> <p><i>[Elementary schools only]</i></p>	<p>Confers with any parent/guardian and/or student who objects to a grade or to a retention/promotion decision.</p> <p>Discusses with the teacher the reason(s) why an objection was made to a grade or to a retention/promotion decision and requests the teacher's perspective.</p>

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	<p>Determines whether to change the grade based or retention/promotion decision based on the existence of any of the reasons authorized in Policy 6:280, <i>Grading and Promotion</i>, i.e.:</p> <ul style="list-style-type: none"> <li>• A miscalculation of test scores;</li> <li>• A technical error in assigning a particular grade or score;</li> <li>• The teacher agrees to allow the student to do extra work that may impact the grade;</li> <li>• An inappropriate grading system used to determine the grade; or</li> <li>• An inappropriate grade based on an appropriate grading system.</li> </ul> <p>Decides whether to change the grade or retention/promotion decision and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

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