

REPORTING STUDENT PROGRESS

- 1.0 Each school's progress reporting procedures shall be made available to parents/guardians and students at the beginning of each student's school year. Each teacher shall provide access to information regarding the type of assessment tools/scales that may be used.
- 2.0 Accurate records of student progress shall be maintained and reported by all teachers.
- 3.0 All academic grading and reporting practices in the District will reflect the following guiding principles:
 - 3.1 The primary purpose of the grading system shall be to fairly, clearly, accurately, and consistently communicate learning progress and achievement to students, families, postsecondary institutions, potential employers, and other relevant stakeholders and audiences.
 - 3.2 The grading system shall be designed to ensure that students, families, teachers, counselors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - 3.3 The grading system will measure, report, and document student proficiency against a set of clearly defined content-area standards and outcomes developed by the District in alignment with Colorado Academic Standards.
 - 3.4 The grading system will ensure consistency and fairness in the assessment of learning, and in the assignment of scores and proficiency levels, across students, teachers, demonstrations of learning, learning experiences, content areas, and time.
 - 3.5 Behavior and effort are key factors related to student success and are communicated independently of the academic grading system.
- 4.0 All elementary schools will report student progress utilizing a standards-based grading system with the following scale and descriptors:

4	Advanced Understanding of the Standard
3	Meets Expectations of the Standard
2	Approaching Expectations of the Standard
1	Does Not meet Expectations of the Standard
/	Not Assessed
INS	Insufficient Evidence
- 5.0 All K-8 schools will report student progress as follows:
 - 5.1 For grades K-5, schools will utilize a standards-based grading system as described in section 4.0 of this policy.
 - 5.2 For grades 6-8, schools will utilize letter grades as described in section 6.0 of this policy.
- 6.0 All middle and high schools will report student progress using letter grades with the following numerical scale:

A	89.5 – 100%
B	79.5 – 89%
C	69.5 – 79%
D	59.5 – 69%
F	Below 59.5%

 - 6.1 In order that high school students not be penalized in terms of academic honors recognition and class ranking for participation in accelerated classes as defined by this Policy, student grades in accelerated classes shall be "weighted" as set forth in this section.

- 6.1.1 An accelerated class shall be defined as: a) a course receiving an “advanced placement” designation by the College Board or national entity with the authority to certify advanced placement courses; or, b) a course offered as part of an International Baccalaureate program certified by authorized United States representatives of the International Baccalaureate program.
- 6.1.2 A course will be weighted in the event that the prerequisite for the particular course is already a weighted course by definition in 6.1.1 a or 6.1.1 b.
- 6.1.3 The weighting of a course beyond school-offered curriculum may be appealed to the principal for weighting (for example: a student who enters high school at Math 3 or higher and completes advanced courses through higher education institutions while enrolled in high school).
- 6.1.4 Student grades shall not be weighted in District elementary, K-8 and middle schools.
- 6.2 For purposes of calculating a student’s grade point average for completion of the courses described in section 6.1.1, an “A” grade shall receive 5 points; a “B” shall receive 4 points; a “C” shall receive 3 points; a “D” shall receive 2 points; and an “F” shall receive 0 points.
- 7.0 The academic progress of students shall be reported in writing to parents/guardians at the end of each quarter, trimester or semester. Academic progress shall also be reported mid-term within the District student information system. These reports shall reflect teachers’ records of student progress.
- 8.0 Parents/guardians shall be notified when a student’s academic progress declines from “C” to “D” or “D” to “F” during the course of a quarter/trimester/semester. The notice to the parent/guardian shall be provided within five school days after the student’s performance has declined to a “D” or to an “F.” The notice shall be provided by means of personal conference, telephone conversation, an automated telephone message (“Autodialer”), a weekly email update concerning the student’s grade(s), and/or by means of a written report sent home to the parent/guardian with the student. Notice shall not be required if the student’s progress has improved to satisfactory status within the five-day period. Principals may direct that parent/guardian notification be made by a particular means (e.g., telephone call). A written record of this communication shall be maintained by the school. Notice to parents/guardians is encouraged but not required for students whose academic performance declines to a “D” or “F” during the final week of a grading period.
- 9.0 At any time during a grading period, students and parents/guardians have the right to contact the teacher and/or counselor to request a student’s grade(s). This request shall be honored within 48 hours.
- 10.0 It shall be the responsibility of the school administrator to ensure that at least one opportunity per semester shall be scheduled during the school year with parents/guardians to discuss their students’ educational progress. One opportunity shall be a parent-teacher conference; the other opportunity shall be determined at the school administrator’s discretion. While such minimum number of parent/guardian opportunities is mandatory, schools are encouraged to report to and solicit involvement by parents/guardians in students’ progress regularly throughout the year.