

## Policy 5121: Grades/Evaluation Of Student Achievement

The ~~Board of Education~~ **Governing Board** believes that grades serve a valuable instructional purpose by helping students and parents/guardians **identify** ~~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 **achievement**. ¶

~~The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation. (Education Code 49066)~~ ¶

~~Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.~~ ¶

~~Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios~~ **academic performance**.

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.

A teacher shall base a student's grades solely on the quality of the student's academic work and **his/her their** 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.

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, **he/she they** shall be given full credit for subsequent satisfactory completion of the assignment or assessment **within a reasonable period of time, which shall be communicated in advance to the students.**

A teacher may assign a failing grade to a student who has           (fill in number)           five (5) or more unexcused absences during the grading period.

Students in grades   K-3 shall receive progress reports at the end of each grading period rather than letter grades.

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 ~~grades~~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.

~~Students in grades K-3 shall receive narrative evaluations rather than letter grades in order to give parents/guardians more information about their children's developmental levels and also promote students' self-esteem and experiences of success.¶¶~~

#### ~~Unexcused Absences¶¶~~

~~If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.¶¶~~

~~Five (5) unexcused absences per grading period shall constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es).¶¶~~

#### ~~Grade Point Average (GPA)~~

A report card for a student with a disability may contain information about   his/her their 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.

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

The Superintendent or designee shall ~~recommend to the Board~~determine the methodology to be used in calculating students' grade point ~~averages.~~¶¶

~~The Superintendent or designee shall also recommend to the Board whether extra grade weighting will be assigned for honors courses that are substantially similar in depth, breadth and rigor to an Advanced Placement course.¶~~

average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to **Advanced Placement, International Baccalaureate**, honors, and/or concurrent postsecondary courses.