

6.18 GRADING AND REPORTING STUDENT PROGRESS

Student grades serve to provide a permanent record and measurement of academic growth. Assigning grades give the assurance of a consistent and fair evaluation of achievement, and serve as a basis for communication among parents, students, and teachers. Therefore, teachers should grade carefully and be able to justify every grade given.

Goals of the Grading System

- A. To set appropriate standards of performance.
- B. To be accountable for individual differences in cognitive style, motivation, and academic ability.
- C. To provide workable guidelines for teachers.
- D. To provide clear and understandable information to the student and parent.
- E. To incorporate authentic and performance based assessments that take into account the whole child.

Purposes of Grading

- A. To establish a permanent record of student achievement.
- B. To assess student strengths and weaknesses.
- C. To aid in making informed educational and career decisions.
- D. To provide information to the students, parents, teachers, and administration.
- E. To provide special study and/or remediation.
- F. To measure outcomes of instruction.
- G. To provide material for research.

Academic Achievement

The philosophies of the Board concerning academic achievement and students' social growth and development are based on the premise that students have diverse capabilities and individual patterns of growth and learning.

The Board believes that it is important that teachers have extensive and accurate knowledge of each student in order to assess his/her growth. Sharing information among parent(s), teacher and student is essential.

The Board supports staff efforts to find better ways to measure and report student progress and directs the establishment of a system of reporting student progress which:

- A. Includes written reports in grades K to 12 and parent conferences with teachers in grades K to 6 and in grades 7 to 12 as necessary;
- B. Informs parents if a child's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
- C. Utilizes various methods of reporting appropriate to grade level and curriculum content; and
- D. Seeks consistency in grading and reporting except when such procedure is inappropriate for certain classes or certain students.