

Madera USD | 5000 | AR 5121 Students

Grades/Evaluation Of Student Achievement

The grading and reporting policies and practices of the District will support the learning process and encourage student success. The purposes for grading and reporting student learning include the following:

~i Main Purposes

Measure what a student knows and is able to do. Communicate student progress and achievement to students and parents. Encourage student growth and progress in learning. Provide parents the opportunity to be involved in the educational process.

~i Secondary Purposes

Evaluate the effectiveness of curricular, instructional, and assessment practices and programs.

Identify students for specific educational paths or programs. Provide incentives for students to learn.

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

(cf. 6020 - Parent Involvement)

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. If the parent/guardian is not notified, a teacher may not give a failing grade for a course. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

Grades for Achievement

Grades for achievement shall be reported each marking period. Grades shall be based solely on the achievement of established standards. Students shall be provided multiple opportunities to demonstrate what they understand and how they can use and apply their knowledge.

To provide parents an opportunity to be involved in the educational process, student progress and achievement will be communicated through the quarterly distribution of report cards. In addition, student progress reports shall be distributed at the conclusion of the 4th and 13th week of each semester according to the District calendar.

In order to maintain accurate student specific records detailing the quality and mastery of course content and District standards for each reporting period, teachers shall enter grades into the District electronic reporting system a minimum of once per week.

To provide students and parents ongoing access to monitor student progress and academic achievement, each site administrator will ensure that all parents receive their personal login information to the District electronic reporting system within the first three (3) weeks of the start of school.

For grades K-8, grades will address the following core areas every reporting period: Reading/language arts, English language development, mathematics, science, social science, and physical education.

For Kindergarten, academic grades shall be reported each reporting period for Reading/language arts, English language development, and mathematics using the following scale:

O (90-100%) Outstanding

S (73-89%) Satisfactory

N (60-72%) Needs Improvement

U (0-59%) Unsatisfactory

For grade 1, academic achievement shall be reported each reporting period for Reading/language arts and mathematics using the following scale:

A (90-100%) Outstanding Achievement

B (80-89%) Above Average Achievement

C (70-79%) Average Achievement

D (60-69%) Below Average Achievement

F (0-59%) Little or No Achievement

For grade 1, academic grades shall be reported each reporting period for all other subjects using the following scale:

O (90-100%) Outstanding

S (73-89%) Satisfactory

N (60-72%) Needs Improvement

U (0-59%) Unsatisfactory

For grades 2-8, academic achievement shall be reported each reporting period for all subjects using the following scale:

A (90-100%) Outstanding Achievement 4.0 grade points

B (80-89%) Above Average Achievement 3.0 grade points

C (70-79%) Average Achievement 2.0 grade points

D (60-69%) Below Average Achievement 1.0 grade points

F (0-59%) Little or No Achievement 0 grade points

For grades 9-12, academic achievement shall be reported each reporting period for all subjects using the following scale:

A (90-100%) Outstanding Achievement 4.0 grade points

B (80-89%) Above Average Achievement 3.0 grade points

C (70-79%) Average Achievement 2.0 grade points

D (60-69%) Below Average Achievement 1.0 grade points

F (0-59%) Little or No Achievement 0 grade points

I Incomplete 0 grade points

In lieu of an automatic "zero" or "F", each school shall establish alternatives and/or consequences to allow opportunities for students to improve or make up assignments and/or grades for:

-i Missing/Incomplete assignments (classroom/homework)

-i Poor performance ("zero" or "F")

Teachers in grades K-6 shall adhere to following criteria and scale in the assignment of effort marks:

Criteria:

-i Completion of work (class/home)

-i Quality of work

-i Participation in class

-i Level of student motivation

Scale:

O Outstanding

S Satisfactory

N Needs Improvement

U Unsatisfactory

Advanced Placement/Honors Courses (High School Level)

In recognition of the more rigorous nature and extra work that Advanced Placement and Honors courses require, students receiving a grade of A, B, C, or D in those courses shall receive extra grade weighting as follows:

- A (90-100%) Outstanding Achievement 5.0 grade points
- B (80-89%) Above Average Achievement 4.0 grade points
- C (70-79%) Average Achievement 3.0 grade points
- D (60-69%) Below Average Achievement 1.0 grade points
- F (0-59%) Little or No Achievement 0 grade points

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

In grades 1-12, teachers shall adhere to the following category weights in the calculation of student grades:

- i Tests & Assessments 45%
- i Classroom Assignments & Projects 45%
- i Homework 10%

Grades and credits will be made available to continuing students on the basis of the following:

- i Credits are posted on transcripts at the end of each semester. (fall, spring, & summer)
- i 2.5 credits can be earned at the completion of each quarter
- i 5.0 credits can be earned at the completion of each semester.

All students, including foster youth, transferring from the Madera Unified School District to another school district shall receive the grade, which the teacher assigns to the student as of the date of withdrawal.

- i Credits at the secondary level shall be assigned according to the time the student has been enrolled. One half credit shall be awarded for each nine days of enrollment.

(cf. 6173.1 - Education for Foster Youth)

Behavior, effort, and attendance shall be communicated through teacher comments on the progress report and report card.

Extra credit opportunities shall be aligned and relevant in demonstrating mastery of subject or course content standards.

Consideration of Trends in Student Learning to Measure Achievement Teachers shall consider trends when evaluating the quality of student learning. When determining grades, a teacher shall consider the "body of evidence" and use the most consistent level of achievement, with an emphasis on the most recent performance.

When a student finishes a grading period demonstrating high quality achievement, which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the

beginning need not compensate for a downward trend in achievement.

Grades for College Courses

When the District has approved a student to receive District credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Physical Education

Student performance in physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

(cf. 6142.7 - Physical Education)

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

(cf. 6142.7 - Physical Education)

Honor Roll

Each school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C. Schools may have levels of student recognition, such as Honor Roll, Principal's Honor Roll, or High Honors if desired.

Pass/Fail Grading

The Superintendent or designee may identify courses or programs, for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Effect of Absences on Grades

When a student's work is not finished due to illness or other excused absence, an "Incomplete" mark shall be assigned. Students in this case, will have six (6) weeks to resolve the "Incomplete" mark.

Teachers who withhold class credit because of excessive unexcused absences shall inform students

and parents/guardians at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the District's policy regarding excessive unexcused absences.

The student and parent/guardian shall have a reasonable opportunity to explain the absence. (Education Code 49067)

The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

(cf. 5113 - Absences and Excuses)

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school.
2. A verified court appearance or related court-ordered activity.

(cf. 6173.1 - Education for Foster Youth)

Repeating

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course.

The highest grade received shall be used in determining the students overall grade point average (GPA).

Withdrawal from Classes

A student who withdraws from a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who withdraws from a course after the first six weeks of the semester shall receive an F grade on his/her permanent records, unless otherwise decided by the principal or designee because of extenuating circumstances.

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade points assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Co-curricular Activities)

Regulation MADERA UNIFIED SCHOOL DISTRICT

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