

## **INSTRUCTION**

### Grading and Progress Reports

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the district's responsibility to keep parents and guardians informed of student welfare and progress in school. The board recognizes that grading is an important tool in reporting, and also can help motivate students to become better self-evaluators. Further, the board believes grading practices should strive for accuracy, provide an environment of fairness and equity, increase student confidence, and provide hope for students to meet learning goals and standards.

The primary objective of reporting student progress is to, as accurately as possible, inform each student and their parent/guardian of the student's progress toward established learning goals and standards.

The district will issue grades and written or electronic progress reports, and provide opportunities for parent conferences to serve as a basis for continuous evaluation of the student's performance and to help in determining changes that should be made to affect improvement. These written and verbal reports will be designed to provide information that will be helpful to the student, teacher, counselor and parent.

Educational goals and standards have been established against which student performance should be assessed. The building principal and teachers are accountable for the use of sound evidence and good judgment in evaluating progress toward these goals and standards. Semester grades are determined by criterion-referenced i.e., absolute standards (national, state, district, course, and grade level standards). This means there should be no norm-referencing or use of a bell curve to assign grades.

At the fall elementary K-5 parent/teacher conferences, teachers will share information with parents about grade level expectations and collaboratively set goals for students based on student assessment results and classroom performance. The midyear report card will share information on student progress toward meeting grade level expectations. In the spring if students are not on track to meet grade level expectations, the teacher will invite the parent to a targeted conference to discuss the students' progress toward meeting the grade level learning expectations. The only exception to having the spring conference at this time would be if the teacher had already met with the student's family to discuss these concerns in a separate conference.

A secondary purpose in evaluating and reporting student progress is to establish a written record of achievement for all students.

The superintendent will establish a system of reporting student progress and will require all staff members to comply with such a system as part of their teaching responsibility.

On a schedule determined by the Director of Special Education, special education students will receive in addition to the report card a progress report outlining the student's progress toward their Individualized Education Program (IEP) goals. All students, except those students who take the WA-AIMS, will receive a report card that indicates their progress toward meeting grade level expectations.

The district will comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points will be reported for each term; individually and cumulatively.

1. At the beginning of each term, each teacher will specify in writing the student learning goals and standards for their respective courses including criteria for grading.
2. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, such as music or physical education, an alternative assignment will be provided that aligns with the learning goals of the activity missed. If an absence is unexcused, a student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent. Students who feel that attendance or tardiness factors have been unfairly applied, may appeal to the principal to determine a resolution.

A student's transcript/diploma may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the transcript/diploma will be released. The student or their parents may appeal the imposition of a charge for damages to the superintendent and board of directors.

Cross References:	Policy 3122 Policy 3520	Excused and Unexcused Absences Student Fines, Fees and Charges
Legal References:	RCW 28A.150.240(2g)  RCW 28A.635.060  RCW 28A.600.030 WAC 392-400-235 WAC 180-44-010  WAC 392-415  WAC 392-210	Certificated teaching and administrative staff as accountable for classroom teaching - Scope - Responsibilities - Penalty Defacing or injuring school property - Liability of parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected Grading policies - Option to consider - Attendance Discipline - Conditions and limitations Regulatory provisions relating to RCW 28A.04.120(6) and 28A.58.101 - Responsibilities related to instruction Secondary Education – Standardized high school transcript Student testing and evaluation - Washington State Honors Award Program

**Date: 2/27/84; 3/24/97; 6/24/98; 10/15/02; 11/22/04; 11/26/07; 5/21/20.**