

GRADING SYSTEMS

The Board believes students will respond more positively to the opportunity for success than to the threat of failure. The District will seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It will emphasize achievement in its processes of evaluating student performance.

The administration and professional staff will devise grading systems for evaluating and recording student progress. The records and reports of individual students will be kept in a form which is understandable to parents as well as teachers.

The Board will approve the grading and reporting systems as developed by the faculty, upon recommendation of the Superintendent.

The Board recognizes that any grading system, however effective, is subjective in nature; therefore, there are fundamental principles which must guide all instructors in the assignment of marks and achievement.

1. The achievement mark in any subject should represent the most scientific estimate by the teacher of the achievement of the individual in the subject as related to his group and his individual natural ability. A variety of evaluation measures will be used and accurate records shall be kept to substantiate the grade given.
2. Each individual must be given every reasonable consideration. An individual should not receive a failing grade unless he has not met state course/grade-level minimum requirements.
3. Overall grades shall be used to motivate students. Poor or failing grades should trigger a variety of instructional and intervention activities to assist the student to achieve better grades.

Student grades entered on report cards or permanent records will not be altered or changed prior to consultation with the teacher or teachers awarding the grade in question.

[Adoption date: August 6, 1991]

LEGAL REF.: State Board of Education Minimum Standards 3301-35-02(B) (4)