

The evaluation of pupil progress is the continuing responsibility of each professional staff member and requires the highest professional skill.

The grading scale district-wide shall be as follows:

<b>PERCENTAGE</b>	<b>LETTER GRADE</b>	<b>GRADE POINT</b>
90-100	A	4
80-89	B	3
70-79	C	2
60-69	D	1
00-59	F	0

In lieu of the approved grading scale, the use of alternative rating/grading scales may occur only with the approval of the superintendent.

Grading standards shall conform to the following Board guidelines:

- Official reporting of grades shall be on a nine-week basis for grades K-12, with progress reports occurring at least every 4½-weeks.
- Grades shall reflect a student's progress toward mastery of the content standards of a course/curriculum.
- Grades shall not be used to impose personal bias, nor should they be used in a discriminatory or unfair manner; nor shall they be used as a means of punishment.
- Teachers shall maintain current and accurate records which reveal how they have determined each student's grades.

For all courses offered at the secondary level (grades 7-12), a final exam shall be taken by every student in order to earn credit for the course. Grades earned by students on final exams shall be averaged with daily/weekly grades to determine the final grade. The final exam shall constitute a minimum of twenty (20) percent and a maximum of thirty three (33) percent of student's final grade.

It is essential that students' progress in school be fully communicated to their parents. Each school will report students' progress to the students and to their parents or guardians as appropriate. The reports will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual students. The superintendent must approve progress report forms and report cards in accordance with this policy.

The following specific requirements are established:

- Parents will be informed regularly, and at least four (4) times per year, as to the progress their children are making in school, via formal report cards.
- Parents will be additionally informed, via informal progress reports, at least once during each grading period, as to their children's progress in school.

- **Parents will be notified and consulted immediately when a student's performance or attitude becomes unsatisfactory, shows marked or sudden deterioration, or will result in course failure if not corrected.**
- **Insofar as possible, distinctions will be made between a student's attitude and academic performance.**
- **At comparable levels, the school shall have consistency in grading and reporting except as this is inappropriate for certain classes or certain students.**
- **When grades are reported, school staff members will explain to parents as needed the meaning of marks and symbols as they apply to student achievement.**
- **When no grades are reported but evaluation is made informally in terms of the student's own progress, such evaluation will be a realistic appraisal of the skills developed, and knowledge acquired, by the student.**
- **Reports of progress for students qualified for services under the Individuals With Disabilities Education Act (IDEA) shall be based upon their progress in the general curriculum and shall address whether the progress is sufficient to enable the student to achieve the goals stated in the student's individualized educational program (IEP).**

**A parent shall be notified no later than the end of the second grading period if their child is failing to make adequate yearly progress, or is otherwise in danger of failing and being retained at grade level. A conference shall be held to discuss possible remediation programs available to assist the student in raising his/her achievement in school. A referral to the school's Student Assistance Team shall be made as needed.**