

ACADEMIC ACHIEVEMENT
GRADING/PROGRESS REPORTS TO PARENTS

EIA
(LOCAL)

METHOD OF REPORTING The District shall report grades to parents each six weeks. The report shall also include the number of times the student has been absent and a conduct grade. Parents are to sign and return the grade report to the District.

THREE-WEEK REPORTS At the end of the first three weeks of a grading period, the District shall provide a notice of progress to the parent or guardian of a student whose grade average in any class is lower than 70 or whose grade average is deemed borderline. The notice shall require the signature of the parent and be returned to the District.

The District shall make this information available to the sponsors of extracurricular activities in which the student participates. The notice shall stipulate that the student will have the remainder of the six-week period to bring the grade up to 70 or above and that the student will be suspended from extracurricular activities if the grade is not brought up to that point by the end of the six-week period. The District may require any student whose mid-reporting period grade average is below 70 or borderline to attend tutorial sessions. [See also EHBC and FM]

If a student's level of achievement for the grading period is below the level required for course credit or grade-level advancement, the notice shall state the need for a conference between the appropriate teacher and the parent. Teachers shall advise parents in the notice whether students are recommended or required to attend tutorials in the subsequent six-week grading period. [See EHBC]

GRADING SCALES Reporting student progress in prekindergarten through grade 1 will adhere to grading guidelines for academic and social progress as outlined in the Elementary School Grading and Reporting Procedures Handbook.

 PREKINDERGARTEN, KINDERGARTEN, AND GRADE 1

 GRADES 2-12 The District shall use the following conversion table for reporting grades in grades 2-12:

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
69 or below	=	Failing

RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS The District shall determine instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

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Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course.

GUIDELINES FOR
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

ACADEMIC
DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

RECORDING FAILING
GRADES

The District shall record a 50 in the permanent record for any average numerical grade that is lower than a 50. The principal may approve recording a grade lower than a 50 in certain circumstances.

PARENT
CONFERENCES

At least once a year each campus shall schedule parent conferences to discuss student progress.