

Relation to Essential Knowledge and Skills

The District shall establish 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.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each 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 a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.

District Guidelines

All grading guidelines, including requirements for homework, late-work, and redo/retest opportunities, shall be consistent by grade or course in each school, and when possible or appropriate, shall be consistent Districtwide.

The grading guidelines for each course, including the retake/redo procedures, shall be provided to students and parents at the beginning of every school year.

When calculating a six-week average at the secondary level, no single assignment or assessment grade shall count more than 30 percent of the total average, and no two assignments or assessment grades shall count for more than 50 percent of the total average, regardless of the grade category. Major projects may comprise more than one assignment.

Campus Guidelines

Unless recommended by the Superintendent and approved by the Board, individual campuses shall not implement unique grading systems that differ greatly from other district schools of the same level.

Without such approval, new campus grading systems shall not be implemented that affect external factors such as grade point average (GPA), rank in class, scholarship opportunities, or college admissions.

Redo / Retake

Consistent with campus grading guidelines, a classroom teacher shall provide students a reasonable and fair opportunity to retake or redo failing work according to the guidelines developed for their campus course/grade level. [See EIA(REGULATION)]

Progress Reporting	Except for dual credit courses, grade reports shall be issued every nine weeks at elementary schools and every six weeks at secondary schools. Performance shall be measured in accordance with this policy and the standards established in EIE.
Interim Reports	Interim progress reports may be issued at the teacher's discretion; however, notice of a student's consistent unsatisfactory performance shall be issued in accordance with law.
Conferences	A teacher shall request a conference with a student's parents at the end of each progress reporting period if the student's grade falls below 70. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
Academic Dishonesty	A student 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.