

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 the student's performance indicates the level of mastery of the designated District objectives.

Purposes of Grades The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning. A secondary purpose for grades is to provide teachers with information for instructional planning.

Grading Philosophy In order to achieve the purposes of grading, a student's grades shall be based solely on mastery of the curriculum and shall provide support for the learning process.

Guidelines for Grading The Superintendent or designee shall ensure that the District 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. Guidelines for grading shall be clearly communicated to students and parents.

Guidelines regarding grading shall be addressed in District grading procedures.

Grading Scales
Pre-K Through Grade 1 Reporting student progress in prekindergarten–grade 1 shall adhere to grading guidelines for academic and social progress as outlined in the District grading procedures.

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

Progress Reporting The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE. The report shall also include the

number of times the student has been absent as well as a grade for student conduct.

Interim Reports

Interim progress reports shall be generated for all students on the Friday of the third week during each six-week grading period. Supplemental progress reports may be issued at the teacher's discretion. The student may be required to attend tutorial sessions. Notice shall also be sent to the coach or sponsor of an extracurricular activity in which the student participates.

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 as to whether their student is recommended or required to attend tutorials in the subsequent six-week grading period. [See EHBC]

Conferences

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 disciplinary penalties in accordance with the Student Code of Conduct.