

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Board of Education believes that grades serve a valuable instructional purpose by helping students and parents/guardians *understand performance expectations and identifying* identify the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's achievement.

*(cf. 5020 – Parent Rights and Responsibilities)
(cf. 5125.2 – Withholding Grades, Diploma or Transcripts)*

The Superintendent or designee shall establish a uniform grading system that shall be applied to all students in that course and grade level. Teachers shall inform students and parents/guardians how academic performance will be evaluated in the classroom.

(cf. 0410 – Nondiscrimination in District Programs and Activities)

A teacher shall base a student's grades solely on the quality of the student's academic work and his/her mastery of course content based on district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, including, but not limited to, tests, projects, portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.

*(cf. 6011 – Academic Standards)
(cf. 6162.5 – Student Assessment)*

Whenever a student misses an assignment or assessment due to either an excused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

*(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 6154 – Homework/Makeup Work)*

Students in grades K-3 shall receive progress reports at the end of each grading period rather than letter grades.

At all grade levels, report cards may include reports of student progress of specific academic standards applicable to the course and grade level.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or sample of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

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A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's process or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 5125 – Student Records)

(cf. 6159 – Individualized Education Program)

(cf. 6164.6 – Identification and Education Under Section 504)

A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy and administrative regulation. (Education Code 49066)

(cf. 5125.3 – Challenging Student Records)

Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

(cf. 6011 – Academic Standards)

(cf. 6162.5 – Student Assessment)

Grades should be placed on impartial, consistent observation of the quality of the student's work and his/her mastery of course content standards and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests, and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas.

Students in grades K-3 shall receive progress reports rather than letter grades.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform

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~~postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.~~

~~(cf. 5125 - Student Records)~~

~~(cf. 6159 - Individualized Education Program)~~

~~(cf. 6164.6 - Identification and Education Under Section 504)~~

Effect of Absences on Grades

~~If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.~~

~~(cf. 6154 - Homework/Makeup Work)~~

Grade Point Average

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, *International Baccalaureate*, honors, and/or concurrent postsecondary courses.

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Legal References:EDUCATION CODE

~~41505-41508 Pupil Retention Block Grant~~

~~48070 Promotion and retention~~

~~48205 Excused absences~~

~~48800-48802 Enrollment of gifted students in community~~

~~college 48904-48904.3 Withholding grades, diplomas, or~~

~~transcripts 49066 Grades; finalization; physical education class~~

~~49067 Mandated regulations regarding pupil's achievement~~

~~49069.5 Students in foster care, grades and credits~~

~~51242 Exemption from physical education based on participation in interscholastic athletics~~

~~69432.9 Cal Grant program; notification of grade point average~~

~~76000-76002 Enrollment in community college~~

CODE OF REGULATIONS, TITLE 5

~~10060 Criteria for reporting physical education achievement, high schools~~

~~30008 Definition of high school grade point average for student aid eligibility~~

UNITED STATES CODE, TITLE 20

~~1322g Family Education Rights and Privacy Act (FERPA)~~

~~6101-6251 School-to-Work Opportunities Act of 1994~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~99.1-99.67 Family Educational Rights and Privacy Act~~

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Management Resources:

CSBA PUBLICATIONS*Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016***U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE***Report Cards and Transcripts for Students with Disabilities, October 17, 2008*CDE PUBLICATIONSAiming High: High Schools for the 21st Century, 2002Taking Center Stage: A Commitment to Standards-Based Education for California's Middle GradesStudents, 2001

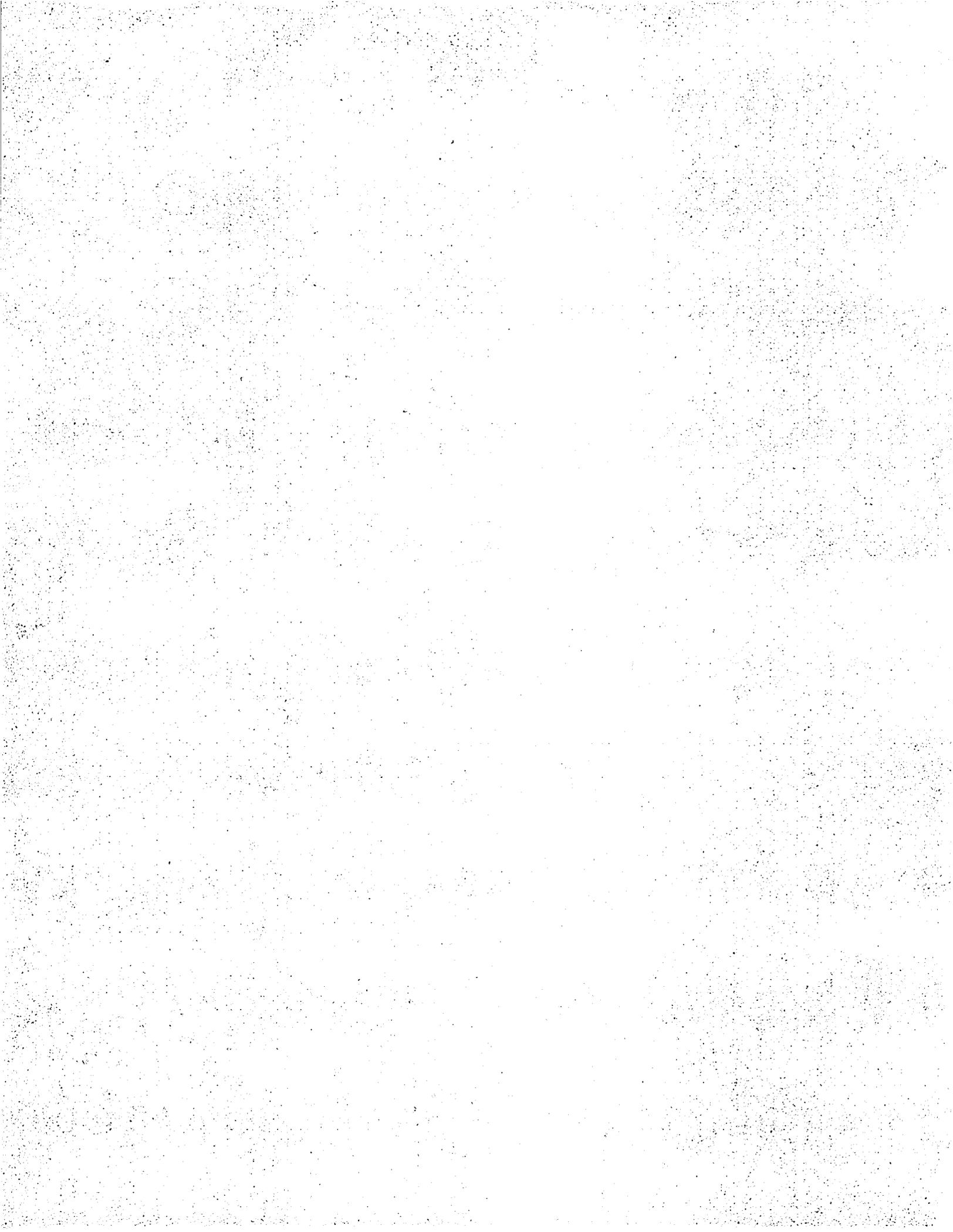
Management Resources: (continued)

Elementary Makes the Grade!, 2001U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCEReport Cards and Transcripts for Students with Disabilities, October 17, 2008WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>California Student Aid Commission: <http://www.csac.ca.gov>U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>*Policy amended: May 22, 2020*

Policy amended: October 15, 2009

Policy amended: March 5, 2009

Policy adopted: June 7, 2001



GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

~~Written report~~ *Report* cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

(cf. 6020 - Parent Involvement)

Grades for Achievement

~~Criteria for determining grades for achievement may include but are not limited to:~~

- ~~1. Preparation of assignments, including accuracy, legibility and promptness~~
- ~~2. Contribution to classroom discussions~~
- ~~3. Demonstrated understanding of concepts in tests~~
- ~~4. Application of skills and principles to new situations~~
- ~~5. Organization and presentation of written and oral reports~~
- ~~6. Originality and reasoning ability when working through problems~~

~~Because of the more rigorous nature of Advanced Placement, International Baccalaureate, and honors courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:~~

- ~~A Outstanding Achievement 5.0 grade points~~
- ~~B Above Average Achievement 4.0 grade points~~
- ~~C Average Achievement 3.0 grade points~~

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

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For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

Grades for Academic Performance

For grades K-3, students' level of progress for each grading period shall be reported as follows:

O - Outstanding

S - Satisfactory

N - Needs Improvement

For grades 4-12, grades for academic performance shall be reported for each grading period as follows:

A (90-100%) Outstanding Achievement 4.0 grade points

B (80-89%) Above Average Achievement 3.0 grade points

C (70-79%) Average Achievement 2.0 grade points

D (60-69%) Below Average Achievement 1.0 grade points

F (0-59%) Little or No Achievement 0 grade points

I - Incomplete 0 grade points

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A (90-100%) Outstanding Achievement 5.0 grade points

B (80-89%) Above Average Achievement 4.0 grade points

C (70-79%) Average Achievement 3.0 grade points

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

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(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

Grades in Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066) ~~Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests.~~

(cf. 6142.7 - Physical Education and Activity)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. *(5 CCR 10060)*

(cf. 6142.7 - Physical Education)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade.

(cf. 6145.2 - Athletic Competition)

~~Students in grades 7 through 12 must earn at least a 2.0 or C grade point average in order to participate in extra/co-curricular activities.~~

(cf. 6145 - Extracurricular and Co-curricular Activities)

~~Criteria for determining grades for effort may include but are not limited to:~~

- ~~1. Student takes responsibility for having necessary tools and materials~~
- ~~2. Student shows interest and initiative~~
- ~~3. Student goes to work immediately, and completes assignments~~
- ~~4. Student uses free time resourcefully~~

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Grades for College Courses

When the District has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Citizenship and Effort

Any grades assigned Grades for citizenship *or work habits, such as* and effort *or student skills,* shall be reported each marking period as follows:

- O - Outstanding
- S - Satisfactory
- N - Needs Improvement
- U - Unsatisfactory

Honor Roll

~~Each school shall post an Honor Roll. All courses except Pass/Fair shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.0 or better.~~

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

~~Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.~~

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive an F grade shall not receive credit for taking the course.

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Peer Grading

At their discretion, teachers may use peer grading of student tests, papers and assignments as appropriate to reinforce lessons.

(cf. 5125—Student Records)

Repeated Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. *Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).*

~~Both grades received will be entered on the student's transcript. Elective credit shall be assigned to the lower of the two grades. The two grades shall be averaged in determining the student's overall grade point average.~~

Withdrawal from Classes

A student who drops a course during the first six weeks of the *grading period* semester may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the *grading period* semester shall receive a ~~W/F~~ *F* grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences. ~~When an unexcused absence occurs, the student and parent/guardian shall be notified and informed of the district's policy regarding excessive unexcused absences. The student and parent/guardian shall have the reasonable opportunity to explain the absence. (Education Code 49067)~~

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

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~~If the absence is not verified as excusable within 10 days, it shall be recorded as unexcused. The person receiving any explanation of the absence by the parent/guardian shall make a record of this explanation and the date when it was given.~~

If a student receives a failing grade because of unexcused absences, school records shall specify that the grade was given because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent *for any reason specified in Education Code 49069.5*. ~~from school due to either of the following circumstances: (Education Code 49069.5)~~

(cf. 6173.1 - Education for Foster Youth)

- ~~1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school~~
- ~~2. A verified court appearance or related court-ordered activity~~

(cf. 6173.1 - Education for Foster Youth)

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade *point* points assigned to each letter grade in accordance with the scale described in the section "Grades for *Academic Performance*" Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. *Pass/Fail grades shall not be included in the determination of a student's GPA.*

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

Regulation amended: May 22, 2020

Regulation amended: May 17, 2012

Regulation amended: October 15, 2009

Regulation amended: March 5, 2009

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