

# **Dublin USD**

## **Administrative Regulation**

### **Grades/Evaluation of Student Achievement**

AR 5121  
**Students**

Students shall be given multiple attempts at mastery of course content standards. These attempts shall include multiple unit assignments and quizzes that assess student learning and may include test retakes.

Systems shall be in place to ensure students successfully complete essential course work, so that students may avoid receiving zeros for missing course work. Each school site, using Response to Intervention models, will develop and implement a support & intervention system.

In grade evaluation, teachers are encouraged to consider students' later performances (for instance a final), if they reflect mastery of previous curriculum. However, teachers are discouraged from giving one "high stakes" test that substantially lowers a semester grade (such as a final worth more than 30% of the grade).

Rubrics should be used to determine individual grades for group work.

Extra credit and bonus points shall be standards based and/or relevant to the course of study.

Student mastery can be demonstrated by class work, portfolios, labs, papers, oral and written performances, projects, teacher observation, and quizzes and tests. Factors that demonstrate student mastery should be emphasized in determining grades.

Skills-practice homework should not impact a student's grade by more than one (1) letter grade in either direction.

(cf 6011 – Academic Standards)

Curriculum, homework, and grading will be coordinated, consistent, and aligned among grade-level and course-level teams.

The principal and staff at each site will develop, publish, and annually review a school-wide homework and grading plan. Plans will, where appropriate, be coordinated and consistent among grade levels at other schools.

District office staff will create a school-site grading template for school sites to fill out. Plans will be reviewed annually by district-office staff.

The plan shall reflect research-based best practices and identify guidelines for:

- a) Consistencies within courses and departments
- b) How much tests and other grading factors are worth per course, department, or grade level

- c) The maximum percentage that non-academic factors can affect course grades
- d) Course advancement prerequisites
- e) Homework feedback and accountability
- f) Communication with students, parents/guardians, and teachers

(cf 6154 – Homework/Make-up Work)

(cf6020 – Parent Involvement)

Grades 6-12 will use a common 10-percentage-point scale as outlined in the default grading scale in Infinite Campus, ie: 80, 81, 82 = B-; 83, 84, 85, 86 = B; 87, 88, 89 = B+. Course grades will be rounded up at 0.50 and above.

Teachers and administrators in grades K-5 will continue to work collaboratively to develop and adopt a revised rubric system that gives parents/guardians more information about their children's developmental levels and also promotes students' self-esteem and experiences of success.

(cf. 5125 - Student Records).

All Honors and Advanced Placement courses will receive GPA weighting as consistent with UC course approval.

(cf. 6141.5 – Advanced Placement)

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Adopted: March 25, 2014

DUBLIN UNIFIED SCHOOL DISTRICT  
Dublin, California