

GRADES / EVALUATION OF STUDENT ACHIEVEMENT

BP 5121

Note: The following sample policy may be revised as desired.

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. 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.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort shall be reported in separate evaluations, not in his/her academic grade.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

Note: The following optional paragraph requires performance or skill-based evaluations rather than letter grades for children in the early elementary grades and may be revised as desired to reflect district philosophy and needs.

In order to promote self-esteem and experiences of success, students in kindergarten through third grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

Unexcused Absences

Note: The following optional policy authorizes teachers to modify grades for students who have excessive unexcused absences and may be revised or deleted as desired. While the use of academic penalties for truancy is probably permissible, districts must bear in mind that academic penalties are a severe form of sanction with the potential for permanent harm. In adopting such a policy, several precautions should be followed. First, the school policy must be applied fairly and consistently among students; there should be no question about arbitrary or capricious enforcement. Second, the severity of the academic penalty should correspond to the gravity of the offense. Third, students should be warned ahead of time of all requirements and consequences pertaining to the use of academic penalties. Finally, students should be accorded due process before penalties are consummated, including an opportunity for the student to explain his or her conduct.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which his/her missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

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Students

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