

**7–8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT**

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians 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 each individual student's achievement.

*(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*

Teachers shall evaluate a student's work in relation to the standards that apply to all students at their 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.

Grades shall be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and learning targets. Students shall have the opportunity to develop this mastery through a variety of channels such as classwork, homework, formative assessment, and portfolios. Determinations of student proficiency will be based upon a variety of summative classroom assessments administered during a grading period. 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.

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 and mastery of specific skills and subcategories of achievement.

Behavior, effort, attendance, classroom participation, and homework shall be evaluated and reported separately, not as part of the student's 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)*

**Unexcused Absences**

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

**7-8 GRADES/ EVALUATION OF STUDENT ACHIEVEMENT (continued)**

Students with excessive unexcused absences (15 absences per grading period) and who fail to complete course requirements may be given a failing grade. Teachers shall so inform the class and parents/guardians at the beginning of each semester.

*Legal Reference:*

EDUCATION CODE

48070 Promotion and retention

48431.6 Required systematic review

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding pupil's achievement

Johnson v. Santa Monica-Malibu Unified School District Board of Education

(App. 2 Dist. 1986) 224 Cal. Rptr. 885, 179 Cal. App. 3d 593

UNITED STATES CODE, TITLE 20

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

*Management Resources:*

CDE PUBLICATIONS

It's Elementary!, Elementary Grades Task Force Report, 1992

## 7-8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Prior to the start of each school year, every teacher will submit to the Superintendent or his/her designee, a published class syllabus that includes the district standard for evaluating student performance. This syllabus will be available to each student's parent/guardian.

### Grades for Achievement

Grades for achievement shall be reported each grading period as follows:

<b>Advanced (4)</b>	The student consistently meets and often exceeds the standard as described by the grade-level <i>key indicators</i> *. The student, <u>with relative ease</u> , grasps, applies, and extends the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled <b>advanced (4)</b> .
<b>Proficient (3)</b>	The student regularly meets the standard as described by the grade level <i>key indicators</i> . The student demonstrates proficiency in the vast majority of the grade level key indicators. The student, <u>with limited errors</u> , grasps and applies the key concepts, processes, and skills for the grade level. The student's work is comparable to the student models and rubrics that are labeled <b>proficient (3)</b> .
<b>Basic (2)</b>	The student is beginning to, and occasionally does, meet the standard as described by the grade level <i>key indicators</i> . The student is beginning to grasp and apply the key concepts, processes, and skills for their grade level, but <u>produces work that contains many errors</u> . The student's work is comparable to the student models and rubrics that are labeled <b>basic (2)</b> .
<b>Below Basic (1)</b>	The student is not meeting the standard as it is described in the <i>key indicators</i> for this grade level. The student is working on key indicators that are <u>one or more years below grade level</u> . The student's work is comparable to the student models and rubrics that are labeled <b>below basic (1)</b> .

*\*Key Indicators refer to specific benchmarks for essential standards as clarified on district rubrics.*

**7-8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

Final grades for each grading period will be represented by a rubric average computed from standards mastery scores. Performance will be evaluated as:

- Advanced (3.7 - 4.0) – Exceeds grade level standards
- Proficient (3.0 – 3.6) – Meets grade level standards
- Basic (2.3 – 2.9) – Approaching grade level standards
- Below Basic (0 – 2.2) Not at grade level standard

Final grading period marks will not be cumulative and will be based solely on standards mastery for the grading period.

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

At the secondary (7-12) level, parents will be notified every six (6) weeks, regardless of the academic status for each academic class.

1. Grading procedures shall be related directly to stated learning goals.
2. Criterion-referenced standards shall be used to distribute grades and marks.
3. a. Individual achievement of stated learning goals shall be the only basis for grades.
- b. Effort, participation, attitude, and other behaviors shall not be included in grades but shall be reported separately.
- c. Late work shall be handled as follows:
  - (1) Teachers may set due dates and deadlines for all marked work that will be part of a student grade.
  - (2) Teachers should establish the consequences for late work, such as:
    - after school follow-up
    - make-up responsibility within a supervised setting
    - parent contact
    - notation for each assignment which is late
    - “marks” on the citizenship section of the report card
    - comments on the report card that reflect chronic lateness
  - (3) Teachers may exempt students from penalties for reasonable cause.
  - (4) Teachers should ensure that penalties (if used) do not distort achievement or motivation.

**7- 8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

- d. Absences shall be handled as follows:
  - (1) Students shall not be penalized solely for absence.
  - (2) Absent students shall be given make-up opportunities for all missed summative assessments (marked work that will be part of student grades) without penalty.
  
- e. Incomplete work shall be handled as follows:
  - (1) Work that is not submitted will be identified as **I** (incomplete). **Zeros** are not part of rubric score and will not be used.
  - (2) Students are expected to complete all required work and will be given opportunities to do so.
  - (3) In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded shall be an **IE/I** for **Insufficient Evidence/Incomplete**.
  
- 4. a. Teachers shall mark and/or provide corrective feedback on formative assessment.
- b. Scores from formative assessment shall not be included in grades.
- c. Scores from summative assessments only shall be included in grades.
  
- 5. a. Where repetitive measures are made of the same or similar knowledge, skills, or behaviors, the more recent score or scores shall replace the previous scores for grade determination.
- b. Second chance (or more) assessment opportunities shall be made available to students; students shall receive the highest, most consistent score, not an average mark for any such multiple opportunities. Students will not receive a reduced score if work is redone.
  
- 6. Rubric scores reported should be a fair reflection of each student's performance.

Teachers shall allow for trends in the quality of student work. When a student finishes a grading period doing high quality work that requires skills acquired throughout the grading period, low grades at the beginning of the grading period shall not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

**7-8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

Criteria for determining grades for achievement:

1. Grading procedures related to learning goals (i.e., local and state content standards).
2. Criterion-referenced performance standards as reference points to determine grades.
3. Valued attributes in grades are limited to individual achievement.
4. Adequate samples of student performance (using a variety of assessment methods).  
Revised student grades as new evidence demonstrates proficiency.
5. Quality assessment(s) and properly recorded evidence of achievement.

**Marks for Citizenship and Effort**

Grades for citizenship and effort shall be reported each grading period as follows:

- |   |                      |
|---|----------------------|
| 4 | Outstanding          |
| 3 | Satisfactory         |
| 2 | Needs to Improvement |
| 1 | Unsatisfactory       |

**Assigning Marks for Non-Academic Factors:**

1. Takes responsibility for classroom behavior. (Shows respect for people and property, shows an interest in learning, is prepared and organized for class)
2. Completes classwork and homework as required. (Shows effort, meets deadlines)

**7- 8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

Criteria for determining marks for citizenship and effort shall include:

FAR BELOW/BELOW BASIC (1)	BASIC (2)	PROFICIENT (3)	ADVANCED (4)
Rarely completes or turns in documents when due.	Occasionally turns in complete or partially completed documents when due.	Turns in completed documents when due.	Submits completed documents on time and shows a willingness to revise and redo assignments to improve score.
Frequently is disrespectful of people and/or property.	Fails to show respect for people and property.	Shows respect for people and property.	Is respectful and helpful to classmates and handles property with care.
Lacks an interest in learning.	Shows moderate interest in learning.	Shows a high interest in learning and a strong work ethic.	Maintains a high interest in learning and is willing to work hard to accomplish difficult tasks or to master difficult concepts.
Is disorganized and unprepared for class.	Fails to always be prepared and organized for class.	Is always prepared and organized for class.	Is well prepared for class and maintains personal organization to ensure that class requirements can be met.
Excessive tardiness and/or absences interfere with academic success.	Irregular attendance and/or frequent tardiness affect academic success.	Attends school and class regularly and on time.	Attends school and class regularly and on time and is willing to work outside of the regular school day to improve performance and master concepts.
Rarely completes or turns in classroom work.	Fails to always complete classroom work.	Classroom work completed in a timely manner.	Completes classroom work in a timely manner and maintains an academic focus in class.

**Honor Roll – Grades 7 and 8**

Each school shall maintain an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must have a rubric average of 3.3 or better.

**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 a reasonable opportunity to explain the absence. (Education Code 49067)

**7-8 GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

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 rubric score below 2.3 because of unexcused absences, that result in the failure to meet class requirements, school records shall specify that the score was given because of excessive unexcused absences. (Education Code 49067)

*(cf. 5113 – Absences and Excuses)*

**Transiency Issues**

For a student enrolled 20 days or more, the teachers of record shall complete a drop slip including grades and conferences with parent/guardian, and shall provide a current progress report as appropriate.

For a student enrolled less than 20 days, the teachers of record shall complete a drop slip, including any pertinent information. The drop slip will indicate “Student was enrolled \_\_\_\_\_ days. No grades given.”

Number of days

For a student who moves after being enrolled for 20 days or more, the teachers of record will complete the district drop slip and provide a current progress report to be placed in the student’s permanent record (CUM) to be sent to the new school.