

Policy

GRADING AND REPORTING

The Passaic Board of Education shall develop a grading policy that supports high expectations for student success based on rigorous curricula aligned to state standards. The Superintendent, in consultation with the instructional staff, shall establish instructional goals that relate to the essential knowledge and skills for grade-level subjects or courses. These goals shall address the skills necessary for successful performance in the next grade or course sequence.

The Passaic Board of Education encourages the certified staff, under the direction of the superintendent, to employ a comprehensive approach to the use of grades in the monitoring student progress. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated district goals as aligned to state standards.

The superintendent, in consultation with the instructional staff, shall develop grading and reporting guidelines to be used across all classrooms, grade levels, and schools in grades PreK-12. The guidelines should be clear, easily understood by parents/guardians and students, and able to be applied with consistency of interpretation.

Principals shall develop procedures to communicate the grading practices and will report student learning progress to parents/guardians and instructional staff.

Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the student's progress toward established goals, and shall be a factor in promotion and graduation decisions.

Testing/Assessment

In addition to testing procedures established in the Assessment of Individual Needs policy, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist students in achieving the state standards for learning;
- B. Measure the needs and progress of individual students;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district students with national or other norms;
- E. Aid in evaluation of programs.

The district testing/assessment program shall embody at least the tests/assessments required by state

GRADING AND REPORTING (continued)

and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, marital status, familial status, pregnancy, pregnancy related disability, gender, gender identity or expression, affectional or sexual orientation, ancestry, national origin, nationality, or social or economic status.

Any requests for surveys, student observations, or student questionnaires must be forwarded through the principal to the superintendent for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the superintendent shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to administration of the survey or observation.

The Board shall maintain an accurate record of each student's performance on statewide assessments in accordance with state code and regulations. The contents of a student's cumulative folder, including individual results of all standardized assessments, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district standardized test results shall be discussed in a public meeting.

Parents/Guardians shall be informed of the district assessment program and of any special tests that are to be administered to their children.

Determining Class Rank

The Board authorizes a system of class ranking, by grade point average, for students in grades nine through twelve. All regular day students shall be ranked together. Class rank will be calculated by the final grade(s) in all subjects. The student's grade point average and rank in class will be entered into the student's academic record.

The superintendent shall oversee the development of procedures for determining class ranking that take into account:

- A. Records of transfer students;
- B. Honors and advanced courses.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties in accordance with the Code of Student Conduct policy. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall

GRADING AND REPORTING (continued)

be based on the judgment of the classroom teacher or supervising professional employee, taking into consideration written materials, observation, or information from students.

Progress Reports

Progress reports may be issued at the mid-point of a marking period by the teacher if a student's performance in any subject is not deemed satisfactory. Progress reports will be required for students in danger of failing a class or classes, in any subject area. All progress reports shall be recorded and communicated using district-approved reporting forms and/or software programs.

Conferences

Parent teacher conferences will be conducted, in accordance with the Reporting to Parents/Guardians policy, to ensure open communication of student progress.

Report Cards

Reports cards shall be issued in accordance with the Reporting to Parents/Guardians policy.

First Reading: July 25, 2016
 Second Reading: August 29, 2016
 Adopted: August 29, 2016

Key Words

Evaluation, Student Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

Legal References: N.J.S.A. 18A:7C-3, -4, -6, -6.2
 students not meeting

Remedial instruction for

graduation standards

N.J.S.A. 18A:11-1

General mandatory powers and duties

N.J.S.A. 18A:35-4.9

Student promotion and remediation, policies and procedures

N.J.S.A. 18A:36-34

Written approval required prior to acquisition of certain survey information from students

N.J.S.A. 18A:54-20

Powers of board (county vocational schools)

N.J.A.C. 6A:7-1.7

Equality in school and classroom practice

N.J.A.C. 6A:8-1.1 et seq.

Standards and Assessments

See particularly:

N.J.A.C. 6A:8-1.3, -4.1, -5.1

N.J.A.C. 6A:16-1.4(c)

District policies and procedures

N.J.A.C. 6A:30-1.1 et seq.

Evaluation of the Performance of School Districts

N.J.A.C. 6A:32-2.1

Definitions

N.J.A.C. 6A:32-7.1

Student Records

GRADING AND REPORTING (continued)

N.J.A.C. 6A:32-12.2 School-level planning

34 CFR 98 - Protection of Student Rights

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Possible

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*5113	Attendance, absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Student records
	*5141.3	Health examinations and immunizations
	*6142.6	Basic skills
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6147	Standards of proficiency

*Indicates policy is included in the Critical Policy Reference Manual.