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|  | Huron School District #2-2 | Code: IKA Student Evaluation/Grading |
| | Policies and Regulations | |

Student Evaluation/Grading

STUDENT EVALUATION/GRADING

Using a variety of assessment methods, teachers shall assess students at appropriate intervals. Information regarding the assessment shall be clearly communicated to students and parents.

GRADING

Grades are defined as symbols, e.g., letters or numbers, and words that communicate the quality of a student's performance or achievement relating to specified academic curriculum standards/outcomes, in addition to attainment of desirable work habits and social behavior. Grades which students receive in coursework should reflect the student's skill level following teaching and assessment.

Building principals and classroom teachers will have the responsibility to provide specific criteria for grading in a course outline/syllabus, to be on file in the principals' offices and/or teachers' classrooms and to be distributed to each student at the beginning of the course.

GENERAL GUIDELINES/GRADING

In grades K-3, students will receive marks which indicate the degree of academic progress.

In grades 4-5, traditional letter grades will be given for all courses with the exception of reading, handwriting, music, physical education, health, and art.

In grades 6-12, traditional letter grades will be given for all courses.

No plus or minus attachments to letter grades will be used on report cards or permanent records.

In grades K-12, work habits and social behaviors may be assessed (e.g., checks, words, or numerical markings).

ASSESSMENT/REASSESSMENT

Teachers will strive for success for all students based on research evidence that student learning is enhanced if time and instruction are varied to meet the needs of each learner, perhaps involving re-teaching and reassessment.

In order to assure that the potential of reassessment does not influence students to perform inappropriately on the first-time assessment, correctives/remediation will be provided prior to the reassessment. Remediation and reassessment shall not interfere with instruction or slow down learning for the majority of students.

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Grading practices, including those in regard to reassessment, shall be consistent for the same course in the same school.

EXTRA CREDIT/ENRICHMENTS

Extra credit may be offered to and used by students to enhance their grades after core requirements have been met.

At the classroom teacher's discretion and direction, enrichments should be offered to students when course/unit outcomes have been mastered. Enrichments shall:

1. be relevant to the course/unit outcomes,
2. be teacher and student directed,
3. be challenging, and
4. be established so as not to slow down the learning of the majority of students.

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No grade incentives will be allowed for volunteering time, contributing donations, or bringing school supplies.

REPEAT COURSES

If a student repeats a course or completes course requirements through a contract or independent study, the highest grade earned will go on his/her permanent record.

HIGH SCHOOL PASS/FAIL COURSES

Teachers may choose to offer a class on a pass/fail basis. A student may elect to take some course work pass/fail under the following guidelines:

- a) A student may elect a maximum of one class per semester pass/fail.
- b) Check with the guidance counselors to determine whether a pass/fail grade will jeopardize honors or scholarships. Pass/Fail classes will not meet Regent Scholar requirements.
- c) Once approved, the request cannot be withdrawn to allow the student to be graded on the traditional basis.
- d) Credit received on pass/fail will be applicable toward graduation but will not count on class rank.
- e) The pass/fail will appear on the student's permanent record folder along with other final grades.
- f) Should the student's final grade be a fail, the course may not be reported on a pass/fail basis.
- g) No pass/fail requests will be honored after the first four weeks of a semester, unless a specific class receives administrative approval.