

EVALUATION OF STUDENT PROGRESS

Policy Code:

3400

An evaluation system of students' effort, growth, and academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and administrators to pursue innovative methods of evaluating progress.

~~The board School administrators,~~ with input from school administrators, teachers, students, and parents or guardians, has shall established an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. A variety of methods and artifacts will be used to evaluate students.

The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education. Student progress will be reported to students and parents in various ways, including through portfolios, interim progress reports, informal communications, conferences, and the PowerSchool Parent Portal. See also Section A of policy 1310/4002, Parental Involvement.

Teachers shall evaluate student performance in a timely manner and provide appropriate feedback to parents. Teachers shall allow students, who are failing a course, opportunities for intervention and support to demonstrate mastery and improve their grade. Teachers shall evaluate student performance at least nine times per grading period and assign grades in accordance with any standards established for the course and with procedures applicable to all grading. Teachers should be as objective as possible in assigning grades and seek consistency in their own grading and in grading throughout departments, the school, and the school system. Teachers shall record grades in PowerSchool within seven days of the assignment due date and keep accurate records in order to substantiate a grade or assessment given in a course. ~~While attendance and behavior may influence learning,~~ gGrades assigned will reflect effort, growth, and actual academic ~~performance~~ achievement. Evaluation of behaviors will be reported separately. Students and parents have the right to appeal failing course grades. Standardized grading practices, procedures, and grievance processes shall be utilized in accordance with 3400-R.

The following grading scales will be used to report grades on student report cards.

- Performance Codes – Grades K-2
 - 3 Meets grade level expectations
 - 2 Progresses toward grade level expectations
 - 1 Needs more development, performing well below grade level expectations
- Checklist Codes – Grades K-2

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- + Adequate progress
- Needs further development
- * Not yet assessed

- Grading Scale – Grades 3-12

<u>Interim Grades (Quarterly)</u>	<u>Final Grades (Semester/Yearly)</u>
<u>A 90-100</u>	<u>A 90-100</u>
<u>B 80-89</u>	<u>B 80-89</u>
<u>C 70-79</u>	<u>C 70-79</u>
<u>D 60-69</u>	<u>D 60-69</u>
<u>F 50-59</u>	<u>F 0-59</u>
<u>INC 0-49</u>	<u>INC for specified circumstances</u>

- ~~A 90-100~~
- ~~B 80-89~~
- ~~C 70-79~~
- ~~D 60-69~~
- ~~F 59-50~~
- ~~INC Incomplete~~

- Scale for Citizenship in Grades K-12 and other non-core areas in Grades K-5

- S Satisfactory progress
- N Needs improvement
- U Unsatisfactory progress

Legal References: G.S. 115C-47

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000)

Adopted: January 5, 2021

Revised: