

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT**

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying 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 the student's **achievement academic performance**.

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

The Superintendent or designee shall establish a uniform grading system **based on standards that apply that shall be applied** to all students in that course and grade level. **Principals and teachers shall ensure that student grades conform to this system.** Teachers shall inform students and parents/guardians how **student achievement academic performance** will be evaluated in the classroom.

***(cf. 0410 - Nondiscrimination in District Programs and Activities)***

A teacher shall base a student's grades **solely** on **impartial, consistent observation of** the quality of the student's **academic** work and his/her mastery of course content **and based on** district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, **such as classroom participation, homework, including, but not limited to, tests, projects, and portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.**

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

**Effect of Absences on Grades**

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

**Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.**

*(cf. 6154 - Homework/Makeup Work)*

**Students in grades K-3 shall receive progress reports at the end of each grading period rather than letter grades.**

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

~~At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.~~

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

*(cf. 5125 - Student Records)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

~~The teacher of each course shall determine the student's grade. A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)~~

*(cf. 5125.3 - Challenging Student Records)*

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.

***(cf. 6141.4 - International Baccalaureate Program)***  
*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6172 - Gifted and Talented Student Program)*  
*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

*Legal Reference: (see next page)*

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

*Legal Reference:*

EDUCATION CODE

48070 *Promotion and retention*

48205 *Excused absences*

48800-48802 *Enrollment of gifted students in community college*

48904-48904.3 *Withholding grades, diplomas, or transcripts*

49066 *Grades; finalization; physical education class*

49067 *Mandated regulations regarding student's achievement*

49069.5 *Students in foster care, grades and credits*

51242 *Exemption from physical education based on participation in interscholastic athletics*

69432.9 *Cal Grant program; notification of grade point average*

76000-76002 *Enrollment in community college*

CODE OF REGULATIONS, TITLE 5

10060 *Criteria for reporting physical education achievement, high schools*

30008 *Definition of high school grade point average for student aid eligibility*

UNITED STATES CODE, TITLE 20

1232g *Family Education Rights and Privacy Act (FERPA)*

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

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy Act*

COURT DECISIONS

*Owasso Independent School District v. Falvo*, (2002) 534 U.S. 426

*Las Virgenes Educators Association v. Las Virgenes Unified School District*, (2001) 86 Cal.App.4th 1

*Swany v. San Ramon Valley Unified School District*, (1989) 720 F.Supp. 764

*Johnson v. Santa Monica-Malibu Unified School District Board of Education*, (1986) 179 Cal.App.3d 593

*Management Resources:*

**CSBA PUBLICATIONS**

***Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016***

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Aiming High: High Schools for the 21st Century*, 2002

*Taking Center Stage: A Commitment to Standards-Based Education for California's Middle Grades Students*, 2001

*Elementary Makes the Grade!*, 2000

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

*Report Cards and Transcripts for Students with Disabilities*, October 17, 2008

WEB SITES

**CSBA: <http://www.csba.org>**

California Department of Education: <http://www.cde.ca.gov>

California Student Aid Commission: <http://www.csac.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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Policy

adopted: September 21, 2009

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Perris Union High School District

Perris, California