

Academic Achievement**

The Board feels it important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward master of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least annually of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers;

6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities, interests and individual styles of learning.

The Board feels it is important that teachers have as much accurate knowledge of each student as possible through tests and observations of student achievement, work habits, skills, health and home environment.

The Board recognizes that many factors which cannot be clinically tested – attitude toward others and work habits, for example – may influence a student’s success as much as his/her knowledge of subject areas.

In fairness to all students, achievement shall be evaluated in terms of his/her mastery of the required learning, as judged by the teacher of record.

Evaluation of the progress of students should always be relevant to the goals of the course of study under consideration and in keeping with the district’s philosophy of education.

Letter grades will be used at the secondary level.

Grades will be derived from a combination of factors such as: oral and written assignments, class participation, research, special contributions, achievement of performance outcomes, and attendance.

At the beginning of the grading period, students and parents will be informed regarding the basis of assessment.

The Board recognizes that everyone may not agree with the grade assigned a student. When this occurs, the channeling of complaints regarding grades will be the same as for other complaints involving instruction, discipline or learning materials (see Board policy KL - Public Complaints.. A parent/student may request a Request for Grade Change form (administrative regulation IK-AR - Request for Grade Change) from the school office. The request will originate with the parent/student submitting a completed form to the teacher. The teacher will respond. A parent/student may appeal to the superintendent, who will either approve or deny the request. A parent/student may appeal to the Board.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)
[ORS 343.295](#)

[OAR 581-021-0022](#)
[OAR 581-022-1660](#)
[OAR 581-022-1670](#)

Cross Reference(s):

IKAB - Student Progress Reports to Parents