



Code: **IK**
Adopted: 6/17/91
Revised/Readopted: 7/09/08; 12/18/13; 1/28/15;
1/25/17
Orig. Code(s): IK

Academic Achievement**

The Board believes it is 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 mastery 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 or public school options.

Strong communication between teachers, parents and students is essential to support partnerships between school/home and student success. This policy outlines the principles and requirements for grading and reporting of student achievement.

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. Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;
 - d. 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
 - e. 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. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. 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. Behavior performance will be reported;
3. "Credit by proficiency" is defined as sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance;

4. Reporting of student achievement shall be:
 - a. Clear, understandable and accessible;
 - b. Consistent and standardized across subjects, courses and grade levels, districtwide;
 - c. Based on valid and reliable assessment;
 - d. Timely and at regular intervals.
5. Parents will be informed regularly, at least six times a year at the secondary level and at least four times per year at the elementary level, of their student's progress in school.
 - a. At the beginning of the grading period students and parents will be informed regarding the basis of grades and the methods to be used in determining them.
 - b. In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice.
 - c. Full consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.
6. When no grades are given but the student is evaluated in terms of progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his/her peers;
7. Parents will be notified as soon as practicable when student academic performance or behavior jeopardizes success or shows sudden marked deterioration;
8. 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;
9. Letter grades and GPA information shall be provided at the high school level, consistent with the expectations of universities and accrediting associations;
10. The school and district will ensure the meaning of marks and symbols used to reflect student performance are explained to parents/guardians;
11. With advance notice, student achievement reports will be provided in an alternative format or language, in order to promote effective communication with individuals with disabilities or language needs;
12. Significant changes regarding reporting at any level will be based on data, approved by the superintendent or designee, evaluated for impact, and reported 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](#)