

Students

Grades/Evaluation of Student Achievement

Grading

A. Purpose and Scope

To provide regulations for the grading of students and reporting to parents.

B. General

1. Student progress will be periodically reported to parents.
2. The evaluation of student progress must be timely, comprehensive and accurate.
3. Board adopted grade-level standards and processes using multiple means of assessment should be established and implemented as the basis of determining grades. These standards and processes should be provided to all parties, such as teachers, students, parents and administrators.
4. Concerns or questions should be directed to site principals or to the Superintendent.

C. Forms Used and Additional References

1. Currently approved grade report forms.
2. Currently approved parent/teacher conference forms (K-6).
3. Currently approved Unsatisfactory Progress Report forms.

D. Procedure

1. Grading Calendar
 - a. A report of student progress shall be given to parents quarterly for all schools.
 - b. As a standard procedure, a time shall be established near the midpoint of each quarter to inform students and parents of unsatisfactory, near-failing or failing work.

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- c. An unsatisfactory progress report may be made at any time a student's achievement is determined to be unsatisfactory, near-failing or failing. Every effort should be made to provide unsatisfactory progress notification in sufficient time to allow the student the opportunity to improve the grade prior to the end of the quarterly grading period. A failing grade for any grading period must be preceded by prior parent notification.
 2. Official Grading Periods
 - a. At all schools, K-8, each quarter is a distinct grading period. Grades are not cumulative from one quarter to the next.
 - b. At the end of the first quarter reporting period, a parent-teacher conference will be conducted.
 3. Format or Means of Reporting
 - a. Currently approved district printed and/or computerized forms will be used for grading and reporting of unsatisfactory progress. Copies of such reports will be retained at the schools.
 - b. Teachers are encouraged to further communicate with parents by personal notes, telephone or conference. Teachers should keep records of such communications.
 - c. Teacher shall complete the achievement, citizenship and other reporting information required on currently approved report card forms.
 - d. Unless otherwise identified on currently approved district forms, achievement grades will be reported by standard A-F letter grades. These grades are defined as follows: A = Excellent; B = Above Average; C = Average; D = Below Average; and F = Failing.
 - e. LEP and special education students should have grades that reflect the level of work they are capable of completing, consistent with the IEP authorized accommodations and modifications to the core curriculum. Students will receive the same range of A-F grades as non-LEP/disabled students with an asterisk that denotes student is

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not meeting District grade-level standards, but that they are making progress in an A-F range of grades relative to other students participating in a modified academic program.

- f. The IEP Team may determine that students with more severe disabilities cannot attain grade-level content standards, even with accommodations and modifications. Therefore, a narrative report of progress toward meeting IEP goals may be the more appropriate reporting format.
4. Issuance of Failing Grades
 - a. A failing grade for any grading period should be preceded by a warning notification of unsatisfactory, near failing, or failing work performed during the grading period.
5. Care and accuracy in grade reporting
 - a. Teachers shall maintain records such as grade books or other appropriate methods of record keeping. These various records of achievement, citizenship and other progress and the teacher's observation of students' daily classroom performance constitute the basis for issuing grades.
 - b. Every effort should be made by teachers to assign an accurate, correct grade at the regular reporting time. Principals, as a part of site procedures, will establish a process for a teacher to request a change in a grade assigned by that teacher in the event that an error has been made. At a minimum, the request must be in writing and will indicate the original grade, the corrected grade, reason for change, teacher's signature and the principal's signature. The request, after appropriate clerical and/or data processing changes have been made, will be filed in the permanent cum file of the student. Except as noted in law, the grade awarded by the assigned teacher is final.
6. As consistent with law, Board of Education policy and this regulation, principals may provide additional guidelines and procedures for grading and reporting to parents.

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Descriptors of Levels of Student Performance -Achievement Grades

Grades 1 and 2

- E Extends beyond expectancies.
Excellent work on grade level curriculum.
Handles materials that are well above grade level
Learns new material quickly and able to apply new skills and concepts.
Work is neat with few errors and done on time.

- G Consistently performs in the top one-third of the typical average class.
Above average performance on grade-level curriculum.
Handles some materials above grade level.
Learns at an average rate compared to students his age.
Completes the regular instructional program satisfactorily.

- S Average performance on grade-level curriculum, or above average performance on below grade level curriculum.
Learns at an average rate compared to students his age.
Completes the regular instructional program satisfactorily.

- N Below average performance on grade level curriculum, or average performance on below grade level curriculum.
Has difficulty understanding and applying new skills or concepts.
Learns at a slower than average rate.
Performs in the bottom third of the class.

- U Failing. In need of substantial remediation.
Usually unable to perform on grade level curriculum.

- * Participation in a modified program

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Descriptors of Levels of Student Performance – Achievement Grades

Grades 3-8

- A.....Superior work on grade level curriculum.
Consistently performs in approximately the top 10% of the class.
Handles materials that are well above grade level.
Learns new material quickly and able to apply new skills and concepts.
Consistently scores 90 to 100% items correct on grade-level materials and tests.
Work is neat with few errors and done on time.
- B.....Above average performance on grade-level curriculum.
Consistently performs in the top one-third of the class.
Handles some materials above grade level.
Consistently performs at the 80% or more level on grade-level materials and tests.
Work is usually neat with few errors and done on time.
- C.....Average performance on grade level curriculum or above average performance on below grade-level curriculum.
Learns at an average rate compared with students his age.
Usually performs at the 70% or more level on grade-level materials and tests.
Completes the regular instructional program satisfactorily.
- D.....Below-average performance on grade-level curriculum or average performance on below-grade-level curriculum.
Has difficulty understanding and applying new skills and concepts.
Learns at a slower than average rate.
Performs in the bottom third of the class.
Usually performs at a less than 70% correct level on grade-level materials and tests.
- F..... Failing
In need of substantial remediation, i.e., reading at two years or more below grade level.
Usually performs at a less than 60% correct level on grade-level materials and tests.
Is not performing on grade-level material.
- * Participation in a modified program.

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Descriptors of Levels of Student Performance – Effort Grades

- 1.....Performs at the best of his individual ability.
Consistently attentive.
Highly motivated.
Contributes frequently.
Very conscientious.
- 2.....Better than average effort.
Assigned work consistently completed and turned in.
More conscientious than average.
Contributes regularly.
- 3.....Satisfactory effort.
Usually completes assigned work.
Average effort on assignments.
Contributes to satisfactory level.
- 4.....Working significantly below capability.
Gives little effort.
Leaves many assignments uncompleted.
Frequently unprepared.
- 5.....Does not do class assignments.
Inattentive.
Frequently absent or tardy.
Usually unprepared.

Students**Grades/Evaluation of Student Achievement (continued)****GUIDANCE FOR GRADES/REPORT CARDS UNDER SCHOOL CLOSURES FOR COVID19**

As consistent with law, Board of Education policy and this regulation (AR 5121 C), principals may provide additional guidelines and procedures for grading and reporting to parents. Given the school closures necessitated by COVID19 and guidance from both the Governor of California and local health agencies for both Los Angeles and Orange counties to hold students harmless for academic achievement during this time, adjustments for the grades/evaluation of student achievement for the final marking period of the 2019-2020 school year are necessary with the shift to Distance Learning.

All students were provided with a Chromebook and “hot stops” for connectivity, as needed, to take advantage of Distance Learning opportunities. A Distance Learning Plan was developed to outline expectations for Communicating, Teaching, Connecting, and Assessing. The following constitutes the guidance for grades and report cards in the final marking period.

ELEMENTARY TK-6

All elementary marks will be based on a modified scale to include:

- **MEETS STANDARD:** a student has demonstrated mastery of a given standard
- **STANDARD NEEDS REVIEW:** a student will need additional support on a given standard
- **UNABLE TO ASSESS:** the standard was either not addressed or a student did not participate in distance learning in order for an assessment to be made

Each Report Card will contain a statement regarding the modified scale as a result of the school closure due to COVID19. No student will be retained based solely on assessment in the final marking period. Where the approved process for retention of a Kindergarten student was already well underway, including multiple meetings with parents and ongoing dialogue to determine the best course of action for a student, AND the parents are in agreement, a student may be retained in Kindergarten based on the meetings held prior to closure in mid-March.

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SECONDARY 7-8

All secondary marks will be based on a modified scale to include:

- “A”: a student has continued to demonstrate mastery and worked above and beyond expectations in the distance learning environment
- “B”: a student has demonstrated mastery of grade level content
- “C”: a student has met the basic requirements and may need additional support on grade level content moving forward
- UNABLE TO ASSESS: a student was not able to participate in and/or was not able to provide evidence of mastery of course content through distance learning in the 4th quarter

Each Report Card will contain a statement regarding the modified scale as a result of the school closure due to COVID19. All students will receive the appropriate course credit for purposes of promotion to the next grade. In accordance guidance from State Superintendent and both LA and Orange County Departments of education, no student will receive a lower mark than their 2nd Trimester (elementary) or 3rd Quarter (Secondary) grade. Marks from the 4th quarter will not be included in the cumulative GPA for a student; however, this will not adversely affect students in terms of placement into courses or eligibility for programs and awards at Rancho Starbuck. Lowell Joint is working closely with Fullerton Joint Union High School District to ensure there are no negative repercussions to the modified scale due to school closures.

For both Elementary and Secondary, Citizenship Marks will not be provided since these are typically assigned based on in-class behaviors. In accordance with guidance from both the state and county level, there is an understanding that the learning environment for some students may create obstacles in their ability to perform at the level they might otherwise have attained. Given that these circumstances are often out of the control of the student, the decision was made to provide feedback through comments if a student was unable to participate in distance learning (i.e. not able to complete assignments or attend virtual classes).

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Every effort was made to assure online/distant learning devices and internet access is available for all students in Lowell Joint including the distribution of Hot Spots as necessary to limit issues of connectivity, equity, and access. Staff continue to reach out regularly to monitor engagement in distance learning to address any obstacles that can be overcome with district support. However, we recognize the tremendous strain that families are under during this pandemic and that not all issues of equity and access can be addressed (level of support in the home, learning environment in the home, level of comfort for both staff and students on digital platforms, social-emotional needs, and other potential supports available in the traditional setting). We have, therefore, made the above adjustments in recognition of these unique times.

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