

# Administrative Regulation

AR 5121

## Grades/Evaluation Of Student Achievement

### Students

\*\*\*Note: Education Code 49067 mandates the Governing Board to prescribe regulations requiring the evaluation of each student's achievement for each grading period. The following administrative regulation should be revised to reflect district practice and the grade levels offered by the district. \*\*\*

Students' report card grades in each subject or course shall be made available to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

(cf. 6020 - Parent Involvement)

\*\*\*Note: Education Code 49067 mandates that the Board prescribe regulations requiring either a conference with the parent/guardian or a written report sent to the parent/guardian whenever a student is in danger of failing a course. Pursuant to Education Code 49067, the refusal of a parent/guardian to attend the conference or to respond to the written report shall not preclude failing the student at the end of the grading period. \*\*\*

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

When a student is in danger of failing, the student and his/her parents shall be notified of that probability as early as possible. At the time of such notification it is urgently recommended that a conference between the parent and representative of the school be held.

### Teacher's Responsibility

Notification to a student and the parent of a student, who is in danger of failing, shall be accomplished as follows:

#### A. Secondary Schools

1. Between Formal Reporting Periods - As soon as the teacher becomes aware that a student is in danger of failing his/her course, the teacher shall contact the parent(s) either in writing, email or by telephone.

2. Notice to Parent(s) - Any student who is earning less than a “C” grade will be given a progress report/notification reflecting the student’s current grade at mid-quarter in the grading period. This shall serve as notice of possible failure of the course.
3. Quarter Report Card - All students will be given a subject grade for each course in which they are enrolled. Any quarter grade of less than “C” shall serve as notice of possible failure of the course.

#### Notice of Failure/Non-Graduation Notification

##### Principal’s Responsibility

1. Principal or Designee shall receive a list of seniors who may fail. All teachers shall submit a “may fail” notice whether they have any seniors in danger of failing or not.
2. Principal or Designee is required to make contact in person or by telephone with the student’s parents/guardians to inform them that the student is in jeopardy of not graduating.
3. Principal or Designee shall receive a list of seniors who will fail. All teachers shall submit the form whether they have any seniors in danger of failing or not.
4. Principal or designee shall provide a final written notice of non-graduation status to the parent or guardian at least twenty-four (24) hours before graduation when a student’s grades are as low as to deny him/her the privilege of high school graduation,

#### B. Elementary School

1. Between Formal Reporting Periods - As soon as the teacher becomes aware that a student is performing less than satisfactorily in his/her class, the teacher shall contact the parent(s) either in writing, email or by telephone.
2. Interim Progress Report - Any student who is earning a less than satisfactory grade in academics and/or citizenship will be given an Interim Progress Report reflecting the student’s current grade at mid-point in the grading period. This shall serve as notice of possible failure of the class.
3. Parent Conferences - Parents will be informed by the teacher during parent conferences of their student’s less than satisfactory performance in academics and/or citizenship. This shall serve as notice of possible failure of the class.

(cf. 5123 - Promotion/Acceleration/Retention)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

(cf. 5125 - Student Records)  
(cf. 6146.1 - High School Graduation Requirements)  
Grades for Achievement

For grades K-2, students' level of progress shall be reported as follows:

- 3 – Meets/Exceeds District grade level standards
- 2 – Approaching District grade level standards
- 1 – Insufficient progress towards grade level standards

For grades 3-5, grades for achievement shall be reported for each grading period as follows:

- A – Advanced
- B – Proficient
- C – Basic/At Grade level
- D – Below basic
- F - Not meeting minimum criteria

For grades 6-12, grades for achievement shall be reported for each grading period as follows:

A	(90-100%)	4.0 grade points
B	(80-89%)	3.0 grade points
C	(70-79%)	2.0 grade points
D	(60-69%)	1.0 grade points
F	(0-59%)	0 grade points
I		0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

\*\*\*Note: The following optional paragraph is for use by districts that maintain high schools and choose to assign extra grade weighting to Advanced Placement, International Baccalaureate, Honors, Dual Enrollment, and Concurrent Postsecondary courses designated as Honors.\*\*\*

\*\*\*Note: Districts should be aware that, in determining college admissions eligibility (this applies to the UC/CSU system), the extra grade weighting will be factored into university admissions only if the courses have been certified as honors courses by the University of California and are in the following "a-g" subjects: history-social science, English, advanced mathematics, laboratory science, language other than English, and visual and performing arts. \*\*\*

## Indexed Grading to Determine Valedictorian/Salutatorian

Because of the more rigorous nature of Honors, Advanced Placement, and International Baccalaureate, Dual Enrollment courses, Concurrent Postsecondary courses designated as Honors, students receiving a grade of A, or B, in those courses shall receive additional points as follows:

A – Earn an additional .02 points

B – Earn an additional .01 points

These additional points are added to the Scholastic Grade Point Average to compute an Indexed Grade Point Average to determine Valedictorian and Salutatorian.

(cf. 5127 – Graduation Ceremonies and Activities)

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

## Weighted Grades

The district wishes to encourage students to take advanced placement, International Baccalaureate, Dual Enrollment, Honors and Concurrent Postsecondary courses designated as Honors. Because of the extra work involved, the evaluation system shall be weighted to reflect the more rigorous nature of the course. Grades received in these courses will be counted on the following scale.

A – 5 points

B – 4 points

C – 3 points

D – 1 point

F – 0 points

## Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education)

\*\*\*Note: The following paragraph is for use by districts that maintain high schools and may be revised to reflect additional grade levels at the district's discretion. 5 CCR 10060 lists criteria by which districts must appraise the quality of high school physical education programs, including criteria for reporting student achievement in physical education.\*\*\*

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional

area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

\*\*\*Note: The following optional paragraph may be used by districts that allow high school students to fulfill physical education credits through interscholastic athletics carried on wholly or partially after regular school hours pursuant to Education Code 51242; see BP 6142.7 - Physical Education.\*\*\*

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided that a teacher credentialed to teach physical education supervises this participation and assigns the grade.

(cf. 6145.2 - Athletic Competition)

#### Grades for College Courses

\*\*\*Note: The following optional section is for use by districts maintaining grades 9-12 that choose to grant district credit for completion of postsecondary courses pursuant to Education Code 48800-48802 and 76000-76002; see BP/AR 6172.1 - Concurrent Enrollment in College Classes.\*\*\*

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

#### Grades for Citizenship, Study Skills, and Effort

Grades for citizenship, study skills, and effort shall be reported as follows:

Grades K – 2:

E - Excellent

S - Satisfactory

N - Needs Improvement

Grades 3 – 12:

E – Excellent

S – Satisfactory

N – Needs Improvement

U – Unsatisfactory

#### Pass/Fail Grading

\*\*\*Note: The district may choose to expand the following optional section to identify specific courses or programs for which students may elect a pass/fail grade rather than an A-F grade (e.g., alternative education program, non-college-preparatory summer school courses, etc.).\*\*\*

## Peer Grading

\*\*\*Note: In *Owasso Independent School District v. Falvo*, the U.S. Supreme Court held that students' grades on assignments and tests are not "education records" until the teacher records them, and therefore the practice of peer grading does not violate the Family Educational Rights and Privacy Act of 1974 (FERPA) (20 USC 1232g); see BP/AR 5125 - Student Records. Furthermore, for the same reason, the Supreme Court did not prohibit the practice of having students report the grades aloud so that the teacher may record them. The following section is optional. \*\*\*

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

## Repeating Classes -

\*\*\*Note: The following optional section is for use by districts that maintain high schools. \*\*\*

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only once for taking the course. Students may only repeat a course if they have earned a D or F grade. Students may not repeat a course with a grade of A, B, or C. A student who earned a C (1<sup>st</sup> semester) and a D (second semester) may repeat the entire course, but only receive the higher grade and credits for the repeat of the D grade.

The highest grade will be averaged in determining the student's overall grade point average (GPA) however both grades will be reflected on the transcript.

## Withdrawal from Classes

A student who drops a course five school days after the quarter grade period may do so without any entry or penalty on his/her permanent record card. A student who drops course more than five school days after the quarter grade period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

## Effect of Absences on Grades

\*\*\*Note: Education Code 49067 mandates districts that authorize teachers to assign failing grades to students who have excessive unexcused absences (see the accompanying Board policy) to establish regulations which include, but are not limited to, providing (1) a reasonable opportunity for the student or parent/guardian to explain the absences and (2) a method for identifying in the student's record the failing grades assigned on the basis of unexcused absences. \*\*\*

Teachers who withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, (four per sub term or seven in a semester) the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

(cf. 5113 - Absences and Excuses)

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades and credits shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

(cf. 6173.1 - Education for Foster Youth)

### Grade Point Average

\*\*\*Note: The following optional section should be revised to reflect the district's methodology for calculating GPA. Districts may calculate multiple GPAs for a single student (e.g., academic GPA, total GPA) for different purposes (e.g., eligibility for extracurricular activities, athletic programs, honors at graduation, or other district programs that use GPA as a criterion). Districts should be aware that, in determining college admissions eligibility, the California State University and the University of California consider students' GPA in the "a-g" subjects required for college entry based on grades recorded in their high school transcripts.\*\*\*

The Superintendent or designee shall calculate each student's GPA using the grade points assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

\*\*\*Note: As amended by AB 2160 (Ch. 679, Statutes of 2014), Education Code 69432.9 provides that all students in grade 12 will be considered Cal Grant applicants unless they opt out of the program. The GPA of all students in grade 12 who have not opted out of the program shall be submitted to the Student Aid Commission. See AR 5125 - Student Records for related requirements. \*\*\*

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

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