



EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The lead person, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and students, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the school. Evaluation and grading symbols shall be intended to appraise the student's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The board of trustees encourages the certified staff, under the direction of the lead person, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring student progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative student records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The lead person shall have the right to review disputed grades and with board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist students in achieving the Common Core State Standards in mathematics and language arts and literacy and the Core Curriculum Content Standards;
- B. Measure the needs and progress of individual students;
- C. Measure the achievement of grade levels;
- D. Allow comparison of the school's students with national or other norms;
- E. Aid in evaluation of programs.

The school testing program shall embody at least the tests required by state and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the school.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, gender identity or

expression, affectional or sexual orientation, ancestry, national origin, nationality, disability, marital status, familial status, pregnancy or social or economic status.

Any requests for surveys, student observations, or student questionnaires must be forwarded through the principal's office to the lead person's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the lead person shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School test results shall be discussed in a public meeting.

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