

ACADEMIC ACHIEVEMENT  
GRADING/PROGRESS REPORTS TO PARENTS

EIA  
(LOCAL)

RELATION TO  
ESSENTIAL  
KNOWLEDGE AND  
SKILLS

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives.

GUIDELINES FOR  
GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

RETEACHING

Reteaching shall be defined as another presentation of content, usually to provide an additional opportunity for a student to learn. Implementation of the District's procedure for reteaching does not have to be detailed or prescriptive. Reteaching may vary from subject to subject or from class to class, and even from student to student. It may be as simple as repeating the concept. If the student still does not understand the concept, the teacher might use different materials or modalities to present the concept again. If the initial instruction was primarily visual, the reteaching activity might be manipulative. If the teacher used the deduction approach initially, the reteaching activity might use an inductive approach, thus allowing the student to gain a new perspective on the task.

Reteaching shall be an integral part of the lesson cycle and may occur in many different situations, such as direct teaching as a teacher checks for understanding, guided practice as a teacher monitors, or independent practice as students work individually or in cooperative learning groups.

Teachers shall plan for reteaching at the same time they plan initial instruction, thereby ensuring that alternative instructional strategies are immediately available when needed. Planning for reteaching may or may not be written and should not require excessive time or documentation. If initial reteaching efforts are unsuccessful, the more complex process of remediation may be necessary. Remediation implies analysis of the learning task and further diagnosis of a student's needs, including identification of deficient prerequisite skills. Remediation may occur in many different situations. [See EHBC and EIE]

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	<p><del>Reteaching to ensure that students master the material may include but shall not be limited to the following:</del></p> <ol style="list-style-type: none"><li><del>1. The student may be required to correct or rework unsatisfactory assignments. The highest grade earned shall be recorded.</del></li><li><del>2. The student may be required to retake a major examination. The highest grade earned shall be recorded.</del></li><li><del>3. The teacher may require the student to attend a tutorial program or remedial classes. Cocurricular or extracurricular activities shall not interfere with the requirement to attend these activities.</del></li><li><del>4. The teacher may assign additional work on a particular unit for the student to complete.</del></li><li><del>5. The teacher may work with small groups during class time while other students work independently.</del></li></ol>
PROGRESS REPORTING	Grade reports shall be issued every <del>six</del> <u>nine</u> weeks <del>at the secondary level and every nine weeks at the elementary level</del> on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.
INTERIM REPORTS	Interim progress reports shall be issued for all students after the <del>third</del> <u>fourth</u> week of the <del>six</del> <u>nine</u> -week grading period <del>at the secondary level and after the fourth week of the nine-week grading period at the elementary level of each grading period.</del> Supplemental progress reports may be issued at the teacher's discretion.
CONFERENCES	Prekindergarten, kindergarten, and grade 1 teachers shall have conferences with parents after at the end of the first <del>six</del> <u>nine</u> -week grading period. In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.
ACADEMIC DISHONESTY	A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.