

SHALER AREA SCHOOL DISTRICT

No: 213

SECTION: PUPILS

TITLE: ASSESSMENT OF STUDENT PROGRESS

ADOPTED: MAY 20, 1998

REVISED: SEPTEMBER 15, 1999; OCTOBER 18, 2000; OCTOBER 20, 2004; MAY 21, 2008;
APRIL 15, 2009; JUNE 16, 2010; JULY 10, 2013; JUNE 18, 2014; JULY 12, 2017

213 - ASSESSMENT OF STUDENT PROGRESS

1. Purpose

The Board recognizes that a system of assessing student achievement can help the students, teachers, and parents to better assess the student's progress toward personal education goals.

2. Definition

Assessment shall be that system of measuring and recording student progress and achievement which enables the student, parents, and teachers to:

1. Learn the student's strengths and weaknesses;
2. Plan an educational and vocational future for the student in the areas of the greatest potential for success; and
3. Know where remedial work is required.

Such grades shall measure the student's progress against both his/her own potential for achievement and the achievements of others in the class, as appropriate to the grade level and subject matter.

The following grades shall be consistently used in grades 2-12:

Grading Scale and Weighting

(Commencing with the 2017-2018 school year)

	Letter Grade	AP/CHS	Honors	Standard
100 - 97.50	A+	5.7375	4.9725	4.25
97.49 - 91.50	A	5.4	4.68	4
91.49 - 89.50	A-	5.0625	4.3875	3.75
89.49 - 87.50	B+	4.3875	3.8025	3.25
87.49 - 81.50	B	4.05	3.51	3
81.49 - 79.50	B-	3.7125	3.2175	2.75
79.49 - 77.50	C+	3.0375	2.6325	2.25
77.49 - 71.50	C	2.7	2.34	2
71.49 - 69.50	C-	2.3625	2.0475	1.75
69.49 - 59.50	D	1.35	1.17	1
59.49 - 0	F	0	0	0

(Reflects weights of 1.17 for Honors and 1.35 for AP/CHS)

In addition to grades being recorded on report cards the actual earned percentage grade will also be recorded. The percentages recorded will range between an absolute low of 0 and an absolute high of 100. Students who experience academic failure due to unforeseen circumstances during a 9-week grading period may request an academic review with the

building principal. Such requests must be made within 5 school days following the date that grades are made public.

High School transcripts shall include letter grades but not the percentage grade.

- Percent Equivalents - Calculations only read through hundredths. Thousandths and beyond are ignored.
- Grades once calculated for the nine weeks stand as the evaluation for that period. No use of cumulative points carrying from nine weeks to nine weeks is permitted nor is the averaging of each nine weeks percentage calculation the overall/final percentage and/or grade.
- Report cards shall be issued quarterly in grades 3-12 and at the end of each semester for kindergarten – grade 2.

Primary Performance Standards

The following grading format will be used in grades K-3 as an alternative to the "A+" through "F" system outlined on page one of this policy as described below.

Kindergarten – Checklist format based on kindergarten standards

Grade 1 -2 – Social Studies, health, science, art, music, physical education

Grade 3 – Hand-writing, art, music, physical education

Kindergarten Performance Levels

P	Proficient
D	Developing
B	Beginning
N	Not Yet Evident

Grades 1-2 Performance Levels

S	Satisfactory
W	Working towards Expectations
N	Needs Improvement
Blank	Performing Successfully
X	Area of Concern

3. Authority

The Board directs that the instructional program of this district shall include a system of assessing for all pupils, which is consistent with the goals of the district and the regulations of the State Board.

The district shall provide for the development and continual analysis of student portfolios. Such portfolios may include:

1. Written work by students.
2. Scientific experiments conducted by students.
3. Works of art or musical, theatrical or dance performances by students.
4. Other demonstrations or performances by students related to specific academic standards.
5. Examinations developed by teachers to assess specific student learning outcomes.
6. Diagnostic assessments.

<p>4. Delegation of Responsibility</p> <p>School Code 1531,1532,1531-2</p>	<ol style="list-style-type: none"> 7. Other measures, as appropriate, which may include standardized tests. 8. Written testimony from authorities and summary indicators, including transcripts, tests results or a personal resume. <p>The Superintendent shall develop assessment procedures which include the following:</p> <ol style="list-style-type: none"> 1. Each student should know what end result and achievements are expected at the outset of any course of study. 2. Each student should be kept informed of his/her personal progress during the course of a unit of study. 3. Methods of assessing shall be appropriate to the course of study and the maturity of students. 4. Assessment should objectively evaluate and reward students for their efforts. 5. Students should be encouraged to assess their own achievements. 6. All assessment systems are subject to continual review and revision. 7. Adaption techniques shall be used where appropriate and/or mandated by a student's I.E.P.
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