

Academic Achievement

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward becoming proficient in the knowledge and skills of the student's current grade level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative public education options.

The Board directs staff to follow these guidelines in measuring and reporting student progress:

1. Parents will be informed regularly, at least four times a year, of their student's progress in school;
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers;
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 339.260

ORS 343.295

OAR 581-021-0022
OAR 581-022-1660
OAR 581-022-1670

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Pass/Fail as an Option for Students in Grades 6-12

1. Pass/Fail grades may be awarded to:
 - a. Students enrolled in special education classes;
 - b. Students enrolled in English as a Second Language classes;
 - c. Students enrolled as teacher assistants;
 - d. Students experiencing unusual circumstances which may include, but not be limited to transfer students and extended absence due to illness or injury.

College to High School Credit Conversion

| College | High School |
|---------------------|---|
| 4-5 quarter credits | 1.0 |
| 2-3 quarter credits | 0.5 |
| 1 quarter credit | 0 (unless two 1.0 college courses are taken then the credits are combined for 0.5 credit. |

High School Course Credit for Middle School Students

A high school course taken while in middle school may be approved for credit and grade earned for inclusion on the high school transcript. The grade will be added permanently to the student's transcript and cannot be changed or deleted at a later date. All courses included on a student's transcript count for diploma credit.

Modified Grading for Special Education Students in Middle/High School

1. A satisfactory/unsatisfactory (S/U) option or modified grades will be available for special education students who cannot be evaluated according to the standards set for students enrolled in "regular" school classes.

Procedures:

- a. The classroom teacher, in consultation with the superintendent, will decide whether the student can be evaluated according to the standards set for students enrolled in "regular" school classes.
- b. If it is decided that a student can be evaluated according to standards, a letter grade is applicable.

- c. If it is decided that the student cannot be evaluated according to standards, a minimum level of acceptable achievement, keeping in mind the specific disability, should be determined by the teacher. The student's course work may be evaluated as S/U.
2. The parent of a student who will be graded S or U modified grades must be notified as that decision is made. For special education students the decision must be a part of the IEP process. Ideally, the parent should be involved in the decision.
3. A grade of "U" does not receive credit.

Proficiency Credit for Physical Education

The intent of offering credit for proficiency is to:

- a. Base the award of course credit on proficiency.
- b. Provide more options for students.
- c. Encourage student engagement in learning beyond the classroom in real-world contexts.

Students who participate in OSAA sports and complete an entire season may be eligible to receive 0.25 credit per sport. A student may use two sports seasons during the sophomore, junior and/or senior year to earn a maximum of 0.5 PE credit. Credit will be recorded as P (Pass) or F (Fail). Letter grades (A-F) will not be issued.