

Students

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

BP 5121

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians identify the student's areas of strength and those areas needing improvement. Parents/ guardians and students have the right to receive course grades that represent an accurate evaluation of their student's achievement.

(cf. 5020 – Parent Rights and Responsibilities)

(cf. 5125.2 – Withholding Grades, Diploma or Transcripts)

Teachers shall evaluate a student's work in relation to the content standards of the course. The Superintendent or designee shall establish and regularly evaluate a uniform grading system, and principals shall ensure that student grades conform to this system. Teachers shall inform students and parents/guardians how student achievement will be evaluated in the classroom.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and standards. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios. The Board recognizes that portfolios may be especially useful in assessing how skills, knowledge and thought processes have been combined from a number of different subject areas.

When reporting student grades to parents/guardians, teachers may add narrative descriptions, observational notes and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

The Board recognizes that the developmental levels of young children vary a great deal. In order to give parents/guardians more information and also promote students' self-esteem and experiences of success, students in grades K-6 shall receive a standards based report card. Students in grades K-3 are evaluated in each subject area based on their performance of grade-level standards; students in grades 4-6 are evaluated using letter grades in addition to subject area performance of grade-level standards.

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

A report card for a student with a disability may contain information about his/her disability, including whether that student received special education or related services, provided that the report card informs parents/guardians about their child's progress or level of achievement in specific classes, course content, or curriculum. However, transcripts that may be used to inform postsecondary institutions or prospective employers of the student's academic achievements shall not contain information disclosing the student's disability.

(cf. 6164.6 – Identification and Education Under Section 504)

Unexcused Absences (Grades 9-12 only)

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, which he/she missed, the teacher may lower the student's grade for nonperformance.

(cf. 6154 – Homework)

Students with excessive unexcused absences (eight absences per semester grading period) may be given a failing grade and not receive credit for the course(s). Teachers may, in their best professional judgment, assign a failing grade to a student with excessive unexcused absences. The student or the student's parent or guardian shall be provided with an opportunity to explain the absences. The District shall notify the student's parent or guardian of this unexcused absence policy through an annual notice or through the teacher.

(cf. 5150 – Absences and Excuses)

MHUSD Cross References:

BP 6145 Extracurricular and Cocurricular Activities

BP 5430 Failing Grades for Excessive Unexcused Absences (Grades 9-12 only)

Legal References:

EDUCATION CODE

41405-41508 Pupil Retention Block Grant

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics

76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

6101-6251 School-to-Work Opportunities Act of 1994

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F. Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education (App. 2 Dist. 1986) 224 Cal. Rptr. 885, 179 C.A. 3d 593

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elementary Makes the Grade!, 2000
Taking Center Stage: A Commitment to Standards-Based Education for California's
Middle Grades Students, 2001
Aiming High: High Schools for the 21st Century, 2002

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS
CORRESPONDENCE
Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
California Student Aid Commission: <http://www.csac.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr>

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