

<p><b>TUCSON UNIFIED</b> SCHOOL DISTRICT</p> <p><b>GOVERNING BOARD POLICY</b></p>	<p><b>POLICY TITLE: GRADING/ ASSESSMENT SYSTEMS</b></p>
	<p><b>POLICY CODE: IKA</b></p>

**Introduction**

Assessment and evaluation of student progress is of primary importance in all District schools. The challenge is to balance the need for on-going assessment for instructional purposes with reporting student progress/achievement by giving a grade.

**Teacher Grading Authority**

The authority for determining progress/achievement, assigning grades, and granting or withholding credit for individual courses shall rest with the teacher of the student. [Only the Governing Board has the authority to review the decision of a teacher to promote a pupil to a grade or retain a pupil in a grade in elementary or middle school, or to pass or fail a pupil in a course in high school. A.R.S. §15-342\(11\).](#)

**District Grading Standards**

In making such determinations, teachers will be guided by standards set forth by the District which include the following:

- Progress grades shall be based on the accomplishment of Arizona Standards appropriate to the grade level or subject area.
- At all levels within our school system teachers are expected to utilize the TUSD curriculum to identify what students are to learn and the criteria by which they will measure that learning.
- Assessments which measure progress toward the final outcome should be utilized prior to assigning a final grade.
- Assessments of learning which document achievement at a particular point in time will be utilized to determine final grades for reporting.
- Assessments and grading should provide information that students can use for self-evaluation in order to determine the next steps for their learning and which teachers can use for their support of learning.
- Additional standards in the areas of participation may be established and taken into consideration when determining grades.

- District-developed grading systems which are appropriate for elementary, middle school and high school students will be established and utilized.
- Teachers will keep a complete and accurate record of the grades assigned to students.

<b>Written Reports every 9 weeks</b>	Written reports to the parents concerning student achievement will be made every nine (9) weeks by the teacher, and additional written reports will be made when necessary.
<b>Content of Written Reports</b>	Teachers will report to parents on student progress toward meeting and/or exceeding academic standards, students' conduct, scholarship, attendance and tardiness.
<b>Special Education Grading Standards</b>	Grades reporting achievement of special education students <i>not taking regular education classes</i> shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates.
<b>Special Education Record Keeping</b>	The permanent record cards for such students shall indicate enrollment in special education for those classes.
<b>Parent counseling required</b>	Parents of special education students shall be counseled regarding the significance of the grading system in order to avoid misinterpretation of the achievement grade.

Adopted: March 27, 2012

Reviewed:

Revised: \_\_\_\_\_ (Date)

**LEGAL REF:**

**A.R.S.**

[15-203](#) - Board Powers & Duties

[15-516](#) – Teacher Immunity

[15-342](#) – Governing Board Discretionary Powers

[15-521](#)

[15-767](#) – Annual Goals; Notification

**CROSS REF:**

[IKE – Promotion, Retention and Acceleration of Students](#)