

 Tucson, Arizona GOVERNING BOARD POLICY	POLICY TITLE: Grading/Assessment Systems
	POLICY CODE: IKA

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.

The authority for determining progress/achievement, assigning grades, and granting or withholding credit for individual courses shall rest with the teacher of the student. 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.

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.

Teachers will report to parents on student progress toward meeting and/or exceeding academic standards, students' conduct, scholarship, attendance and tardiness.

Special Education

Grades reporting achievement of special education students not taking regular education classes shall be given on a basis commensurate with the students' abilities and based on their individual progress rather than in competition with classmates. The permanent record cards for such students shall indicate enrollment in special education for those classes.

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:

LEGAL REF: A.R.S. 15-203

15-516

15-521

15-767

CROSS REF: