

LAGUNA BEACH UNIFIED SCHOOL DISTRICT

Board Policy No. 6012: GRADING PROCEDURES

- A. The purpose of educational evaluation in the Laguna Beach Unified School District is to provide students, parents, and other appropriate persons or agencies an assessment of the progress of each student in both scholarship and citizenship. While the emphasis is on progress toward established levels of mastery of skills and information, there is a belief that this purpose can be best achieved when there is a published procedure with expected levels of mastery; when there is an emphasis on accomplishment rather than failure; when there is a consideration of individual student abilities; when there is maintenance of quality education; and when the student has much opportunity for self-appraisal.
- B. Grading Procedures at the Elementary Level:
1. Each teacher should continually assess and make extensive efforts to improve student achievement. This should be done by enhancing the total teaching-learning environment through investigation of learning theory and practice, human relations training, current curriculum methods and methodology, and contributions from the professional staff as well as students.
 2. Each teacher should, in order to make the accounting system meaningful to each student, keep the student continually apprised as to his/her success in achieving the course objectives. Individual assessment should emphasize academic and personal growth and be based upon success.
 3. Course objectives for each student shall be consistent with District aligned curriculum which, should be, in turn, related to State standards, District goals and site guidelines.
 4. Each teacher should inform parents and/or guardians of the objectives of the course for his/her son/daughter. Parents and/or guardians should also be notified regularly of their child's progress.
 5. Each teacher should determine, by use of an initial measuring technique, what the student already knows about the course content, then design appropriate instructional strategies necessary to insure success and achievement.
 6. Each teacher should strive to improve each student's achievement. To do this, each teacher should be encouraged to learn about current and successful innovative practices and incorporate these as needed to assist the student to achieve course objectives.
- C. Grading Procedures At The Secondary Level:
1. Each teacher shall, at the beginning of the course, make clear the purposes of the course and what is expected of each student. These expectations are to be in writing, made available to each student, and on file with the principal.
 2. Each teacher should continually assess and make extensive efforts to improve student achievement. This should be done by enhancing the total teaching-learning environment through investigation of learning theory and practice, human relations training, current curriculum methods and methodology, and contributions from the professional staff as well as students.

3. Each teacher should, in order to make the accounting system meaningful to each student, keep the student continually apprised as to his/her success in achieving the course objectives. Individual assessment should emphasize academic and personal growth and be based upon success.
4. Course objectives for each student shall be consistent with District aligned curriculum which, should be, in turn, related to State standards, District goals and site guidelines.
5. Each teacher should inform parents and/or guardians of the objectives of the course for his/her son/daughter. Parents and/or guardians should also be notified regularly of their child's progress.
6. Each teacher should determine, by use of an initial measuring technique, what the student already knows about the course content, then design appropriate instructional strategies necessary to insure success and achievement.
7. Each teacher should strive to improve each student's achievement. To do this, each teacher should be encouraged to learn about current and successful innovative practices and incorporate these as needed to assist the student to achieve course objectives.

D. Basic Progress Reporting System At The Secondary Level:

Definition of Terms.

| <u>Marks</u> | <u>Definition</u> |
|--------------|---|
| A | Very high achievement (mastery) |
| B | High achievement (successful mastery of the majority of content) |
| C | Moderate achievement (successful mastery of the essential skills and information) |
| D | Low achievement (limited and or poor mastery) |
| F | Failure (unsuccessful mastery of the established skills and information) |
| NM | Unable to evaluate |
| I | Incomplete work |
| W | Withdrawal without penalty (partial credit may be awarded) |
| WF | Withdrawal with failing grade |
| P | Passing (at least minimum course achievement objectives have been met) |
| Aud | Audit of course for no credit |

E. Credit Rules At The Secondary Level:

Incomplete. Teachers may assign (I)ncomplete with written approval of the principal. An Incomplete must be cleared by the end of the following six (6) week period or the incomplete will be changed to F.

F. Special Education Curriculum. Students in SDC and RSP classes should be given marks in all subject which reflect the student's attainment of course objectives relative to the student's physical, mental, or emotional capabilities.

G. Work Experience Education. Marks for students in work experience education are assigned by the coordinator of Work Experience education. Ratings of the students based on on-the-job performance are submitted to the coordinator by the employer in both scholarship and citizenship.

Legal Reference:

Education Code sections 49066, 49067, 48260 et. seq.

Date Policy Adopted By The Board: September 10, 2002