

## **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 the student's achievement.

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

The Superintendent or designee shall establish a uniform grading system based on standards that apply to all students in that course and grade level. Principals and teachers 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.

A teacher shall base a student's grades on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of channels such as classroom participation, homework, tests and portfolios.

*(cf. 6011 - Academic Standards)*  
*(cf. 6162.5 - Student Assessment)*

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)

*(cf. 5125.3 - Challenging Student Records)*

When reporting student performance to parents/guardian, teachers may add narrative descriptions, observation 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 kindergarten through third grade shall receive narrative evaluations/progress reports rather than letter grades.

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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. 5125 - Student Records)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.6 - Identification and Education under Section 504)*

Behavior, effort and attendance shall be reported in separate evaluations, not in the student's academic grade.

### **Grading for Specialized Programs**

Specialized programs at the Elementary Level (such as Special Education, International Baccalaureate, and Dual Language Immersion) will have a Progress Sheet included with the Core Report Card giving further information regarding a student's progress.

High School Report Cards only report designated courses.

Excessive unexcused absences per grading period may adversely impact grades and may be denied participation in extra-curricular activities.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

*(cf. 5124 - Communication with Parents/Guardians)*

*(cf. 5125.3 - Challenging Student Records)*

*(cf. 6154 - Homework/Makeup Work)*

### **Effect of Absences on Grades**

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.

For students who miss class(es) due to disciplinary reasons teachers shall provide assignments and homework and opportunities to make up work and fulfill academic obligations.

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An Incomplete shall be given only when there is insufficient evidence of mastery because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

*(cf. 6154 - Homework/Makeup Work)*

### Grade Point Average

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, and honors courses.

*(cf. 6141.5 - Advanced Placement)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6172.1 - Concurrent Enrollment in College Classes)*

### Legal Reference:

#### EDUCATION CODE

41505-41508 - 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*

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*Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764*  
*Johnson v. Santa Monica-Malibu Unified School District Board of Education,*  
*(1986) 179 Cal.App.3d 593*

#### *Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Aiming High: High Schools for the 21st Century, 2002*

*Taking Center Stage: A Commitment to Standards-Based Education for*  
*California's Middle Grades Students, 2001*

*Elementary Makes the Grade!, 2000*

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>*

#### **Policy**

**Adopted: July 9, 1996**

Revised: June 11, 2013

**PASADENA UNIFIED SCHOOL DISTRICT**

Pasadena, California