

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL

AR 2220.2

Purpose of Administrative Regulations

1. To provide uniform procedures which are consistent with the District's Philosophy of Education.
2. To provide standards for an equitable and unified grading and reporting system.
3. To assist the teacher in assigning grades.

Purposes and Functions of Reporting

1. The administrative function is to provide data for use in promotion and transfer.
2. The informational function is to inform the student and parents of the student's progress toward the goals of the educational program.
3. The guidance function is to identify the areas of special ability and disability as a basis for realistic self-appraisal and future planning.
4. The motivational function is to stimulate the pupil to increased efforts toward maximum achievement.

Grouping

1. It is the responsibility of each school to see that the students are enrolled in classes in which there is an opportunity for success.
2. The object of grouping is to place each student within a group in which the student can and will work best, where he/she will have a sense of belonging and status, where his/her mental health will be safeguarded and improved. It is the inherent right of each student to be given the opportunity to progress at a pace appropriate to the student's ability.
3. Criteria used in grouping:
 - a. Teacher-principal judgment
 - b. Marks and grades

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Grouping - continued

- c. Achievement as measured by test scores
 - d. Mental maturity
 - e. Stability
 - f. Initiative and interest
 - g. Parental request
4. The advanced academic group will include students who achieve superior test scores and grades.

Report Cards

Reports of student achievement and citizenship are issued two times a year--at the end of each semester.

1. Achievement or progress grading system

a. Basic Skills and Elective Grades

A	=	Superior
B	=	Above Average
C	=	Average
D	=	Below Average
F	=	Failure
I	=	Incomplete (normally given because of extended illness)

b. Exploratory and PE Grades

E	=	Excellent
S	=	Satisfactory
N	=	Needs to Improve

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Report Cards - continued

c. Citizenship Grades

1	=	Commendable
2	=	Above Average
3	=	Satisfactory
4	=	Needs to Improve
5	=	Unacceptable

Since the report card is a means of communication between the school and the parent, parents should be invited to confer with the school regarding a grade whenever there is a question.

When a student is in danger of receiving a grade of "D" or "F", the parent/guardian will receive notification that a conference is advisable. A final semester grade of "F" will not be assigned if the parent/guardian has not been notified by the teacher prior to the end of the final grading period that the student is in danger of failing.

Progress Reports

Progress reports will be sent to the parent/guardian of all students. These reports will reflect grades in progress at the 6th and 12th week of each semester. When a student is assigned a "D" or lower, the parent/guardian will receive notification that a conference is advisable.

Achievement Grades

1. General statements

Grades are to be based on the achievement characteristics. It is extremely difficult to express in a formula the manner in which student achievement is measured in all subjects of the curriculum. Therefore, the grade at each reporting period represents the best efforts of the teacher to measure the individual student's achievement for the preceding grade period. Both student and parent should be helped in self-evaluation in all courses being taken.

The final grade for a course should reflect the total achievement of the student in mastering the material presented. When averaging grades, the benefit should be given to the student whenever possible.

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Achievement Grades - continued

2. Assigning marks to advanced academic classes

In assigning marks in advanced academic classes, teachers should recognize that they are dealing with a highly select population. Students participating in advanced academic classes will be graded on the basis of the District grading standards and not on the individual class level. All students who are assigned to these classes should be expected to do "A" or "B" work. Grades in advanced academic classes of "C" or lower should be given only after the student's parent/guardian has been notified.

3. General basis for grading

- a. Daily classroom participation and assignments - the total end result of the minutes which the student spends in each class session. This integral aspect of the learning process cannot be slighted and unauthorized absences may result in a lower grade.
- b. Outside assignments - may include homework, research, book reports, projects, and similar activities. It is the obligation of the teacher to indicate the purpose of every outside assignment. All homework assignments requiring the completion of materials given to students; textbook assignments, research projects, lab reports, unit or term papers, etc., shall be given a grade, recorded to the achievement grade of the student, and returned to the student. Grades may be numerical, letter, "checked," etc., as desired by the teacher and understood by the student.
- c. Test Results - the common measure of a student's understanding and use of materials, ideas, concepts, and processes in relation to other students and to class expectations. Also, the measure of the effectiveness of the teacher's presentation of the curriculum area being tested.

The students shall have all tests returned to them for review after scoring.

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Achievement Grades - continued

3. General basis for grading – continued

c. Test Results - continued

Opportunity should be given for a student to demonstrate ability in all areas of a given subject. Multiple measures of assessment will be used in grading which could include book reports, projects, notebooks, test results, or similar activities. Lack of preparation of outside assignments may contribute to failure, and any appreciable amount of omissions or late work may lower marks. The subject matter and method of presentation in an individual class will determine the weighted value of the above three criteria. It is generally recommended that in-core academic classes that no one criterion shall exceed 50% of a grade.

During each quarter, each student shall have at least one writing assignment in each class. This assignment shall be graded and returned to the student.

4. Late work

- a. The student who has missed assignments because of an excused absence should receive full credit for work completed within the time given. The minimum number of days allowed for such make-up should be equivalent to the number of days the student has been absent. An extension of this time should be given at the discretion of the teacher for students who have had a lengthy excused absence and need additional time due to health reasons or because of the length of the absence.
- b. No credit will be given to a student for work missed during a time of truancy.
- c. Upon return to school, students who have missed assignments because of suspension may be required to make up the work, within a period not to exceed the days missed, in order to receive a passing grade for these assignments.

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Achievement Grades - continued

5. Academic achievement grade characteristics

a. A student who earns an "A" is

- (1) Achieving considerably better than the average of the grade level.
- (2) Consistently scores considerably above the average of the grade level on teacher-made and standardized achievement tests.
- (3) Superior in work habits.
- (4) Begins and finishes all class work and outside assignments with a high degree of proficiency.
- (5) Contributes intelligently to classroom discussion.
- (6) Consistently accurate in following directions (oral and written).
- (7) Uses free time resourcefully.
- (8) Work is usually neat and accurate.
- (9) Has a high degree of curiosity.
- (10) Shows an excellent sense of organization.

b. A student who earns a "B"

- (1) Achieves above the average of the grade level.
- (2) Generally scores above average on teacher-made and/or publisher tests.
- (3) Has work habits that are above average.
- (4) Does required class work and outside assignments with a good degree of proficiency.
- (5) Contributes to classroom interests.

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Achievement Grades - continued

- b. A student who earns a "B" - continued
 - (6) Has good insight into problems and a good sense of organization.
 - (7) Needs only limited help in following directions (oral and written).
- c. A student who earns a "C"
 - (1) Generally does average work for grade level.
 - (2) Generally scores at or near the average of the grade level on teacher-made and/or publisher tests.
 - (3) Does required class work and outside assignments with an average degree of proficiency.
 - (4) Generally needs additional help and direction after original assignment has been made and begun.
 - (5) Generally needs encouragement to complete or make up assignments.
 - (6) Has absences that may be a contributing factor to the grade received.
- d. A student who earns a "D"
 - (1) Achieves below grade level.
 - (2) Usually scores below average on teacher-made and/or publisher tests.
 - (3) Has ineffective work habits.
 - (4) Has difficulty completing classroom assignments; sometimes fails to complete outside assignments.
 - (5) Needs much reminding and teacher encouragement to complete assignments.

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Achievement Grades - continued

- d. A student who earns a "D" - continued
 - (6) Has difficulty understanding concepts being presented.
 - (7) Has absences that are likely to be a contributing factor to the grade received.
- e. A student who earns an "F"
 - (1) Achieves much below grade level.
 - (2) Scores considerably below the average of the grade level on teacher-made and/or publisher tests.
 - (3) Fails to complete classroom and outside assignments.
 - (4) Often has serious reading problems.
 - (5) Has excessive absences that are likely to be a contributing factor to grade received.
- f. A student who earns an "I"

An "I" indicates incomplete work. Normally it is given because of extended illness approaching the end of a grading period. The student has the number of days equal to the period of absence in which to make up work and receive a permanent grade.

6. Exploratory or PE Grade Characteristics

- E = Demonstrates exceptional ability and talent
- S = Meets the basic requirements of the course
- N = Willfully ignored or failed to perform the basic requirements of the course

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Citizenship Marks

The following symbols shall be used to designate citizenship:

“1” = Commendable

This student obeys all school and classroom rules consistently. He/she displays an excellent attitude toward the teacher, the school, and his/her classmates. He/she consistently arrives in class on time with all the required materials and participates in classroom activities.

“2” = Above Average

This student conforms to school rules and generally displays a positive attitude toward the school and teacher. He/she rarely fails to comply with classroom assignments and usually participates in classroom activities.

“3” = Satisfactory

This student generally conforms to school and classroom rules. Infractions of the rules may occur from time to time but not with intent. Such a student shows average effort and interest and is not usually a classroom problem.

“4” = Needs to Improve

This student's conduct is inconsistent and at times below the acceptable standards set for the classroom. The attitude, interest, and effort displayed are below average. The student seldom participates in classroom activities and often fails to bring the required materials.

“5” = Unacceptable

This student's conduct is below the acceptable standards set for the classroom. This mark indicates that the student's conduct has become a serious problem and is interfering not only with his/her own learning, but with that of his/her classmates and that he/she is seriously threatening good order in the classroom.

Recording Grades

Plus or minus signs may be used on the report card as a guideline to indicate the trend of the student's progress. However, the plus or minus sign shall not be used with a grade of "N" or "F."

Downey Unified School District

STUDENTS

REPORTING PUPIL PROGRESS - MIDDLE SCHOOL - continued

AR 2220.2

Guidelines for Determination of Grades

In accordance with established Board policy, grades shall be assigned to the work of students on the basis of merit of the work as determined by the course outlines or content standards. All artificial standards or grading curves or proportions of grades for a group or section are prohibited.

For students in special education programs and remedial reading or math, courses which have a special designation on the report card and the permanent record shall be graded by utilizing the letter symbols explained above. The grade to be assigned is determined by the teacher on the basis of progress/achievement of this student in meeting the goals and objectives of his/her Individualized Education Program (IEP) or the goals and objectives of the remedial course. Grades for the courses which have a special designation are not to be used in calculations regarding the class standings of all students, nor are they to be used in competition for scholastic recognition.

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