

GRADING/ASSESSMENT SYSTEMS

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Student evaluation is a multi-faceted process for identifying and communicating student progress. Evaluation occurs before, during and after specific learning experiences. Evaluation takes place in an educational setting which stresses the needs, characteristics and well-being of the learner. Multiple evaluation techniques are used to determine the progress of the students.

State Assessment System

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

Pencil and Paper Testing Option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

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For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

Parent/Guardian Request for Exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments and shall not apply to district or classroom assessments.

Sharing of Student State Assessment Results with Parents/Guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

District Assessment System

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and

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- provides timely and useful data for instructional improvement and improved student learning, including feedback, useful in determining whether the curriculum is aligned with the district's academic standards.

Additional Assessment Information for Parents/Guardians

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Student progress communication to parents/guardians

Student progress is communicated to both students and their families in many forms. One method for this communication is the report card. The report card seeks to accurately report the progress of the whole child based on information from many sources. In support of the child, this report reflects achievement, effort and the professional judgment of teaching personnel.

Student report cards shall be completed at the end of each quarter (nine weeks) of the school year. Schools requesting a reporting system other than by quarters shall require prior approval of the Superintendent or designee.

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Teachers, counselors and administrators are encouraged to contact parents or guardians by phone, e-mail, U.S. mail, home visits or conferences to discuss student progress at any point throughout the quarter for any student who is 1) failing a particular course; and/or 2) in the opinion of the teacher, not performing to potential. This does not preclude sending progress reports in the form of commendation or utilization of additional appropriate means to enhance the reporting of student progress.

Understanding, concern and involvement are necessary among family, student and teachers to make communication about student progress most effective.

Criteria for grading student progress will be prescribed by the Superintendent of Schools.

LEGAL REFS.: 20 U.S.C. 6311 (b)(2)(A) (*Every Student Succeeds Act (ESSA) requires states to implement mathematics, reading or language arts, and science assessments*)
20 U.S.C. 6312 (e)(1)(B)(i) (*under ESSA, district must provide information to parents regarding child's level of achievement and academic growth on state assessments*)
20 U.S.C. 6312 (e)(2)(A) (*under ESSA, district must provide information to a parent regarding district's opt-out policy for state assessments, at parent's request for such information*)
C.R.S. 22-7-1006.3 (1) (*state assessment implementation schedule*)
C.R.S. 22-7-1006.3 (1)(d) (*district must report to CDE the number of students who will take the state assessment in a pencil and paper format*)
C.R.S. 22-7-1006.3(7)(d) (*state assessment results included on student report card if feasible*)
C.R.S. 22-7-1006.3 (8)(a) (*policy required to ensure explanation of student state assessment results*)
C.R.S. 22-7-1013 (1) (*district academic standards*)
C.R.S. 22-7-1013 (6) (*policy required regarding the use of pencil and paper on state assessments*)
C.R.S. 22-7-1013 (7) (*procedure required concerning distribution of assessment calendar to parents/guardians*)

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C.R.S. 22-7-1013 (8) (policy and procedure required to allow parents to excuse their children from participation in state assessments)

C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

C.R.S. 22-11-203 (2)(a) (principal required to provide educators access to their students' academic growth information "upon receipt" of that information)

C.R.S. 22-11-504 (3) (policy required to ensure explanation of student state assessment results and longitudinal growth information)

1 CCR 301-46 (Rules for the Administration of the College Entrance Exam).

CROSS REFS.: AED, Accreditation
IKAE-R, Grading – Student-Initiated Course Withdrawal
JE-R, Student Attendance
JRA/JRC, Student Records/Release of Information on Students

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Parent/Guardian Request for Exemption

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the district may request that his or her child be exempt in participating in one or more state assessments. It is strongly encouraged that parents/guardians have a consultation with their school prior to requesting exemption.

1. The request for exemption must be submitted in writing to the school principal.
2. The parent/guardian will not be required to state the reason for asking for the exemption,
3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.
5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

Information to Parents/Guardians

Each school year at the earliest possible time, the district shall distribute information to students' parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district's website.

The district shall also distribute a district assessment calendar to students' parents/guardians at the earliest possible time each school year, and shall post the calendar on the district's website.

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At a minimum, the district assessment calendar shall include:

- an estimate of the testing hours required on each testing day; and
- whether the assessment is required by federal and/or state law or was selected by the district.

Parents/guardians should check with their local school site for specific dates and times.

Grading System

The basic grading system for reporting student academic progress in grades kindergarten through 8th grade shall be Advanced Proficient, Proficient, Partially Proficient and Unsatisfactory Progress. At grades 9-12, the A, B, C, D, F system will be used. The letters are interpreted as follows:

ELEMENTARY SCHOOLS

The recorded grade for student progress reports should be developed from the combination of several criteria. Seldom does a grade reflect only a percentage figure or any other single criterion.

The criteria to be used for grading student progress are:

A	Advanced Proficient Demonstrates a thorough understanding of the grade level content and consistently applies the benchmarks and/or concepts, and/or processes/procedures in a variety of contexts
P	Proficient Demonstrates understanding of the grade level content and applies the benchmarks and/or concepts, and/or processes/procedures in a variety of contexts

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PP	Partially Proficient Demonstrates partial understanding and application of the benchmarks and/or concepts, and/or processes/procedures of the grade level content
U	Unsatisfactory Progress Rarely demonstrates understanding and ineffectively applies benchmarks and/or concepts, and/or processes/procedures of the grade level content

MIDDLE SCHOOLS

A	Advanced Proficient Demonstrates a thorough understanding of the grade level/course content and consistently applies the benchmarks and/or concepts, and/or processes/procedures in a variety of contexts
P	Proficient Demonstrates understanding of the grade level/course content and applies the benchmarks and/or concepts, and/or processes/procedures in a variety of contexts
PP	Partially Proficient Demonstrates partial understanding and application of the benchmarks and/or concepts, and/or processes/procedures of the grade level/course content
U	Unsatisfactory Progress Rarely demonstrates understanding and ineffectively applies benchmarks and/or concepts, and/or processes/procedures of the grade level/course content
N	No evidence

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A	The student consistently and independently demonstrates proficient and advanced understanding in course concepts and skills in a variety of assessments.
B	The student independently demonstrates proficiency in course concepts and skills in a variety of assessments.
C	The student demonstrates proficiency in course concepts and skills with teacher and peer support.
D	The student demonstrates limited understanding and application of course content and skills and is making progress toward proficiency.
F	The student has shown insufficient evidence to gauge understanding or progress.
I	Incomplete. A student shall be allowed to make up an incomplete grade within a two-week period after the end of the quarter unless prior arrangements have been made in writing with the teacher. In the absence of prior arrangements, the incomplete shall become a letter grade after the two-week period.
WP*	Withdraw Passing. Withdrawal from a course after the fifth school day but prior to the 20 th school day and having a passing grade at the time of the withdrawal.
WF*	Withdraw Failing. After the 20 th school day of the course, a student will not be allowed to withdraw without receiving a letter grade of WF (Withdraw Failing – no credit). The letter grade of WF will be calculated into the student’s grade-point average as an F with the value of zero points.
AU	Audit. The student is attending the class without receiving credit. The

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	student is to complete the class with regular attendance and required assignments.
ME	Medical. The student has been excused from completing the class due to medical reasons.
S	Satisfactory for Pass/Fail courses. Courses receiving a grade of Satisfactory shall not be counted in the grade-point average, but the credit shall count toward graduation requirements.
U	Unsatisfactory for Pass/Fail courses. Courses receiving a grade of Unsatisfactory shall not be counted in the grade-point average and the credit shall not count toward graduation requirements.

A combination of criteria should be used which reflect most accurately the progress of the student and the nature of the course or subject.

***EXCEPTION:** Students who have been expelled from school will receive a WP or WF reflecting the course grades at the time of the suspension leading to expulsion.

Marks	Marks indicate levels of proficiency on individual assessments and are recorded in the teacher grade book. Capital letters indicate summative assessments. Lower case letters indicate formative assessments.
Adv/adv	Advanced
P/p	Proficient
PP/pp	Partially Proficient
U/u	Unsatisfactory
M/m	Missing
➤ (+) and (-) symbols communicate a range within a proficiency level.	

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Body of Evidence

There are two types of assessment, formative and summative. Formative (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher; e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

Summative (assessment of learning) provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction; e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

High School Performing Groups

Students in classes where performances are a normal part of the class are expected to participate in school or community activities such as concerts, community parades, half-time performances or Colorado High School Activities Association sponsored events. If a student fails to participate because of an unexcused absence as defined in regulation JE-R, Student Attendance, grades may be lowered.

A student shall not have a grade lowered if s/he does not attend an event because it costs the student or parent additional money to participate or the activity is held on a Sunday, holiday or is conducted at a location away from the community. Examples of these non-school and non-community activities are: overnight trips to locations within the state or out of state or appearances at college or professional athletic events.