

## Evaluation of Student Progress

Section 1. General. It is the philosophy of East Allen County Schools that students will respond more positively to the opportunity for success than to the possibility of failure. The school system seeks, to provide instructional programs to make achievement both recognizable and possible for students.

Student achievement is to be emphasized in all processes of evaluating student performance.

Student progress reports will be issued on a weekly basis via e-mail in order to promote a process of continuous evaluation of student performance, to inform the student and parents of progress and to provide a basis for bringing about change in student performance if such change seems necessary. If parents do not have e-mail access, school personnel will send home a hard copy. Parents have 24-hour access to teacher's electronic gradebook through an on-line system. Parents may contact their schools office for login and password information.

The administrative staff and teachers shall continuously review and improve the methods of evaluating student progress. Grading procedures should be explained thoroughly to all students during the first week of school.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to provide parents and students the opportunity to collaborate with the school staff to bring about change in student performance, if such change seems necessary.

The grades which appear on the report cards are to be substantiated by the grades recorded in the teachers' electronic gradebooks.

Section 2. Student Performance Level. The grading criteria for East Allen County Schools is as follows:

**EVALUATION OF STUDENT PROGRESS**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>LANGUAGE WORD STUDY</b>	E, M, P, N	E, M, P, N	A-F	A-F	A-F	A-F	A-F
<b>READING WORKSHOP</b>	E, M, P, N	E, M, P, N	A-F	A-F	A-F	A-F	A-F
<b>WRITING WORKSHOP</b>	E, M, P, N	E, M, P, N	A-F	A-F	A-F	A-F	A-F
<b>MATH</b>	E, M, P, N	E, M, P, N	A-F	A-F	A-F	A-F	A-F
<b>SCIENCE</b>			CR/NC	E, M, P, N	A-F	A-F	A-F
<b>SOCIAL STUDIES</b>			CR/NC	E, M, P, N	A-F	A-F	A-F
<b>ART, MUSIC, PE</b>	NOT GRADED	NOT GRADED	E, M, P, N	E, M, P, N	A-F	A-F	A-F
<b>HEALTH</b>			CR/NC	E, M, P, N	A-F	A-F	A-F
<b>BAND</b>						CR/NC	CR/NC
<b>CHOIR</b>						CR/NC	CR/NC
<b>HANDWRITING</b>			E, M, P, N				

All grades, 7-12 for EACS, utilize the EACS standard grading scale ranging from A+ to F.

<b>EAST ALLEN COUNTY SCHOOLS GRADE SCALE</b>	
A+	98-100%
A	93-97%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

<b>STUDENT PERFORMANCE LEVELS</b>		
E	Exceeds Grade Level Expectations	89.5-100%
M	Meets Grade Level Expectations	79.5-89.4%
P	Progressing Toward Grade Level Expectations	69.5-79.4%
N	Not Meeting Grade Level Expectations	0-69.4%

<b>INCOMPLETE WORK</b>	
CR	Means passing without defining a grade. This represents an F in computing Grade Point Average.
NC	Means the student does not receive any credit.
WF	Withdrew failing.
WP	Withdrew passing.
P	Means passing without defining or assigning a grade. It is not used in computing Grade Point Average.
W	Withdrew before a grade could be assigned. Usually before the end of the first grading period.

Section 3. Grade Point Average (G.P.A.). The G.P.A. is calculated using the grades and the credit point value of the courses completed. The total point value earned for all classes divided by the total number of classes taken will equal a student grade point average. The 4.00 GPA will be used for all 9<sup>th</sup> and 10<sup>th</sup> graders beginning with the 2015-2016 school year. The Class of 2017 will continue to use the 12 point GPA scale until their respective class graduates.

GRADE POINT AVERAGE SCALE	
A+	4.33
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

Section 4. Course Weighting System. Advanced Placement and Dual Credit Courses: Students earning at least a C will add .25 to their final GPA in the course.

Section 5. Tests. Students will be tested periodically to help them determine whether or not they have mastered the objectives of the course as defined and determined by the teacher. Tests are to be administered at appropriate times throughout the school year to ensure that students are accountable for the material being taught. The grades that students receive on such tests will be a major factor in determining the students' nine weeks and semester grades. Final semester grade calculations. The semester grade will consist of two continuous nine weeks for 90 % of the final semester grade, and the exam will count for 10% of the final semester grade. Final examinations will be 10% of the semester grade in grades 7-12 and the distribution of said policy to teachers and students at the beginning of each school year. Final examinations for dual credit and AP courses are 15% (or as determined by partnering university) of the semester grade for 7-12.

Section 6. Elementary EL Students English Learners. Students at the elementary level shall be evaluated using letter grades for identified core curriculum subjects. Teachers will make appropriate modifications to instruction and assessment in the areas of non-proficiency according to the student's Individual Learning Plan (ILP). The altered work button will be used to note modifications and provide parents with the information that their child may not be completing the same assignment/grade level

work as his or her peers. EL students will not receive a letter grade for English Language Development or Intervention services occurring as part of the push-in services. Progress of English Language Proficiency will be reported to parents based on results of the LAS Links assessment once a year.

Section 7. Secondary EL Students English Learners. Students at the secondary level shall be evaluated using letter grades for courses. Teachers will make appropriate modifications to instruction and assessment in the areas of non-proficiency according to the student's Individual Learning Plan (ILP). The altered work button will be used to note modifications and provide parents with the information that their child may not be completing the same assignment/grade level work as his or her peers. EL students will receive a letter grade for English Language Development and English as a New Language courses. Progress of English Language Proficiency will be reported to parents based on results of the LAS Links assessment once a year.

Section 8. Elementary Special Education Students. Students with mild disabilities at the elementary level shall be evaluated using letter grades for identified core curriculum subjects. Teachers will make appropriate accommodations and modifications to instruction and assessment in the areas of non-proficiency according to the student's Individual Education Plan (IEP). The altered work button will be used to note modifications and provide parents with the information that their child may not be completing the same assignment/grade level work as his or her peers. Students with moderate to intense disabilities at the elementary level shall be evaluated using an alternate grading scale derived from the rubrics indicated in their IEP.

Section 9. Secondary Special Education Students. Students with mild disabilities at the secondary level shall be evaluated using letter grades for identified core curriculum subjects. Teachers will make appropriate accommodations to instruction and assessment in the areas of non-proficiency according to the student's Individual Education Plan (IEP). Students with moderate to intense disabilities at the secondary level will be evaluated using pass/fail, along with the progress on IEP goals summary report.

Section 10. Education Program Development. As educational programs are designed to meet the needs of students, new methods of evaluating student progress may need to be developed.

Section 11. Secondary Grade Policy Guidelines.

1. All teachers will provide parents and students with a syllabus for all classes that will be posted online.

Components of a syllabus.

- A. Teacher's name and subject,

- B. Teacher's contact information (e-mail, address, and telephone extension),
  - C. Tentative course outline,
  - D. Books and materials,
  - E. EACS grading guidelines and classroom expectations, and
  - F. Late work.
2. Weekly activities and assignments will be posted on Monday by the start of the student school day.
  3. Teachers will update grades in the web based grade book weekly.
  4. Students will not receive academic credit for non-academic work.
  5. During the final exams, notes, study guides, open book or any other aid will not be used to compromise the final exams. (Building level exceptions are applicable upon approval from the department head and building level principal).
  6. Departments who choose to give test retakes must follow guidelines below:
    - A. Any student may request to retake a unit or chapter test.
    - B. The highest grade earned by a student under this policy shall be the grade awarded.
    - C. In order to retest, student must participate in some type of re-teaching/practice prior to re-test.
    - D. After the test has been returned, test retakes must be completed within two weeks; except for extenuating circumstances approved by the principal.
    - E. Each department will determine the number of test retake attempts.
    - F. Retests are not available for semester final exams or for students who received "0" for cheating.

Section 12. District Formative and Summative by Department.Summative Assessments

Occur after instruction and after students have had the opportunity to practice and learn.

Assessments are used to determine if students have achieved mastery of content or skill.

Examples Are:

Unit of Chapter Test  
Quiz  
Final draft  
Lab Reports  
Portfolio  
Project  
Performance task  
Presentation  
Mentor Evaluations

Formative Assessments

Occur during learning and provides feedback to the teachers and students for adjustment in instruction.

Assessments assess the process by which students master the knowledge needed for success on summative assessments.

Examples Are:

Peer Review  
Daily Language Review  
Daily math Review  
Homework  
Class Participation  
Journal  
Study Guide  
Rough Draft  
Weekly Reports/Work Logs

LANGUAGE ARTS

<b>SUMMATIVE WEIGHTING PERCENT:</b>	<b>FORMATIVE WEIGHTING PERCENT:</b>
Middle School: 60% Grades 9-10: 60% Grades 11-12: 70%	Middle School: 40% Grades 9-10: 40% Grades 11-12: 30%

MATH

<b>SUMMATIVE WEIGHTING PERCENT:</b>	<b>FORMATIVE WEIGHTING PERCENT:</b>
Pre-Algebra: 60% Algebra/Geometry: 70% Algebra II: 75% Probability & Statistics, Pre-Calculus, Calculus, Finite: 80%	Pre-Algebra: 40% Algebra/Geometry: 30% Algebra II: 25% Probability & Statistics, Pre-Calculus, Calculus, Finite: 20%

SCIENCE

<b>SUMMATIVE WEIGHTING PERCENT:</b>	<b>FORMATIVE WEIGHTING PERCENT:</b>
7/8 <sup>TH</sup> GRADES: 60% Geology Environmental Science, Biology, ICP, E-S, Chemistry, Astronomy: 70% A/P, PLTW, Physics: 80%	7/8 <sup>TH</sup> GRADES: 40% Geology Environmental Science, Biology, ICP, E-S, Chemistry, Astronomy: 30% A/P PLTW, Physics: 20 %

SOCIAL STUDIES

<b>SUMMATIVE WEIGHTING PERCENT:</b> <b>65%</b>	<b>FORMATIVE WEIGHTING PERCENT:</b> <b>35%</b>
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WORLD LANGUAGES

<b>SUMMATIVE WEIGHTING PERCENT:</b> <b>70%</b>	<b>FORMATIVE WEIGHTING PERCENT:</b> <b>30%</b>
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Note: Some of these guidelines and policies may not apply to Special Education and alternative programs. Building principals will make that determination.