
EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Superintendent, in consultation with the building administrators, supervisors and teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout all the schools in the District. The system will reflect grade level/department agreement as to how rubric scores equate into total points. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the District. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions. The Board's grading policy will be included in the District calendar. Parents/guardians will be provided with information about how to use PowerSchool.

The Board encourages the certified staff, under the direction of the Administration and Superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the Board.

Professional development will be provided for teaching staff members as appropriate to cover topics related to grading practices. These topics include, but are not limited to the following: the use of the total points system; standard-based grading, including the use of summative and formative assessments; and the development and use of rubrics.

The Superintendent or his/her designee will have the right to review disputed grades and to adjust them.

The Superintendent or his/her designee will convene a Committee to develop a District-wide Honor Code. This Committee will consist of at least one teaching staff member and/or administrator from each building in the District, and will be selected by the Superintendent or his/her designee. The Committee members will serve for as long as necessary to achieve the Committee's purpose unless he or she is excused from duty and a replacement is named, if necessary.

Testing

In addition to testing procedures established in Board Policy No. 5120 "Assessment of Individual Needs," the District will establish and maintain a general testing program to:

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- A. Improve the instructional program to assist pupils in achieving the Core Curriculum Content Standards;
- B. Measure the needs and progress of individual pupils;
- C. Measure the achievement of grade levels;
- D. Allow comparison of District pupils with national or other norms;
- E. Aid in evaluation of programs.

The District testing program shall embody at least the tests required by State and Federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the District.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, gender identity, ancestry, national origin or social or economic status.

In accordance with Board Policy 6162.5, any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the Building Principal's office to the Superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the Superintendent shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and District test results shall be discussed in a public meeting.

Summative/Academic Achievement and Formative/Academic Practice

Assessments and assignments that are included in summative assessments and academic achievement are those that are given to students to assess skills and knowledge after students have had a specific period of time to practice and learn the material. The following are some examples of summative assessments and academic achievement:

- Standardized Tests;
- End of Unit/Chapter Tests;

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- Benchmark assessments;
- End of marking period/semester assessments;
- Tests/Quizzes;
- Performances, projects, presentations, lab reports;
- Reviews such as written responses, worksheets, homework, and activities; and/or
- Writings such as prompts, research papers, and open-ended responses ;

Assessments and assignments that are included in formative assessments and academic practice are those that are given to pupils as they learn the skills and materials through practice for giving feedback and so that the teacher can make additional instructional decisions. The following are some examples of formative assessments and academic practice:

- Pre-tests;
- Drafts of writings;
- Reviews for guided and independent practice such as written responses, worksheets, and activities;
- Quizzes;
- Homework;
- Questions from the teacher during instruction;
- Portfolios; and/or
- Informal observation;

Determining Class Rank

Class rank will be determined in accordance with Board Policy 6146.3 "Class Rank."

Date: August 31, 2009
Reviewed/Revised November 28, 2011

<u>Legal References:</u>	N.J.S.A. 18A:7C-3, -4, -6, -6.2	Remedial instruction for students not meeting graduation standards
	N.J.S.A. 18A:11-1	General mandatory powers and duties
	N.J.S.A. 18A:35-4.9	Pupil promotion and remediation, policies and procedures

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N.J.S.A. 18A:36-34	Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20	Powers of Board (county vocational schools)
N.J.A.C. 6A:7-1.7	Equality in school and classroom practice
N.J.A.C. 6A:8-1.1 et seq.	Standards and Assessments
See particularly:	
N.J.A.C. 6A:8-1.3, -4.1, -5.1	
N.J.A.C. 6A:10A-3.1 et seq	School districts-led standards-based instruction
N.J.A.C. 6A:16-1.4(c)	District policies and procedures
N.J.A.C. 6A:30-1. <u>et seq.</u>	Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1	Definitions
N.J.A.C. 6A:32-7.1 <u>et seq.</u>	Student Records
N.J.A.C. 6A:32-12.2	School-level planning
34 CFR 98	Student Rights in Research, Experimental Programs, and Testing
No Child Left Behind Act of 2001, Pub. L. 107-110,	
20 U.S.C. 6301 et seq.	
Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862	

Possible

Cross References:

1000/1010	Concepts and roles in community relations; goals and objectives
1120	Board of education meetings
5113	Absences and excuses
5120	Assessment of individual needs
5124	Reporting to parents/guardians
5125	Pupil records
5141.3	Health examinations and immunizations
6142.6	Basic skills
6146	Graduation requirements
6146.2	Class rank
6147	Standards of proficiency
6147.1R	Evaluation of Individual Student Performance
6162.5	Research