

Descriptor Term:
EVALUATION AND GRADING OF STUDENT PROGRESS

Descriptor Code:
3.7000

Legal References: G.S. 115C-47, -81

Cross References: 3.2000 Goals and Objectives of the Educational Program;
1.3200/3.5600 Title I Parental Involvement

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his/her parents, and the school counselor about the student's performance and progress and provides a system of notification that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or his/her designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their student's education.

Teachers shall evaluate student performance and maintain current, accurate records in order to substantiate a grade or assessment given in a course. All quizzes, tests and examinations should be evaluated and returned as soon as feasible and reviewed with the student before the next test is administered. Reports, papers, and long-term projects should be evaluated, returned, and reviewed with the student before the administration of a test that will cover the subject of that assignment.

Instructional objectives and assessment measures should be made clear to each student. Students should be given continuous feedback on the quality of his/her work. The purpose of such feedback should be to assist the student in attaining each objective of the unit and improving the student's overall academic progress. The board believes students to be the heart of the learning program. Therefore, it is essential that they continuously be informed regarding their progress.

Teachers should seek, through performance objectives and differentiated instruction to make achievement both recognizable and possible for all students.