

CASWELL COUNTY SCHOOLS BOARD OF EDUCATION POLICY	<u>CURRICULUM AND INSTRUCTION</u> Student Assessment	610
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Each school shall report a pupil's progress to the student and to his parents/legal guardians/legal custodians. The report shall be clear, concise and accurate; it shall provide a basis of understanding among teachers, parents/legal guardians/legal custodians, and students for the benefit of the individual pupil.

The Superintendent or his designee shall develop progress reports and report cards to describe the academic progress of students. Numeric grades, letters, and prescribed proficiency levels may be used to describe student proficiency on state and local assessments as appropriate. When using proficiency level descriptors, each level will be clearly described.

Grading System

The following is an explanation of the meaning of the grades on report cards in grades 3-12:

<u>Progress</u>	<u>Grade</u>	<u>Numeric Scale</u>
Excellent	A	93-100
Above Average	B	85-92
Average	C	77-84
Below Average	D	70-76
Failing	F	0-69
Work Incomplete	I	

In K-2, numeric grades (above), letters, and proficiency level descriptors may be used as appropriate to report individual progress. The following letters may be used in reporting individual progress:

Progress	Grade
Outstanding	O
Satisfactory	S
Needs Improvement	N
Unsatisfactory	U
Work Incomplete	I

All testing shall be conducted on a school-wide examination schedule.

End-of-grade tests shall be conducted in grades 3-8 as mandated by the State. Appropriate assessment procedures shall be followed in grades K-2 as mandated by the State Board of Education.

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Communicating Student Progress

- I. It is the responsibility of each classroom teacher to initiate contact with parents/legal guardians/legal custodians concerning student progress. Principals are encouraged to have flexible hours for staff in order for teachers to meet with parents/legal guardians/legal custodians. Parents/legal guardians/legal custodians shall be informed regularly, and at least eight (8) times per year, as to the progress their child is making in school.
- II. Parent/legal guardian/legal custodian conferences will be scheduled on a regular basis. Every teacher shall schedule a minimum of one (1) individual parent/legal guardian/legal custodian conference per year with all parents/legal guardians/legal custodians for the purpose of evaluation.
- III. Parents/legal guardians/legal custodians shall be notified and conferred with as soon as possible when a child's performance or attitude becomes unsatisfactory or shows a sudden deterioration.
- IV. Insofar as possible, distinctions will be made between a student's attitude and his academic performance.
- V. When no grades are given, but the student is evaluated informally in terms of his own progress, the school staff will also provide a realistic appraisal of the student's standing in relation to his peers.
- VI. State end-of-course examinations shall be scheduled during the regular examination period and shall count as the final examination. Final examinations will count twenty-five percent (25%) of the final grade. All students enrolled in high school courses that have a State end-of-course test will be required to take and pass the teacher's standards and the end-of-course test to obtain credit for the course.
- VII. The Principal or his designee must confer with a student whose graduation is questionable regarding their eligibility prior to attending the first graduation rehearsal.
- VIII. Levels describing skill proficiency may be used as appropriate for state and local assessments. When using this type scale, descriptions of each level will be provided.

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For example:

Level 5 denotes Superior Command of knowledge and skills

Level 4 denotes Solid Command of knowledge and skills

Level 3 denotes Limited Command of knowledge and skills

Level 2 denotes Partial or Inconsistent Command of knowledge and skills

Level 1 denotes Limited Command of knowledge and skills