



STUDENTS: Factors Involved in Student Evaluation

Student evaluation shall be based on the three major components of classwork, homework, and assessments.

1. Classwork

Classwork performance includes a number of elements, which may vary in emphasis from one marking period to another and among subjects. Ongoing assessment of student classroom performance is essential to provide diagnostic information regarding student progress and to adjust instruction to meet student needs. Incorporation of classwork in the grade is important for all students. It is especially important for students who do not demonstrate their knowledge and skills well in formal, test-taking situations.

- a. The following are examples of student performance that teachers will assess when arriving at the classwork portion of the grade:
 - (1) Demonstrates knowledge and skill development in subject content areas
 - (2) Attains daily learning objectives
 - (3) Exhibits critical listening and thinking skills
 - (4) Employs good work habits such as planning, seeking accuracy, and showing perseverance
 - (5) Shows good working relations with classmates
 - (6) Writes, speaks, and performs with clarity of thought and accuracy of content
 - (7) Adheres to the mechanics of writing and composition
 - (8) Completes drills, projects, and reports accurately and on time

(9) Participates in class discussions and activities

(10) Accesses, evaluates, and uses information efficiently and effectively to conduct research

(11) Demonstrates individual initiative, creativity, and/or leadership

- b. Classwork will constitute no less than 50 percent of the total grade. Guidelines will be established by each subject matter office for courses requiring that classwork represent percentages of the total grade which are significantly higher.
- c. Students missing as much as 20 percent of the classtime within each grading period are subject to a failing grade in classwork and should be given special attention by the administration, teachers, and the pupil personnel workers.
- d. If a student is absent for a lawful reason as stated in the policy “Students’ Rights and Responsibilities,” Policy 5600, “the teacher will allow the student to make up work missed, whenever possible.” Students shall not be penalized for participation in school-sponsored events such as field trips, in any manner, including a grade for classroom participation, and shall be allowed to make up all missed assignments or complete alternative assignments. The responsibility for making up work missed rests with the student. All absences must be accounted for in writing on the day of return.
- e. Students absent for 20 percent or more of classtime during the school year may not be eligible to earn credit in summer school.

2. Homework

- a. Classroom learning is improved through homework by students; at time, classwork is dependent upon outside preparation. Homework may include review, reinforcement, and reading in preparation for class discussion, data gathering, analysis and synthesis, preparation of long-term projects and reports, and enrichment through the utilization of resources outside the school.
- b. Homework provides an opportunity for students to develop self-reliance and self-direction. It helps students establish habits of work which will influence their use of time throughout life. Homework requires attention in

class in order to understand assignments thoroughly and to develop creative ways to follow up class activities. It also requires organization of time and materials to complete successfully the required work.

- c. Homework assignments must be worthwhile. Therefore, assigning homework requires careful planning and follow-up. In order for homework to be meaningful and relevant to students, it must be realistically related to classroom instruction, and it must be checked promptly for quality as well as for completion.

A desirable environment for study includes:

- (1) A quiet place, free from distraction
- (2) A comfortable work area
- (3) Good lighting
- (4) Proper temperature and ventilation

Desirable habits of work include:

- (1) Beginning work promptly
- (2) Knowing the assignment to be done
- (3) Having the necessary materials with which to work and knowing how to use them
- (4) Concentrating on the task at hand and staying with it until it is finished.

- d. Students need opportunities to extend themselves in various pursuits outside of school: to be with their families, to relax, to have fun, to hold jobs, to pursue hobbies, and to participate in extracurricular activities. This means that planning among teachers for demands on student time is necessary at the school level.
- e. As students advance through school, it is reasonable to expect that the amount of homework can be increased. Recognizing the individual differences of students, teachers should collaborate in implementing an

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educationally sound approach to the following parameters of time and frequency of homework.

Grades 1-3	Time:	An average of 30 minutes per day for all subjects combined.
	Frequency:	Three-four times a week would be anticipated. No specific assignments will be given which must be completed over weekends or holidays.
Grades 4-5	Time:	An average of 60 minutes per day for all subjects combined, with the possibility of long-term assignments which may occasionally require additional time.
	Frequency:	Four-five times a week would be anticipated. No specific assignments will be given which must be completed over holidays.
Grades 6-8	Time:	An average of 20-30 minutes per subject per day, with approximately 90 minutes per day for all subjects combined, with the possibility of long-term assignments which may occasionally require additional time.
	Frequency:	Five times per week would be anticipated. No specific assignments will be given which must be completed over holidays.
Grades 9-12 (Schools with 7 periods/day)	Time:	An average of 30 minutes per subject per day, with approximately three hours per day for all subjects

		combined, with the possibility of long-term assignments which may occasionally require additional time.
	Frequency:	Five times per week would be anticipated. No specific assignments will be given which must be completed over holidays.
Grades 9-12 (Schools with 4 periods/day)	Time:	An average of 45 minutes per subject per day, with approximately three hours per day for all subjects combined, with the possibility of long-term assignments which may occasionally require additional time.
	Frequency:	Five times per week would be anticipated. No specific assignments will be given which must be completed over holidays.

- f. Because of the importance of self-directed preparation and follow up to classwork, homework should be considered as a basis for successful classroom performance.
 - g. When the school administration has given approval for students to participate in such activities as music programs, dramatics, athletics, field trips, etc., students should be given an opportunity to make up homework missed.
3. Test and Other Assessments
- a. Teacher-made Tests

As one aspect of the assessment process, well-designed teacher-made tests and examinations can provide an objective means of evaluating instruction and student learning. Tests can be both diagnostic and evaluative. They should be used to determine students' strengths and weaknesses and to help the teacher assign grades to students for a given course. Tests should reflect the indicators of the program or course as well as provide a means

for both teachers and students to assess the quality of teaching and the extent of learning in relation to standards for the grade level or course.

The teacher should combine the results from a variety of ongoing and diverse assessments, including performance assessments, in order to secure a more valid profile of student achievement, as no one assessment reflects the students' total level of achievement. Teacher-made tests should not be the sole basis for promotion or retention of a student. Well-designed assessments should cumulatively provide information that accurately reflects the achievement of students and should not be based on the use of an arbitrary curve distraction.

b. Standardized Tests

Although standardized tests and other proficiency tests do not enter directly into the grading pattern, they do provide a means of diagnosing the progress of students and of evaluating the instructional program. Standardized tests measure student knowledge and skills acquired from several courses over a period of years. Since standardized tests, however, do measure a critical part of the expectations of schooling, standardized tests should be selected carefully, and program adaptations may be necessary to assure that all students have adequate opportunities to learn. Standardized test results should be used to guide teachers in working with the needs of individual students and in making program adjustments where necessary.

c. Curriculum Referenced Assessment of Students

Teachers should plan a program of instruction which is based on the Essential Curriculum. The Essential Curriculum includes indicators for each program or course. These indicators form the basis for evaluating the effectiveness of the course as well as the performance of the students in relation to standards for the course.

4. Computation of Final Grades (High Schools)

- a. End-of-course final examinations are to be scheduled in all high school courses. High school examinations are designed to measure student achievement of the indicators of the Essential Curriculum for each course.

- b. Beginning with the 1998-1999 school year, in courses with four marking periods, each marking period grade will count approximately 21% of the final grade. The final examination will count approximately 15% of the final grade.
- c. Beginning with the 1998-1999 school year, to compute the final grade for high school courses with four marking periods, letter grades from the four marking periods and the final examination letter grade shall be converted to numerical equivalents according to the following process:

Step 1. Convert the four marking period letter grades to numerical equivalents:

	<u>Sample</u>
A=12	Marking periods=A,B,A,B
	A=12
B=9	B=9
	A=12
C=6	B=9
D=3	
E=0	

Step 2. Convert the final examination letter grade to a numerical equivalent:

	<u>Sample</u>
A=8	Example=A = 8
B=6	
C=4	
D=2	
E=0	

Step 3. Add the five numerical equivalents.

Sample
 $12 + 9 + 12 + 9 + 8 = 50$

Step 4. Convert the sum of the numerical equivalents to a letter grade for the report card using the following conversion scale:

	<u>Sample</u>
A=50-56 points	50 points = A
B=36-49 points	
C=22-35 points	
D=8-21 points	
E=0-7 points	

d. Beginning with the 1998-1999 school year, to compute the final grade for high school courses with two marking periods, letter grades from the two marking periods and the final examination shall be converted to the numerical equivalents according to the following process:

Step 1. Convert the two marking period letter grades to numerical equivalents:

	<u>Sample</u>
A=12	Marking periods = A, B
B=9	
C=6	A = 12 B = 9
D=3	
E=0	

Step 2. Convert the final examination letter grade to a numerical equivalent:

A=4 Sample
Exam=A = 4

B=3

C=2

D=1

E=0

Step 3. Add the three numerical equivalents.

Sample
12 + 9 + 4=25

Step 4. Convert the sum of the numerical equivalent to a letter grade for the report card using the following conversion scale:

A=25-28 points Sample
25 points = A

B=18-24 points

C=11-17 points

D=4-10 points

E=0-3 points

- e. A grade variance form may be completed by teachers in unusual cases in which, in their judgment, a course grade should be given which does not correspond to the grade generated using the computation shown in this rule. The form should be submitted to the department chairperson who will forward it to the principal according to a schedule established by the school. The principal will retain all exception forms on file.

- f. Students who complete an external evaluation approved by the Department of Curriculum and Instruction and corresponding to the content of a course (e.g., an Advanced Placement or an International Baccalaureate examination) should not be required to complete a countywide final examination on the same course as well. If the final examination is not taken, the four marking period grades should be equally weighted to determine the final grade. Students may elect to take the final examination, however, and have their final grades calculated according to the regular computation method.
- g. Students who earn “E’s” in three marking periods will fail the course for the year, regardless of the grades earned in the other marking period and on the final examination. If, however, the teacher feels that the student has passed the course, the teacher may complete a grade variance report.
- h. Students who willfully choose not to take a final examination after having been given sufficient opportunity to do so will be given an “E” for the examination, and the final course grade for the year will be reduced by one letter grade below the grade generated using the computational chart. Teachers should complete a grade variance report to indicate this situation.
- i. Chronic unexcused absenteeism by high school students (10% or more per marking period) will result in failure for the marking period.

Rule

Superintendent of Schools

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