

STUDENT EVALUATION AND GRADE REPORTING Grades K - 12

PURPOSE:

The Columbia Board of Education believes that the cooperation of the school and home is essential to the growth and education of the children we serve. The performance of each child should be evaluated on a regular periodic basis with the results of the evaluation being communicated to the student and his/her parents.

Further, we believe that evaluation should focus upon the mastery or non-mastery of content specified in our competency-based education programs in mathematics, reading, and English composition. We believe that success in the basic skills areas is essential to success in school and in life. To this end, our policy on promotion and retention will place an emphasis in these content areas.

School employees (teachers, counselors, psychologist and administrators) should report student progress on a regular and timely basis. Such reporting shall be a portion of the teaching and/or administrative responsibility of these employees.

Our Rationale is as follows:

1. Parents must be kept informed about their child's academic, social, and emotional growth in school.
2. Each child's growth is the critical factor; the focus must go beyond the "grade".
3. Grades are calculated estimates of the child's level of achievement.
4. Each child should be functioning at a level where he/she can experience some degree of success and self-satisfaction.
5. Instruction should be geared to meet individual student needs to the fullest extent possible.

In determining student performance, teachers should utilize the following assessment/testing strategies:

1. student oral responses
2. written work
3. board work
4. work as members of a group
5. reference, research, and/or book reports
6. application of basic skills competencies to other areas
7. demonstrated creativity
8. teacher-made tests
9. commercially-produced tests
10. competency-based education tests

PROCEDURES/GUIDELINES:

A. Elementary Grades

Reports to parents may include the following:

1. report cards
2. narrative reports

3. competency check lists
4. competency-based test scores (selected grades and subjects)
5. norm-referenced test scores (selected grades and subjects)
6. interim progress reports
7. individual contacts

Parent-teacher conferences will be regularly scheduled. Assessment/testing strategies at these levels may include:

1. written work
2. class participation
3. reports, research projects
4. work as a member of a group
5. projects
6. performance
7. teacher-made tests
8. commercially-produced tests
9. competency-based education tests

B. Middle School/High School

Reports to parents convey as much information concerning pupil performance as possible in an understandable format. The reporting system includes:

1. report cards
2. narrative reports
3. competency check lists
4. competency-based test scores (selected grades and subjects)
5. norm-referenced test scores (selected grades and subjects)
6. interim progress reports
7. individual contacts

Parent-teacher conferences will be determined by need. Assessment/testing strategies at these levels may include:

1. written work
2. class participation
3. reports, research projects
4. work as a member of a group
5. projects
6. performance
7. teacher-made tests
8. commercially-produced tests
9. competency-based education tests

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Columbia Schools, Columbia Station, Ohio