

Administrative Procedures for the Assessment of Student Progress
(Attachment for Policy No. 213)

Purpose:

The evaluation of student progress and achievement must be continuous and purposeful. Teachers should use assessments diagnostically to help plan appropriate lessons. Students should be encouraged to evaluate their own progress and set realistic goals for themselves. The best kind of evaluation is a mutual assessment by students and teachers which leads to improved teaching and learning.

Definitions:

The following words and phrases, when used in this policy, shall have the meaning given to them in this section:

“Grading” is defined as a system for measuring and recording student progress and achievement in school courses of study. Student progress toward attaining educational goals is measured against the levels of achievement expected for students in the course while recognizing the student’s own potential for achievement.

“Marking” is defined as a system of evaluation, grading and recording student progress and achievement which enables the student, parents, guardians, and teachers to learn the student's strengths and weaknesses; plan an educational and vocational future for the student in the areas of the greatest potential for success; and determine where remedial work is required.

Procedures:

Grading or marking becomes part of the evaluation process whenever student progress is measured and recorded. Students with disabilities who have Individual Education Programs (IEPs) will be assessed and graded based on measurable IEP goals. Grades enable the student, parents, and teachers to identify strengths and weaknesses, to consider recommendations for promotion, retention, remediation or acceleration, and to plan an appropriate program of studies for the student.

1. All students are to be graded during the school year and kept informed of their progress by their teachers. Grades for use in each course are established by the school district as appropriate to the course of study and the developmental level of students.
2. The procedures for evaluating student achievement in a course of study must be included in the syllabus for the course, approved by the principal, and explained to students by the teacher.
3. Grades will be recorded and reported to parents/guardians at the end of each term. Written comments, telephone conferences, and/or face-to-face conferences should be

used to amplify what is communicated by the grades or marks, especially when the grade indicates academic failure.

4. Final grades will be recorded for each student on the cumulative record at the end of each school year.

The Marking Guidelines outlines the requirements for marking student progress.

- Guidelines for the marking student progress of *kindergarten* students can be found in the following weblink:
<https://www.philasd.org/curriculum/wp-content/uploads/sites/825/2018/10/Marking-Guidelines-K-FINAL-revised-10.26.18.pdf>
- Guidelines for the marking student progress in *grades 1 through 3* can be found in the following weblink:
<https://www.philasd.org/curriculum/wp-content/uploads/sites/825/2018/11/Marking-Guidelines-1-3-Final-10.26.18-1.docx>
- Guidelines for the marking student progress in *grades 4 through 8* can be found in the following weblink:
<https://www.philasd.org/curriculum/wp-content/uploads/sites/825/2018/10/Marking-Guidelines-4-8-Final-10.26.18.pdf>
- Guidelines for the marking student progress in *grades 9 through 12* can be found in the following weblink:
<https://www.philasd.org/curriculum/wp-content/uploads/sites/825/2018/08/Marking-Guidelines-Update-081718.pdf>
 - And for students in grades 9 through 12, computation of grade point averages and the assignment of rank in class in accordance with the following guidelines:
 - All students graduating based on the credit requirements of the School District of Philadelphia shall be ranked together.
 - Class rank shall be computed by final marks in all subjects.
 - Any two or more students whose computed grade point average are identical shall be given the same rank.
 - The rank of the student who immediately follows a tied position will be determined by the number of students preceding him/her and not by the rank of the person preceding him/her.
 - In recognition of varied course requirements, grade point averages shall be weighted to reflect this variation.
 - When determining valedictorian, salutatorian, and Latin honors; grade point average will include the third term average of grade 12 courses.
 - In the case of a tie for valedictorian or salutatorian, all students with the same grade point average will be recognized.
 - A student's grade point average shall be entered on his/her records and shall be subject to the Board's policy on release of student records.

- The statement of the methods for such computation and assignment shall be made available for those to whom a student's grade point average or rank in class is released.
- Changes to marking guidelines will be communicated via the online parent, teacher, student, and principal portals as well as posted to the District's Office of Academic Supports website.