

ACADEMIC ACHIEVEMENT

Pass/Fail as an Option for Students in Grades 6-12

1. No student will receive a pass/fail mark solely due to a disability or limited language proficiency. No student will receive a pass/fail mark solely due to accommodations. A Pass mark grants credit but does not have a point value for GPA calculations.

Pass/Fail grades may be used to indicate achievement or demonstration of basic proficiency for students in the following circumstances:

- a. Students in an Individualized Education Program (IEP);
 - i. A student's IEP team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
- b. Students on a 504 Plan;
 - i. A student's 504 team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
- c. Students enrolled in English as a second language programs;
 - i. A general education teacher must consult and confer with the designated team of educators and obtain parental consent in order to award a pass/fail mark in place of the standard mark scale. The team will approve the mark if it is determined that the student's language proficiency is the barrier to meeting the standards for the course only if the student is in profile 3 of ELPA or below. The team must indicate which course(s) and/or content area(s) are to receive pass/fail grades.
- d. Transfer students;
- e. Extended absence due to illness or injury;
- f. Extended absence due to participation in a district-approved program or activity.
- g. Students in intervention courses addressing learning targets that are already assessed in other content-area courses.

Pass/Fail grades will be used to indicate performance for students enrolled as teacher assistants.

2. Students other than those described in (1)(a), (1)(b), and (1)(e) above who are interested in exercising the option will proceed as follows:
 - a. The student and his/her counselor, parent or teacher will develop a written request identifying the need for the option;
 - b. Written parental consent must be secured;
 - c. Under normal circumstances the request must be submitted within the first two weeks of the semester;
 - d. Completed requests will be submitted to the principal or designee for approval.

Weighted Grading System for High Schools

1. The district shall annually publish a list of all approved courses that yield weighted grades.
2. Grades of A, B, and C will be weighted for class rank calculation by adding a grade point (A=5, B=4, C=3).
3. For students moving into the District, weighted grades will be applied according to how they were awarded by the prior district.
4. Student transcripts will display both standard and weighted grade point average and rank in class.
5. Student report cards will display only standard (unweighted) grade point average.

Modified Grading of Special Students in Secondary Schools

1. High school students can earn both standard and modified grades. A student's educational team must indicate which course(s) and/or content area(s) will receive a modified mark.

The modified mark scale, upon agreement by a school team, is used to indicate practices or procedures used during instruction or assessment lowered or reduced the learning expectations of the student.

No student will receive modified marks solely due to a disability or limited language proficiency. No student will receive modified marks solely due to accommodations.

Courses and credit where a modified mark was earned can apply to modified diploma requirements but (beginning with students entering 9th grade in 2013) will not apply to any mandatory credit requirements (including elective credit) of a standard diploma.

Modified Marks may be used in the following circumstances:

a. Students with Individual Education Programs (IEP)

- i. A modified mark can only be used with the approval of the student's IEP team. The IEP must specify which specific course or content area will be receiving modified marks.

b. English Language Learners

- i. A modified mark can only be used if a team of educators, including parental consent, recommends that a modified diploma is appropriate for the student.

c. Modified Marks for Students on 504 Plans

- i. A modified mark can only be used with the approval of the student's 504 team. The 504 must specify which specific course or content area will be receiving modified marks.

d. Modified Marks for All Other Students

- i. A modified mark can only be used if a team of educators, including parental consent, recommends that a modified diploma is appropriate for the student.

2. Accommodations and Modifications: What's the Difference?

- a. **Accommodations:** An accommodation is an alteration in how a task or test is presented to or responded to by the student; it includes a variety of alterations in directions, presentation, response, setting in which the task is completed, timing or scheduling. Accommodations do not compromise the learning expectations, construct, grade-level standard, and/or measured outcomes. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what they know and can do. The first consideration should always be directed towards accommodations, which are needed for a variety of students, including but not limited to students on IEP's or limited language proficiency.
 - b. **Modifications:** A modification refers to practices or procedures used during instruction or assessment that lower or reduce the learning expectations of the student when applied. The changes are made to provide the student opportunities to participate meaningfully and productively in learning experiences and environments.
- 3. Satisfactory/Unsatisfactory Marks** are used to indicate level of performance in non-credit courses such as Advisory or Study Halls. S/U marks may **not** be used for courses that offer credit.