

Title: Assessing/Grading Student Performance

Series : 4500 SERIES-STUDENT PERFORMANCE AND ACHIEVEMENT

Policy #: 4501

4501

ASSESSING/GRADING STUDENT PERFORMANCE POLICY

In a unified school system, it is desirable that grades be based on a set of expectations of students' performance. Therefore, there is a clear need for grades to be based on system-wide standards. Grades given to students enrolled in the Hawaii public school system shall be based on their achievement of the Hawaii Content and Performance Standards which specify what students should know and be able to do. Performance ratings are given to reflect attainment of the General Learner Outcomes.

The Department is responsible for evaluating and reporting student achievement. This evaluation shall be summarized as grades, which shall be included in a report to parents at the end of each term: semester/trimester or year. Student attendance and the General Learner Outcome performance ratings will appear in student evaluations but shall be reported separately from academic grades.

Grades recorded by teachers must meet the dual criteria of validity and reliability. The test of validity is met when the grades have been based on the Hawaii Content and Performance Standards. The test of reliability is met when (1) there is a sufficient number of grade entries to indicate that a student has been afforded ample opportunities over a grading period to demonstrate competence; and (2) records are maintained accurately, legibly and support the grades given.

Approved: 7/96

Amended: 9/97, 06/03

Title: Reporting Student Progress

Series : 4500 SERIES-STUDENT PERFORMANCE AND ACHIEVEMENT

Policy #: 4510

4510

REPORTING STUDENT PROGRESS

POLICY

Evaluation and the communication of student progress serve to place a value on learning and are critical to student attainment of the Hawaii Content and Performance Standards and the General Learner Outcomes. Periodic reports of student progress shall be provided to both students and parents. The involvement of the student in the evaluative process shall be considered essential, since it is the student's learning and personal growth that are being assessed. Involvement shall be determined by the student's maturity level.

The progress report shall involve an understanding of the instructional objectives and content and performance standards appropriate for learning and achieving. The report shall be diagnostic and constructive, enabling the student to understand his/her responsibilities as they relate to performance and attainment of the standards.

Because of the critical role families play in students' learning and achievement, elementary schools shall conduct parent-teacher conferences at least once each year for the purpose of reporting student progress. Schools may dismiss classes for this purpose in accordance with regulations and procedures set forth by the Department of Education. Secondary schools are encouraged to conduct regular parent-teacher-student conferences as a way to update parents on the academic progress of their child.

Approved: 10/70

Amended: 03/88, 04/02, 06/03

REPORTING STUDENT PROGRESS

REGULATIONS

- 1) The purpose of the status report, oral or written, is to provide the student and parent with information about the student's progress in meeting the Hawaii Content and Performance Standards (HCPS) and General Learner Outcomes (GLOs) and what can be done to improve performance.
- 2) The status report shall include indications of personal and social development, the General Learner Outcomes, as well as academic achievement and these assessments shall be reported separately.
- 3) Planned conferences [student-teacher(s), parent-teacher(s), and/or parent(s)-teacher(s)-student] to report student progress are encouraged and shall be held as needed.
- 4) Notes, telephone calls, and formal reports may also be used to report student progress.
- 5) In elementary schools:
 - a. The end-of-year report shall be the report card.
 - b. The following grading scale for reporting student achievement shall be used:

- 1) For Kindergarten students at the end of each quarter and year

MP = Meets with Proficiency
DP = Developing Proficiency
NY= Not Yet
/ = Not Applicable at this time
SC = See Teacher Comments

- 2) For Grades 1 – 6 students at the end of each quarter and year

ME = Meets with Excellence
MP = Meets with Proficiency
DP = Developing Proficiency
WB = Well Below Proficiency
NA = Not Applicable at this time
SC = See Teacher Comments

c. The following descriptors shall be used for the General Learner Outcomes:

Consistently
Usually
Sometimes
Rarely

6) In secondary schools:

a. The first semester, second semester, and end-of-year report shall be the report card.

b. The following grading scale for reporting student achievement shall be used:

(1) Academic grades: A, B, C, D, F, S, U

(2) Exceptions to the above academic grades: I (Incomplete), W (Withdrawal),
N (No Grade)

c. When a student has satisfactorily completed a course by demonstrating proficiency, a credit designation, as appropriate, shall be entered on his/her permanent record.

d. Courses completed in rigorous academic subjects qualify for a weighted grade if the courses are included in the following programs:

(1) The recognized and established academic programs of Advanced Placement (AP) and Higher Level International Baccalaureate (IB) courses in which there is a corresponding nationally/internationally administered exam. Standard Level IB courses will be reviewed by state content specialists to determine if course content is equivalent to the rigor of other weighted courses. If rigor is determined to be equivalent, a weighted grade will be given.

(2) The Hawaii Department of Education (HIDOE) will accept all weighted AP and IB grades displayed on the student's official transcript who enter the HIDOE from accredited secondary schools.

e. Courses completed in the Running Start (college) program do not have weighted grades. The HIDOE will accept, but will not weight, transfer grades for students who enter the HIDOE with grades in college programs.

Former Code No. 5124

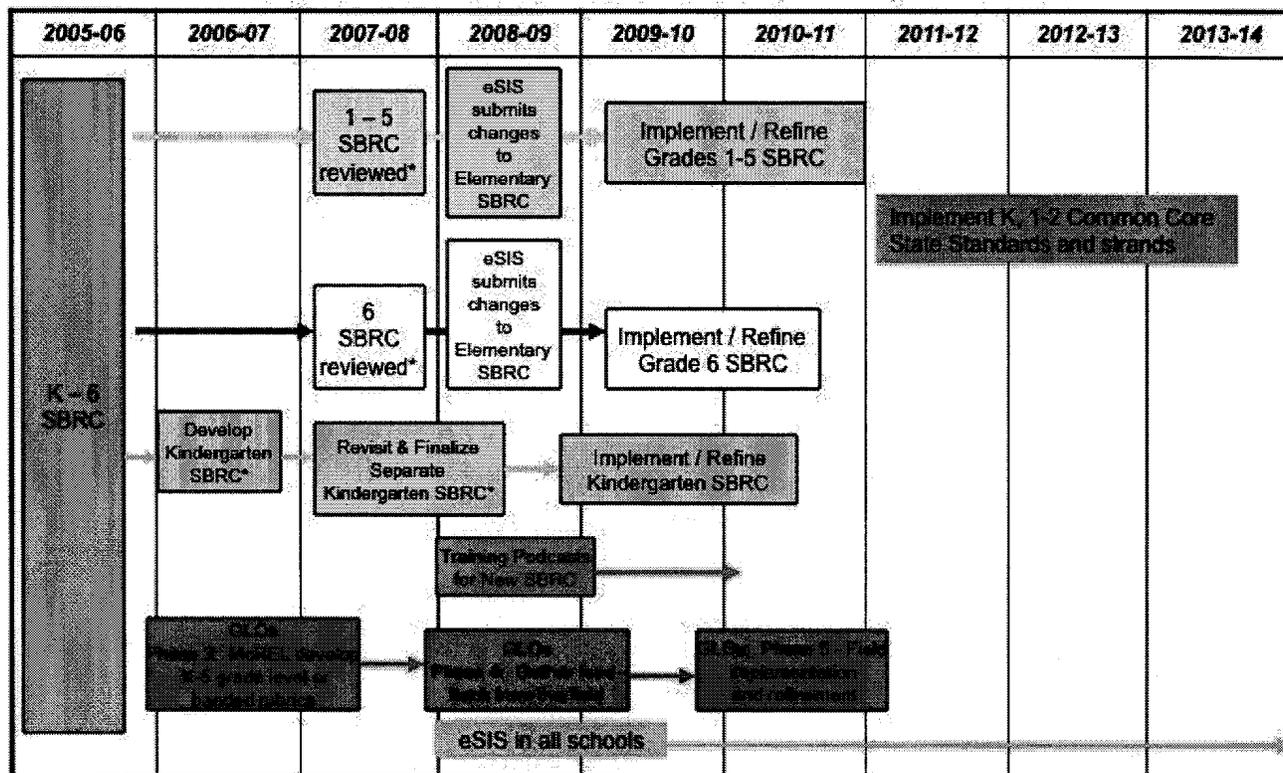
Former Policy Adopted: 1/49; Am. 6/60; 2/64

Regulation Adopted: 1/49

Regulation Amended: 1/58; 7/60; 2/64; 10/70; 5/75; 3/88; 1/03, effective School Year 2004-2005; 6/03; 2/06; 3/10; 4/11



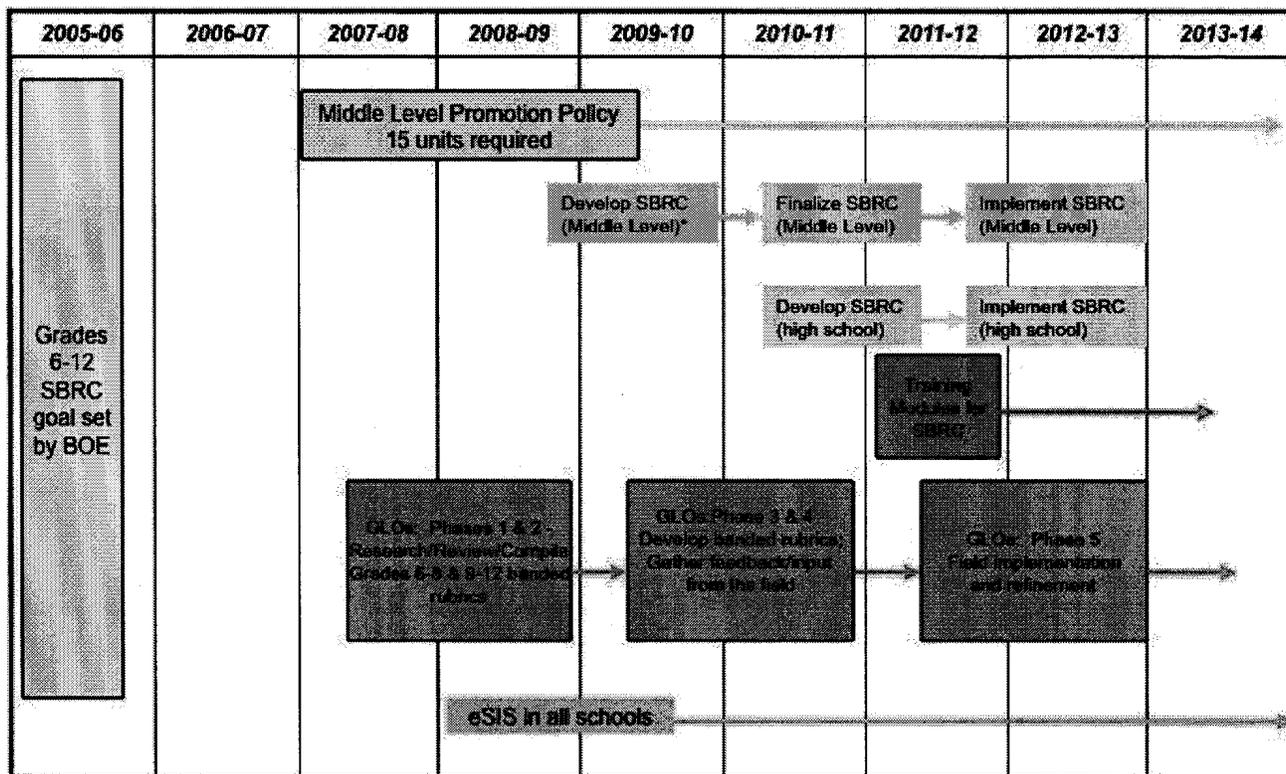
Elementary
Standards-Based Report Card (SBRC) Timeline



(Revised May 2011)

* Involves working groups, field work, Joint Committee, CAS Leadership Group

Secondary Standards-Based Report Card (SBRC) Timeline



(Revised May 2011)

* Involves working groups, field work, Joint Committee, CAS Leadership Group

