

## 4180 Grading Practices

Policy 4180

STATUS: ADOPTED

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### *Grading Practices*

Board Approved: December 6, 1995

Last Revised: June 19, 2013

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#### Description:

The Board of Education for School District No. 59 (Peace River South) expects its Administrative Officers to ensure that:

- There are records kept in the school office that outline the major learning outcomes for each course/subjects/grade;
- Assessment strategies for determining student learning are aligned with the major learning outcomes;
- Criteria for determining student learning, as described by anecdotal comments and/or letter grades, are published and aligned with the major learning outcomes;
- Parents, upon request, will receive an outline of the major learning outcomes for each subject/course/grade on a reporting period basis;
- Parents and students are informed at appropriate times when a student's lack of progress in meeting the outcomes for each course/grade/subject may result in a letter grade of "I" or "F".

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**Description:**

Each principal is to communicate to parents and students, through the most efficient means possible, the major learning outcomes for each course/grade/subject, the criteria for determining comments or letter grades that describe the level of student success, and the schedule of formal reporting to parents;

Report card templates must be approved on behalf of the Board of Education by the Superintendent of Schools and meet all requirements of the Ministry of Education;

Each principal is to develop and enact procedures for parent conferences that accommodate the work schedule of as many parents as possible;

Principals are to ensure that students are taught and have opportunities to practice self assessment of their work and to develop assessment portfolios. At the grade 10 to 12 level, students are to have the opportunity of developing a demonstration portfolio.

Students in K to grade 7 are to have the opportunity of being involved in at least one student led conference each school year.

Principals are required to develop school policies and procedures concerning student assessment that includes procedures for dealing with student and/or parent appeals of letter grade determination and teacher assessment of student work.

Principals are to ensure that teacher assessment practices and letter grade determinations are consistent with 21<sup>st</sup> Century Learning initiatives and the Principles for Fair Student Assessment Practices for Education in Canada.