

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course. Students are to be marked on the basis of their achievement insofar as can be determined by daily work, observations, conferences, quizzes, common and summative assessments.

Grading will be on a nine-week basis. The report card grade will be based on factors such as: textbook assignments, oral and written assignments, class participation, special assignments, research, activities of various types and special contributions.

Grade of Progress Report by Grade Levels

Kindergarten:

A kindergarten progress report will be used three (3) times a year to report a student's progress to parents. The assessment will be an overall report on student progress.

Kindergarten DW - Doing Well
 SW - Still Working
 HD – Having Difficulty
 TL – Taught Later

Grades 1–2 4 = Exhibits outstanding performance consistently at grade level
 3 = Exhibits consistent performance at grade level
 2 = Exhibits some grade level competencies, but performance is inconsistent
 1 = Exhibits minimal performance at grade level

Grades 3–5 A = Consistently meets grade level expectations at an outstanding level
 B = Frequently meets grade level expectations at a high level
 C = Meets grade level expectations at a satisfactory level
 D = Seldom meets grade level expectations
 F = Does not meet grade level expectations

Grades 3-12 (13*)	A: 90 – 100	=	4.0
	B: 80 – 89	=	3.0
	C: 70 – 79	=	2.0
	D: 60 – 69	=	1.0
	F: <59	=	0.0

*Also includes Grade 13 for Buncombe County Early College

Personal Development skills are assessed in grades 1-5 as follows:

Kindergarten	DW - Doing Well
	SW - Still Working
	HD – Having Difficulty
	TL – Taught Later
Grades 1–2	E = Excellent
	S = Satisfactory
	I = Inconsistent
	N = Needs Improvement
Grades 3-5	✓ = Meets expectations
	I = Inconsistent
	N = Not meeting expectations

Subjects to be Graded on Report Cards

Kindergarten	Math, Literacy, and Writing
Grades 1-2	Students will receive progress reports in the areas of:
	Reading
	Writing Process
	Mathematics

Science, social studies, health, and technology competencies are taught as integrated subjects in all graded subject areas. All students participate in art, music, and physical education on a regular basis. If a student is not meeting expectations in these areas, parents will be notified.

Grades 3-5:	Students will receive a numeric grade in the areas of:
	Reading
	Written Communication
	Mathematics
	Science/Health
	Social Studies

All students participate in art, music, and physical education classes; technology competencies are integrated into all graded subject areas. If a student is not meeting expectations in these areas, parents will be notified.

Intermediate Schools Unified Arts programs will grade according to format. Unified Arts programs following the elementary school schedule will use the elementary grading practice above. Unified Arts programs using a middle school schedule will follow the middle school grading system.

Grades 6-12: A student will receive a numeric grade for each subject in which he/she is enrolled.

Grades for semester length courses are determined by:

High School

1st nine-weeks grade
2nd nine-weeks grade
Final Exam (See Note on Page 3)
Final Grade

Grades 6-8

1st nine-weeks grade
2nd nine-weeks grade
Semester Grade

Grades for year long courses are determined by:

High School

1st nine-weeks grade
2nd nine-weeks grade
3rd nine weeks grade
4th nine-weeks grade
*Final Exam
Final Grade

Grades 6-8

1st nine-weeks grade
2nd nine-weeks grade
3rd nine-weeks grade
4th nine-weeks grade
Final Grade

**Note: High School final exams will count 25% of the grade for the course. For courses that have state mandated assessments, students must score 60% or better on the state mandated assessment or a principal approved retest to receive credit for the course. At principal discretion, a portfolio of student work may be evaluated in place of the principal approved retest.*

Report cards are issued every nine (9) weeks. At the end of each grading period, a designated day will be determined and announced when schools will issue report cards. Grades will be based on the 10 point scale approved by the State Board of Education. Midway between report card dates, a progress report will be issued. Schools may choose to issue progress reports on a more frequent basis.

Grading is not to be used for disciplinary purposes.

High School Final Examinations

Students will be given a final examination in each course. Final exams will be administered at the end of each semester or year long course within the testing window as established by the NC Department of Public Instruction.

The exam schedule and length of the exam period will be determined by the principal. Unless there is an emergency, each student is expected to be in attendance on exam days. Any exception to this rule must be approved by the principal.

Legal References: G.S. 115C-47,

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000)

History of Policy 625

Adopted: August 6, 1992

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Revised: September 6, 2012

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*Updated information approved by Associate Superintendent – did not affect content.