

REGULATION

RUMSON BOROUGH BOARD OF EDUCATION

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R 5420 REPORTING PUPIL PROGRESS

The Superintendent shall establish a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, recognized standardized achievement testing programs, written and oral teacher-made tests, performance observation, parental or guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations.

The Superintendent shall establish a grading system to be used uniformly in the same grade level throughout the district. The grading system should be clear, easily understood by parent(s) or legal guardian(s) and pupils, and able to be applied with consistency of interpretation. The administration will monitor pupil grading results from year to year to minimize grading differences between teachers for the same pupil performance. The grading system shall be equitable for all pupils and provide opportunities for every child to attain all levels of grades.

Grades appearing on report cards indicate what the pupil has done; how well the child has done it; and how much the child has shown he/she has learned. In all classes pupils are expected to:

Display an eagerness to learn and a constructively inquisitive approach to the work, contribute frequently to group discussion, direct attention to the lesson, prepare thoroughly for tests, cooperate with the teacher at all times and follow reasonable directions, work to the best of his/her ability, complete all assignments in an accurate, legible and prompt manner and to seek extra help when necessary.

In evaluating pupil achievement within a level, each teacher shall make use of all available information, including results of teacher-made test, measure of skill and content mastery, completion of required assignments, and teacher observation of pupil performance.

The teaching staff shall provide parent(s) or legal guardian(s) with information regarding pupil grading, particularly those factors which determine a pupil's grade. This information shall be provided to the parent(s) or legal guardian(s) at the beginning of the school year and to the pupils where and when appropriate, and shall include the criteria for attainment of all levels of grades.

Interim Notices

Interim notices may be utilized at appropriate grade levels and should be shared with parents. Teachers are encouraged to contact parent(s) or legal guardian(s) of pupils having difficulty. These will be placed in the child's permanent records.



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Marking Key – The determination of grades follows Regulation 2624.

Grades Pre-Kindergarten - Four

- 4 - Exceeds progress indicator consistently and independently
- 3 - Meets progress indicator
- 2 - Develops towards indicator with prompting
- 1 - Exhibits difficulty meeting progress indicator
- N - Not assessed for the marking period

Grades five to eight

Outstanding:	A+ 98–100	A 95-97	A- 92-94
Very Good:	B+ 89-91	B 86-88	B- 83-85
Average:	C+ 80-82	C 77-79	C- 74-76
Below Average:	D+ 71-73	D 68-70	D- 65-67
Failing:	F 64 & Below		

P – Pass F – Fail I – Incomplete ME – Medical Excuse NG - No Grade

Report Cards

Report cards will be distributed three times per year. (Kindergarten will be two times a year.)

The district will schedule formal parent conferences. The opportunity for these scheduled conferences do not preclude a parental request for a conference at other times during the school year. These informal conferences are encouraged and should take place as often as necessary.

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