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EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The board of education encourages the certified staff, under the direction of the superintendent, to employ 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, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations.

The superintendent shall have the right to review disputed grades and with board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120- Assessment of individual needs, the school district shall establish and maintain a general testing program to:

- A. Measure the needs and progress of individual pupils;
- B. Measure the achievement of grade levels;
- C. Allow comparison of district pupils with national or other norms;
- D. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal’s office to the superintendent’s office for approval before any survey or observation can be conducted.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Dated: September 18, 2002

Legal References:

<u>N.J.S.A.</u>	18A:7C-3, -4, -6, -6.2	Remedial instruction for students not meeting graduation standards...
<u>N.J.S.A.</u>	18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u>	18A:54-20	Powers of board (county vocational schools)
<u>N.J.A.C.</u>	6:4-1.5(g), (h)	School and classroom practices
<u>N.J.A.C.</u>	6:8-1.1	Words and terms defined
<u>N.J.A.C.</u>	6:8-2.2	School-level planning
<u>N.J.A.C.</u>	6A:8-1.1 et seq.	Standards and Assessments
See particularly:		
<u>N.J.A.C.</u>	6A:8-1.3, -4.1, -5.1	
<u>N.J.A.C.</u>	6A:24-4.1	Implementation of whole school reform model
<u>N.J.A.C.</u>	6A:30-1.4	Evaluation process for the annual review

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Manual for the Evaluation of Local School Districts (August 2000)

Cross References:

100/1010	Concepts and roles in community relations; goals and objectives
1120	Board of education meetings
5113	Absences and excuses
5120	Assessment of individual needs
5124	Reporting to parents/guardians
5125	Pupil records
5141.3	Health examinations and immunizations
6142.6	Basic skills
6146	Graduation requirements
6146.2	Promotion/retention
6147	Standards of proficiency

