

# UNIONVILLE- CHADDS FORD SCHOOL DISTRICT

SECTION: PUPILS

TITLE: ASSESSMENT OF STUDENT  
PROGRESS

ADOPTED: May 19, 2003

REVISED: February 26, 2007

213. ASSESSMENT OF STUDENT PROGRESS	
<p>1. Purpose Pol. 212</p>	<p>The Board recognizes that a system of assessing student achievement can help students, teachers, and parents to understand and evaluate a student's progress toward educational goals and academic standards.</p>
<p>2. Definition 22 Pa. Code Sec. 4.11</p>	<p>Assessment shall be the system of measuring and recording student progress and achievement that enables the student, parents and teachers to determine a student's attainment of established academic standards and to learn the student's strengths and weaknesses; plan an educational or vocational future for the student in areas of the greatest potential for success; and know where remedial work is required.</p>
<p>3. Authority SC 1531, 1532 22 Pa. Code Sec. 4.11, 4.51, 4.52 Pol. 102, 216</p>	<p>The Board directs that the district's instructional program shall include a system of assessing all students' academic progress. The system shall include descriptions of how achievement of academic standards will be measured and how this information will be used to assist students having difficulty meeting required standards.</p>
<p>22 Pa. Code Sec. 4.52</p>	<p>Students with disabilities shall be included in the district's assessment system, with appropriate accommodations when necessary.</p>
<p>22 Pa. Code Sec. 4.52</p>	<p>The district's assessment system shall include a variety of assessment strategies which may include:</p>
<p>Pol. 217</p>	<ol style="list-style-type: none"> <li>1. Written work by students.</li> <li>2. Scientific experiments conducted by students.</li> <li>3. Works of art or musical, theatrical or dance performances by students.</li> <li>4. Demonstrations, performances, products or projects by students related to specific academic standards.</li> <li>5. Examinations developed by teachers to assess specific academic standards.</li> </ol>

<p>4. Delegation of Responsibility 22 Pa. Code Sec. 4.52</p> <p>5. Guidelines</p>	<p>6. Nationally-available achievement tests.</p> <p>7. Diagnostic assessments.</p> <p>8. Evaluations of portfolios of student work related to achievement of academic standards.</p> <p>9. Other measures, as appropriate, which may include standardized tests.</p> <p>The Superintendent or designee shall develop and implement procedures to assess student progress, in accordance with district goals and regulations of the State Board of Education.</p> <p><u>Grading System</u></p> <p>The grading scale listed below shall be the district-wide scale:</p> <table><tr><td><b>97 – 100</b></td><td><b>A+</b></td><td><b>= 4.3</b></td></tr><tr><td><b>93 – 96</b></td><td><b>A</b></td><td><b>= 4.0</b></td></tr><tr><td><b>90 – 92</b></td><td><b>A-</b></td><td><b>= 3.7</b></td></tr><tr><td><b>87 – 89</b></td><td><b>B+</b></td><td><b>= 3.3</b></td></tr><tr><td><b>83 – 86</b></td><td><b>B</b></td><td><b>= 3.0</b></td></tr><tr><td><b>80 – 82</b></td><td><b>B-</b></td><td><b>= 2.7</b></td></tr><tr><td><b>77 – 79</b></td><td><b>C+</b></td><td><b>= 2.3</b></td></tr><tr><td><b>73 – 76</b></td><td><b>C</b></td><td><b>= 2.0</b></td></tr><tr><td><b>70 – 72</b></td><td><b>C-</b></td><td><b>= 1.7</b></td></tr><tr><td><b>67 – 69</b></td><td><b>D+</b></td><td><b>= 1.3</b></td></tr><tr><td><b>63 – 66</b></td><td><b>D</b></td><td><b>= 1.0</b></td></tr><tr><td><b>60 – 62</b></td><td><b>D-</b></td><td><b>= 0.7</b></td></tr><tr><td><b>Below 60</b></td><td><b>F</b></td><td><b>= 0</b></td></tr></table>	<b>97 – 100</b>	<b>A+</b>	<b>= 4.3</b>	<b>93 – 96</b>	<b>A</b>	<b>= 4.0</b>	<b>90 – 92</b>	<b>A-</b>	<b>= 3.7</b>	<b>87 – 89</b>	<b>B+</b>	<b>= 3.3</b>	<b>83 – 86</b>	<b>B</b>	<b>= 3.0</b>	<b>80 – 82</b>	<b>B-</b>	<b>= 2.7</b>	<b>77 – 79</b>	<b>C+</b>	<b>= 2.3</b>	<b>73 – 76</b>	<b>C</b>	<b>= 2.0</b>	<b>70 – 72</b>	<b>C-</b>	<b>= 1.7</b>	<b>67 – 69</b>	<b>D+</b>	<b>= 1.3</b>	<b>63 – 66</b>	<b>D</b>	<b>= 1.0</b>	<b>60 – 62</b>	<b>D-</b>	<b>= 0.7</b>	<b>Below 60</b>	<b>F</b>	<b>= 0</b>
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