

Policy Reference No. 3410
Title: REPORTING STUDENT PROGRESS
Section: INSTRUCTION

REPORTING STUDENT PROGRESS--MIDDLE SCHOOLS

PROCEDURE

1.0 Written progress reports will be provided to parents at the end of each quarter during the school year. A standard format will be used by all middle schools (Exhibit 3410.2A).

2.0

<u>Grade</u>	<u>Meaning</u>	<u>Grade Point</u>	<u>Credit</u>
A	Excellent	4.0	Yes
B	Above average	3.0	Yes
C	Average	2.0	Yes
D	Passing	1.0	Yes
U	Unsatisfactory	0.0	No
F	Failure	0.0	No
^S	Satisfactory	Not included in GPA	Yes

Schools may use this symbol for non-credit-bearing courses such as elementary or peer tutor, Lab Assistant, Office Assistant, Library Assistant and/or Teacher's Assistant (including ASPEN).

Plus (+) and minus (-) may be added to A, B, C and D grades on the progress report.

3.0 Sixth, seventh and eighth grade middle school students "start over" each quarter for all courses that do not transfer to high school. That is, teachers should not average or otherwise bring forward grades from one quarter to the next.

4.0 Any student taking a course that can be placed on the high school transcript as referenced in the Course Catalog will be graded as any high school student and will be held to the same rules (e.g., attendance/loss of credit) as any high school student. This means that the quarter grade is a "progress" grade and second quarter work progresses from that mark. Teachers should not average quarter grades to get a semester grade, but continue to build on the quarter grade to reach a final semester grade.

5.0 For year long courses that translate to .5 credit at the high school (such as Spanish 1A and 1B), the second semester grade will be the one noted on the transcript, should the student elect to have this course placed on his/her high school transcript. Students in these courses are required to

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follow the rules of attendance/loss of credit applied to high school students. Students can not take .25 credit of these courses. These credits will be placed on a high school transcript only if requested by the student and parent prior to the student's matriculation from high school.

- 6.0 Spanish Immersion students can earn up to three (3.0) high school World Language credits and grades, one for each year of study (6th-8th grade). As with any course that can be given high school credit, attendance and other rules for high school students apply. These credits will be placed on a high school transcript only if requested by the student and parent prior to the student's matriculation from high school.
- 7.0 No middle school credit/course that is applicable for the high school transcript will be placed on the transcript without the accompanying grade.
- 8.0 Teachers will schedule conferences with parents/guardians of students they feel would benefit from more information not contained on the progress report. Students may be involved in these conferences when the parent and teacher agree that such participation is appropriate for the age of the student and the content of the conference. The dates will coincide as closely as possible with the end of a progress reporting period. The primary purpose of the conferences will be discussion of the first-quarter and third-quarter written progress reports.
- 9.0 As early as the end of the fourth week of a quarter and prior to the end of the seventh week of the quarter, reports of outstanding and/or inadequate progress may be directed to the student's parents through the use of interim progress reports. Each of these reports shall offer information on the relevant factors contributing to the student's status as a learner in the subject area. The purposes of the report are to provide information to students and parents that will assist students to continue outstanding performance or to improve inadequate progress, and to ensure prior notice to students and parents of the possible adverse consequences of the student's current inadequate performance for the student's academic record and school progress.
- 9.1 The interim progress report to be used during the first quarter of a semester will be informational and need not specify grade-to-date. While the aims of the report are to be, in all other respects, the same as those of the second-quarter interim progress

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report, a report is not required for every student whose first-quarter grade will be failure (F).

- 9.2 When a student's achievement in a subject during the fifth through seventh week of the second quarter of a semester is unsatisfactory (failing), the student and his/her parents shall be advised of the student's status in that subject by means of an interim progress report. A failing (F) grade may not be given the student if this notice was not sent, subject to the exception in 3.2.2.

9.2.1 This report will have been completed in the prescribed manner and as soon as practicable to ensure the greatest opportunities to the student to improve in that subject area.

9.2.2 The principal must approve an interim progress report issued after the end of the seventh week of the quarter.

- 9.3 It is the intent of the procedure for reporting student progress that no single project, test, research paper or other assignment can have such a bearing on the student's grade as to cause the student to receive a failing grade at the quarter or semester reporting date.

- 9.4 Details of the interim progress report forms to be used may vary from school to school. In all cases, there will be provisions for parents' comments and signature, return of the form to the teacher who initiated the report and filing of one copy of the report in the student's standard record folder.

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