

### **EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE**

The Board of Education believes that student progress should be measured because it is vital to educational program design and professional staff evaluation.

Each student's progress toward District goals and objectives shall be measured considering these factors:

- A. Specific educational program;
- B. Mental health;
- C. Physical capability;
- D. Level of maturity;
- E. Scholastic ability as determined by objective and subjective data;
- F. Environmental influences

Therefore, the Superintendent shall develop a program to measure student grade levels and District progress. This plan shall include:

- A. Classroom testing and grading practices that indicate both effort and mastery levels;
- B. Anecdotal records, including parent/guardian comment where appropriate;
- C. Testing programs such as standardized general achievement tests, standardized tests in specific subject areas, and test administered by other agencies (including those required by the State of New Jersey and the federal government).

#### **Grading**

The Superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level. The system should be clear, easily understood by parents/guardians and students, and able to be applied with consistency of interpretation. Evaluation and grading symbols shall be intended to appraise the student'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 student progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative student records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the Board.

The Superintendent shall have the right to review disputed grades and with Board approval to adjust them.

**EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)****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. Improve the instructional program to assist students in achieving the NJ Student Learning Standards or other state mandated standards;
- B. Measure the needs and progress of individual students;
- C. Measure the achievement of grade levels;
- D. Allow comparison of District students with national or other norms;
- E. Aid in evaluation of programs.

The District testing program shall embody at least the tests required by state and federal law at the mandated grades. 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 that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, gender identity and expression, affectional or sexual orientation, ancestry, national origin, nationality, disability, marital status, familial status, pregnancy or social or economic status.

Any requests for surveys, student observations, or student questionnaires must be forwarded through the Principal's office to the Superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the chief school administrator shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

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.

<b><u>Legal References:</u></b> <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:35-4.9	Student promotion and remediation, policies and procedures
<u>N.J.S.A.</u> 18A:36-34	Written approval required prior to acquisition of certain survey information from students
<u>N.J.S.A.</u> 18A:54-20	Powers of Board (county vocational schools)
<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practice
<u>N.J.A.C.</u> 6A:8-1.1 <i>et seq.</i>	Standards and Assessments
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.3, -4.1, -5.1	
<u>N.J.A.C.</u> 6A:10A-3.1 <i>et seq</i>	<i>School Districts-led standards-based instruction</i>
<u>N.J.A.C.</u> 6A:16-1.4(c)	District policies and procedures
<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-7.1	Student Records
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

**EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)**

**Legal References:** (continued)

34 CFR 98 Protection of Student Rights

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

**Cross References:**

*1000/1010	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	Student records
*5141.3	Health examinations and immunizations
*6142.6	Basic skills
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency

\*Indicates policy is included in the Critical Policy Reference Manual.

**Key Words**

Evaluation, Student Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

Approved: June 9, 2008

Revised: June 13, 2016, October 24, 2016