

The School Board believes that academic success and personal growth of students are best attained when:

1. learning targets are clear and presented to students prior to instruction;
2. progress is monitored regularly and fairly;
3. students receive prompt, specific feedback; and
4. parents and guardians are involved frequently.

Evaluation methods should enhance student potential for learning, develop the spirit of inquiry, and develop positive self image. Students should be assessed and evaluated both on how their achievement compares to established academic standards and benchmarks and how they are progressing as self-directed learners.

The grading/reporting system shall be uniform District-wide at comparable grade levels. The focus must be on learning, not just time spent in class. While teachers may assign different weight to tests, projects and homework, the District will not weight individual courses for transcript purposes. This includes at the high school level. The records and reports of individual students shall be kept in a form that will be meaningful to parents and guardians and students as well as teachers. The results should serve as a tool for communication with parents and guardians regarding their child's educational program.

Parents and guardians of students with disabilities shall be regularly informed of their child's progress toward the annual goals outlined in the child's individualized education plan (IEP) and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the effective period of the IEP. They shall be informed at least as often as parents and guardians of nondisabled students are informed of their child's academic progress.

The Board recognizes that any grading/reporting system, however effective, is subjective in nature but urges all faculty members to conduct student assessments and evaluation as objectively as possible. Staff members will be expected to inform students and parents and guardians of the criteria used for grading/evaluation in their classes. Staff development will help ensure quality instructional experiences that give students the best opportunity to attain the expectations.

The District shall not unlawfully discriminate in the methods, practices and materials used for evaluating students on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. This does not, however, prohibit the use of special testing materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

### Legal References:

#### Wisconsin Statutes

<a href="#">Section 115.38(1)</a>	[school performance reports; indicators of academic achievement]
<a href="#">Section 115.385(4)</a>	[school accountability reporting to parents/guardians]
<a href="#">Section 115.787</a>	[required components of IEPs for students with disabilities]
<a href="#">Section 118.13</a>	[student nondiscrimination]
<a href="#">Section 120.12(2)</a>	[board duty; advise regarding instruction and student progress]
<a href="#">Section 120.13(1)</a>	[board power; make rules for organization and graduation of schools]

#### Wisconsin Administrative Code

<a href="#">PI 9.03(1)</a>	[student nondiscrimination in student evaluation/testing policies]
<a href="#">PI 26.03(1)(b)1</a>	[academic and career planning services for students, including requirement to update parents/guardians on the progress of their child's planning]
<a href="#">HEA 9.05(2)</a>	[high school grading policy required]

#### Federal Laws

<a href="#">Elementary and Secondary Education Act [Part A - Subpart 1]</a>	[includes reporting student assessment, academic achievement and academic growth data to parents/guardians, and school accountability reporting]
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