**Richmond School District Policy Statement** **Policy #: 345.1**
**Grading Systems**

It shall be the policy of the Richmond School District to evaluate student achievement in junior kindergarten through eighth grade. The evaluation of grades on a regular basis serves to:

1. Promote a process of continuous evaluation of student performance on essential curricular standards.
2. Inform the students and his/her parents(s)/guardian(s) of the student's progress on standards.
3. Provide feedback for bringing about change in student performance if such change is deemed necessary.
4. Help students and staff in setting academic, social, and school success.

Grading Criteria: General Guidelines

Specific grading systems shall be developed for various grade levels by the administrative and instructional staff after required consultation by the Board of Education.

Administration and instructional staff shall develop grading procedures. When developing grading procedures, consideration shall be given to the following:

1. Input should be obtained from parent(s)/guardian(s), students, and instructional staff.
2. Grading criteria should be reasonably uniform by grade level or subject (See Administrative Procedure: Grading Criteria)
3. Grading procedures should be related to state standards, exit expectations, benchmarks, curriculum skills, and competencies for the grade level or subject.
4. The grading system employed by the instructional staff is expected to be fair and equitable in assessing individual student progress.
5. Classroom procedures and grading requirements should reflect the level of students' accomplishments.
6. Students and their parent(s)/guardian(s) should be informed of grading criteria for each grade level or subject early in the grading period so they understand student progress expectations.

The Richmond School District shall not discriminate in the methods, practices, and materials used for evaluating students on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap or other factors prohibited by state and federal laws and regulations. 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.

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| Legal Reference: | Wisconsin Statutes | 118.13 |
| | | 118.18 |
| | | 118.125 |
| | | 118.16(4) |
| | | 120.12(2) |
| | | HEA 9 |
| | | PI 9.03 |

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