
SECTION 6 - INSTRUCTION

6:280 Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

~~Students who successfully complete the District's curriculum shall be awarded diplomas in accordance with requirements of the Illinois School Code by the Superintendent. The Board reserves the right to deny participation in the graduation ceremony for non-completion of credits or disciplinary reasons. Students who wish to have alternative options, such as early graduation or credit for classes outside the District, must first have approval of the Building Principal, the Superintendent or if necessary, the Board of Education.~~

~~For students with disabilities who have completed four (4) years of high school but may still need additional educational services as prescribed by the student's Individualized Education Program may petition the Building Principal to participate in the graduation ceremony but will be issued a certificate of completion rather than a diploma.~~

Grading and Reporting Practices

~~The District grading and reporting practices shall reflect the grading philosophy and understandings of each building. The Superintendent or designee shall develop and supervise a system of grading and reporting that are grounded in research-based methods and current best practice that:~~

- ~~1. Communicate individual student achievement of learning standards; student's grades should not be reduced or inflated due to student behaviors (i.e. attendance, attitude, work habits) outside of the standards.~~
- ~~2. Clearly communicate the standards with clear indicators of proficiency and exemplars.~~
- ~~3. Ensure that grading policies are consistent among teachers of a grade or course and common assessments are utilized to measure student achievement.~~
- ~~4. Students learn at different rates and should have multiple opportunities to demonstrate their knowledge of standards; students are expected to take steps to correct errors of knowledge, understanding or skills.~~
- ~~5. Formative assessments are used to provide timely and descriptive feedback in order to allow students to self-assess progress towards a standard.~~

Grade Records

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,

- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

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