

ACADEMIC ACHIEVEMENT

The evaluation of the academic achievement of students is based on the premise that students have diverse capabilities, interests and individual patterns of growth and learning. It is essential that the professional staff members have adequate information to assess a student's educational needs, growth patterns and other factors necessary to design instructional plans for the student. Sharing of information among parents/guardians, teachers and students is an integral part of the evaluative process.

Through its methods of student evaluation and parent/guardian-student-teacher communications, the school system strives to meet the following objectives.

- A. Parents/guardians are to be informed regularly, at least four times a year, as to the progress their children are making in school.
- B. Parents/guardians will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration.
- C. As far as possible, distinctions will be made between a student's attitude and academic performance.
- D. At comparable levels, the staff will strive for consistency in grading and reporting, except when inappropriate for certain classes or students.
- E. When grades are given, the school staff will take particular care to explain the meaning of the marks and symbols to students and parents/guardians.

Legal Reference: 20-A MRS § 4502

Cross Reference: IKAB - Report Cards/Progress Reports
IKE - Promotion and Retention of Students
ILA - Testing/Assessment

Adopted: July 25, 2000

Revised: _____

SACO SCHOOL DEPARTMENT

