

Book	Policy Manual
Section	For the Board
Title	DETERMINATION OF GRADES
Code	po5421
Status	
Adopted	February 25, 2008

5421—DETERMINATION OF GRADES (6-12)

In order to provide a system for determining nine-week grades and semester exam grades which would be flexible enough for varying teaching styles yet rigid enough that grades in different classes could be comparable, the following policy has been adopted:

Each teacher determines the maximum standard for each class taught (number grades, curving grades, point systems, daily recitation, examinations, projects, extra credit, etc.). Each teacher will grade all work numerically and record all grades in their grade book using percentage grades. Letter grades will not be recorded in the teacher's grade book except to indicate final nine-week, semester, or exam grades. The grading scale shown below, including plus or minus, is used as a guideline for the teacher's use in converting percentage grade to letter grades as they appear on the student's report card.

GRADING SCALE

Average	Grade Shown On Report Card
100-98%	A+
97-94%	A
93-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-60%	D-
Below 60%	F

INCOMPLETES

Incomplete (Inc.) may be used to designate failure to complete assigned work for a reasonable cause. Incomplete becomes an F unless make-up work is completed by the end of the third week of the next grading period. If extenuating circumstances exist, the building principal may alter the timeline for compliance. A senior will not receive a diploma if s/he has an incomplete.

- / INCOMPLETE—The student has three (3) weeks after the close of the grading period to make up the work missed. After that amount of time has elapsed the incomplete (I) becomes an F.
- [MISTAKES MADE IN CALCULATING GRADE—Under this circumstance corrections will be made as appropriate and any adjustments to eligibility will be made accordingly.
- (MISSING WORK—No student work will be accepted after the last day of the grading period unless an incomplete has been assigned.
- [GRADE CHANGES—Any change of grades after the close of the grading period must be approved by the principal.
- I If a student exceeds eight (8) unexcused absences, they will have the option to regain up to two (2) days by attending Saturday School. Two (2) Saturday Schools would equal one (1) day of absence.

REPORTING OF GRADES

- / If a student misses class work due to excused absences the teacher will allow an equal number of days to make up this work.
- [If a student misses class work due to a suspension, the teacher will average in a grade of "zero" for the day. For example, if a student has six (6) grades totaling 480 points, a one (1) day suspension would result in a grade of "zero" ("0") for the day and the student would now have **seven (7) grades totaling 480 points**.
- (Teachers may use plusses and minuses signifying classroom performance on grade cards, but only the letter grade will be used for semester grades and on the student's permanent transcript.
- [Tutoring for credit for non-disabled students shall be done concurrently. Credit for courses failed may be achieved by the following methods:
 - 1 Attend an accredited summer school.
 - 2 Correspondence course approved by the Board of Education.
 - 3 Retake the course at Ridgedale High School.
 - 4 Tutoring for credit is not entirely limited to these items, but must be approved by the guidance counselor, building principal, Superintendent, and the Board.
- I Tutoring for credit is not available for students at Ridgedale Jr. High School.

CLASS RANK/GRADE POINT AVERAGE

All grades, GPA's and class rankings are calculated on a semester basis. A student's grade point average is calculated by taking the total number of credits attempted where letter grades are awarded and dividing it into the total number of quality points earned. Quality points are determined by taking each final credit attempted and multiplying it by the grade value received; for **General/Standard** courses, and to determine a GPA on a 4.0 non-weighted scale, the following points would be used: A+, A, A- = 4, B+, B, B- = 3, C+, C, C- = 2, D+, D, D- = 1, F or inc = 0 and for **College Prep/CP** courses, the following points would be used when using the weighted scale: A+, A = 5, A- = 4.59, B+ = 4.18, B = 3.75, B- = 3.34, C+ = 2.93, C = 2.5, C- = 2.09, D+ = 1.68, D = 1.25, D- = 1.0, F or inc = 0. The weighted GPA is then used to rank students, highest to lowest, in each grade (9-12). Class rank is a very important factor used by colleges and universities in accepting or rejecting students for admission and for scholarship competition. The 5.0 weighted system was developed so that students would be justifiably rewarded for taking more challenging courses and conversely, be discouraged from taking less rigorous courses in order to protect the GPA and class rank. PSEO courses are not weighted and therefore could have a negative effect on class rank. Students, who move into the RHS District who have completed college preparatory courses at their previous school, but these courses are not offered at RHS, may add weighted scale only to those courses offered at RHS. This would include high school courses offered in other districts at the junior high level but are not offered at Ridgedale at the junior high level.

The following is a list of approved college prep courses:

Language Arts C.P. (9-12)	Physical Science C.P.
Spanish C.P. 1, 2, 3, 4	Biology C.P.
Algebra I C.P.	Principals of Science C.P.
Geometry C.P.	Chemistry C.P.
Algebra II C.P.	Science Seminar C.P.
College Preparatory Mathematics C.P.	Physics C.P.
Trigonometry C.P.	American History C.P.
Probability and Statistics C.P.	American Government C.P.
Pre-Calculus C.P.	

The 5.0 weighted system was developed so that students would be justifiably rewarded for taking more challenging courses and conversely, be discouraged from taking less rigorous courses in order to protect the GPA and class rank.

(Keep old method for classes of 2005 and 2006.)

The following is a list of approved college prep courses:

Language Arts C.P. (grades 9-12)	Physics C.P.
Algebra I C.P.	Physical Science C.P.
Algebra II C.P.	Principals of Science C.P.
Geometry C.P.	Biology C.P.
Pre-Calculus C.P.	Chemistry C.P.
Trigonometry C.P.	College Math C.P.
Statistics C.P.	American History C.P.
French I, II, III	American Government C.P.
Spanish I, II, III, IV	

CLASSIFICATION OF STUDENTS BY CREDITS

The following minimum units of credit must be attained for grade classification in the High School:

- Requirement to be a sophomore
- Requirement to be a junior
- Requirement to be a senior

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5421 - GRADING

The Board of Education recognizes its responsibility for providing a system of grading student achievement that can help the student, teachers, and parents judge properly how well the student is achieving the goals of the District's program.

The Board believes that the District's grading system should be a reliable system and one that ensures each student's grades signify accurately his/her degree of accomplishment of those expected learning outcomes which are to be stated for each program at every grade level, kindergarten through twelve.

[] The mandatory grade report date for all District staff shall be on _____ (___) **[choose number]** calendar day(s) following the last day of the preceding grading period; "report" means to input grades into the District's grading system so that the information can be accessed by the District's administrators as well as other persons having permitted access.

The Board directs the Superintendent to develop procedures for grading whereby the professional staff:

- A.. () develops clear, consistent criteria and standards particularly when grades are based on subjective assessment;
- E. () helps each student understand in each course or program what behavior and/or achievement is needed to earn each grade as well as what will produce a failing grade;
- C. () provides frequent opportunities for each student to obtain information as to his/her progress toward the learning goals of his/her courses or programs;
- E. () provides for a pass/fail grade in programs for which it is appropriate;
- E. () provides students the opportunity to assess both their own achievements and their areas of difficulty.

[] The grading system should not inhibit the professional staff member from learning the strengths and weaknesses of each student on an individual basis.

[] The grading system should be subject to continual review by staff, students, and parents. Revisions shall be made only when such changes will assure a clearer, more valid, or more reliable system of grading.

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Legal References

R.C. 3313.20
~~Requirement to graduate~~

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Last Modified by Beth Harman on June 23, 2023