

Weakley County Board of Education

Descriptor Code:
4.600

Grading System

Revised Date:
10/05/17

The appraisal of a student's life at school is the most constructive factor in the establishment of good home-school relations. Effectiveness in interpreting the quantity and quality of each child's work will influence parental attitudes toward the school and its program. Reports are made to parents at least six times a school year and use is made of the recognized methods that tend to make the task meaningful and reliable.

The director of schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with Board-adopted content standards for grades K-8.¹ The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education.² The grading/assessment system shall be uniform district-wide at comparable grade levels except that the director of schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3.³

The director of schools shall submit a copy of the grading, reporting and assessment systems to the Board before the system is implemented.⁴ These guidelines shall be communicated annually to students and parents/guardians.¹

Conduct grades are based on behavior and shall not be deducted from scholastic grades.

GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS⁵

Schools teaching grades nine through twelve shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post secondary financial assistance administered by the Tennessee Student Assistance Corporation.¹

Each school counselor shall provide incoming freshmen with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT and SAT score, etc.) that must be met in order to receive a scholarship.

Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or on-line at www.fafsa.ed.gov. The priority date for FAFSA completion is May 1.

Elementary school counselors should explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

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LOTTERY SCHOLARSHIP DAY

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁶

UNIFORM GRADING SYSTEM

The Weakley County School System sets percentage ranges for letter grades in accordance with state standards.

Progress in Grades K - 5 shall be derived each six weeks in the following manner:

- a. 1/3 = Tests (Daily, Weekly, Six Weeks)
- b. 2/3 = Daily Work (Homework, Class Work, Projects, Participation, Attendance, etc.)

Kindergarten student progress in all academic subjects shall be reported as Satisfactory, Unsatisfactory, Improving, or Needs Improvement.

Grades one (1) and two (2) student progress shall be expressed as **numerical grades** for Reading, Math, Language Arts, and Spelling beginning with the first six weeks. All other subjects, i.e., Science, Social Studies, Art, Music, Health, Writing, Physical Education, and Safety, shall be reported as Satisfactory, Unsatisfactory, or Improving, but not yet satisfactory.

Grades three (3) through five (5) student progress shall be expressed as numerical grades. Art, Music, Writing, Health, Physical Education and Safety shall be reported as Satisfactory, Unsatisfactory, or Improving, but not yet satisfactory.

Grades six (6) through twelve (12) regular academic and comprehensive career and technical student progress shall be expressed as numerical grades (except 6, 7, & 8 grade music) each six-week or nine-week grading period according to the table below:

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	Percentage Range	Weighting for Honors Courses	Weighting for Local and Statewide Dual Credit Courses, Capstone Industry Certification-Aligned Courses, and Dual Enrollment Courses	Weighting for Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses
A	93 to 100	Shall include the addition of three (3) percentage points to the grades used to calculate the semester average.	Shall include the addition of four (4) percentage points to the grades used to calculate the semester average.	Shall include the addition of five (5) percentage points to the grades used to calculate the semester average.
B	85 to 92			
C	75 to 84			
D	70 to 74			
F	0 to 69			

Framework of Standards for Honors Courses

Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed-response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios, and analytical writing). Additionally, an honors course shall include a minimum of five (5) of the following components:

1. Extended reading assignments that connect with the specified curriculum and/or
2. Research-based writing assignments that address and extend the course curriculum.
3. Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, power point presentations, or other modes or sharing findings. Connection of the project to the community is encouraged.
4. Open-ended investigations in which the student selects the questions and designs the research.
5. Writing assignments that demonstrate a variety of modes, purposes, and styles.

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- Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
 - Examples of purpose include to inform, to entertain, and to persuade.
 - Examples of style include formal, informal, literary, analytical and technical.
6. Integration of appropriate technology into the course of study.
 7. Deeper exploration of the culture, values, and history of the discipline.
 8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
 9. Job shadowing experiences with presentations which connect class study to the world of work.

All course types which meet the above framework will be classified as honors, eligible for additional percentage point weighting.

Technical courses that offer a National Industry Certification through a nationally recognized examination may be weighted by adding three (3) points to all grades used to calculate the semester average.

If honors courses and courses that offer National Industry Certification are offered, the local education agency shall annually approve the list of such courses. This list of National Industry Certification courses and of approved honors courses with a complete syllabus for each course shall be approved by the local education agency and made readily available to the public.

The local education agency shall allow for the addition of three (3) points to all grades used to calculate the semester average for honors courses and technical courses that offer National Industry Certification.

Advanced Placement Courses and International Baccalaureate Courses

If Advanced Placement and International Baccalaureate courses are offered, the local education agency shall annually approve a list of such courses. This list of approved courses shall be made readily available to the public. Local education agencies will ensure that approved courses substantially incorporate the learning objectives and course descriptions as defined by the College Board or International Baccalaureate Agency.

The local education agency will allow for the addition of five (5) points to all grades used to calculate semester averages for Advanced Placement and International Baccalaureate courses.

Final Exams, TCAP, and End-of-Course Testing

1. Testing

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- The testing results of final exams, TCAP, and End-of-Course grades in all subjects will be factored into the student’s second semester grade average at a percentage determined by the State Board of Education in accordance with Tennessee Code Annotated §49-1-302(2) and §49-1-617.
- The End-of-Course exams will count as the final exam in grades 9 – 12 in those courses that apply.
- Students in grades 9-12 may be excused from course final exams (except End-of-Course) if they have demonstrated exemplary grades and attendance. This exemption policy is published in the Weakley County Student Handbook.

2. Attendance

- Students with **excused absences** will be given an “I.” These students must take the Gateway or End-of-Course exams at the next regular administration in order to meet their State requirement for a regular diploma.
- Students with **unexcused absences** will receive an exam grade of “zero” on the Gateway or End-of-Course exams. These students must take the Gateway exam at the next regular administration in order to meet their State requirement for a regular diploma.

3. Gateway or End-of-Course Exam Conversions

Cut score conversions for Gateway and End-of-Course exams are based on guidelines developed by the Tennessee Department of Education. The cut score conversions will vary from exam to exam. New conversion tables will be distributed to school personnel after the administration of the exams.

4. Intervention

Instructors certified in the appropriate Gateway area will provide students who fail a Gateway exam with an opportunity for intervention during the regular school day.

Legal References:

1. TRR/MS 0520-1-3-.05(3)
2. TRR/MS 0520-1-3-.06
3. TCA 49-1-302
4. TCA 49-1-617
5. TCA 49-2-203(b) (7)
6. TCA 49-4-904-907
7. Public Acts 2006, Chapter 909