

Regulation IHA-R(1): Grading Systems – Grading and Reporting

A. Definitions:

- Academic grades- grades that should only reflect the mastery of, or progression towards the mastery of the standards.
- Non-academic grades- grades that reflect non-academic factors like behavior or attendance.
- Diagnostic assessments- provide a snapshot for teachers to gauge the students' prior knowledge and will not be included in grading.
- Formative assessments- opportunities for students to practice new learning; these can occur during instruction and may include observations of students and conversations with students. May or may not be included in grading.
- Summative assessments- given after instruction and ample practice opportunities, when the teacher is soliciting demonstration of mastery of the standards. Included in grading.

B. Purpose:

The purpose of grading and reporting is to communicate to parents/guardians and students each student's level of performance in meeting course standards approved by the Georgia Department of Education, and the adequacy of that level of progress or proficiency at the time of reporting so that success may be recognized, and improvements can be made when needed. Grades will be assigned to show mastery of standards or progress towards mastery of standards. Standard grading practices should be adhered to, as outlined for the following grade levels. It is expected that students will be provided multiple opportunities with fair and valid classroom assessments to demonstrate proficiency on each course standard. Every assessment will correlate to course standards approved by the Georgia Department of Education. Academic grades should not be lowered because of unsatisfactory conduct. Cheating will result in disciplinary action and may impact a student's grade (See Student Code of Conduct regarding cheating).

Diagnostic, formative, and summative assessments will be utilized by teachers to gather data regarding student performance so that instruction may be aligned to students' needs.

Parents will receive progress reports indicating student progress toward grade level/course standards at the end of each 6 weeks and a report card at the end of the year for elementary and middle school students. High school students will receive progress reports at the end of each 6 weeks and a report card at the end of the semester.

Parents can access student grades through the Student Information System (SIS) for students in kindergarten through twelfth grade. Parents of students enrolled in special education, ESOL, EIP, REP, or gifted courses may receive supplemental progress reports from their child's teacher. These reports reflect progress towards specific program goals that may or may not reflect grade level/course standards.

The teacher of record assigns grades following the procedures set forth in this regulation. Grading may be done in collaboration with resource and co-teachers. No classroom teacher shall be required, coerced, intimidated, or disciplined in any manner to change the grade of a student. A violation of this rule regarding assigning of grades constitutes an ethics violation.

1. Any grade change will be supported by written documentation on the Administrative Grade Change Authorization Form supporting the change which shall include the name of the person requesting the change and all required approvals.
2. This procedure does not prevent principals or other administrators from discussing grades and grading with the classroom teacher.

This procedure does not prevent a school or central office administrator, or the superintendent from changing a student's grade. Any grade change made by a person other than the classroom teacher must follow the established procedure. This must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change (see grade change form).

C. Grading:

1. Grade Kindergarten

Standard Grades for School Subjects

The indicators below will be used to report student progress on essential skills in the content areas and social development on the progress report card.

Academics

EXC- Exceeding (4)

DEM- Demonstrating (3)

DEV- Developing (2)

EM- Emerging (1)

ND- Not Demonstrated (0)

All courses in kindergarten must include a final grade of:

E – Exceeds the expectations

M – Meets the expectations



N – Does Not Meet the expectations

2. Grades 1-5

Standard Grades for School Subjects

Numerical grades will be assigned to the core subjects of English Language Arts (1-5), Mathematics (1-5), Science (3- 5), and Social Studies (3-5):

90-100 = A (Excellent Progress)

80-89 = B (Satisfactory Progress)

70-79 = C (Needs Improvement)

Below 70 = F (Unsatisfactory Progress, Failing)

Letter grades will be assigned for Science (1-2), Social Studies (1-2), and Fine Arts, PE, Computer, Health, and Foreign Language (1-5).

E – Exceeds the expectations

M – Meets the expectations

N – Does Not Meet the expectations

Computation of Grades

The following will serve as the basis for grading progress in all subjects:

- i. Standards-based Instructional Tasks (60% of the grade)- formative quizzes, classwork, observations with rubric/checklist, labs, tasks with rubrics.
- ii. Standards-based Assessment Tasks (40% of the grade)- District Unit Assessments and other summative assessments (constructed response assessments, selected response assessments, reflective assessments), culminating performance tasks, and projects.

Guidelines for Grading

- The number of grades per semester in each category shall be **at least:**

K-5	ELA*	Mathematics	Science/Social Studies
Instructional Tasks	12	9	6
Assessment Tasks	6	4	3

***ELA Grading Expectations (All Grades K–5):**

- ELA grades must reflect performance in **both Reading and Writing**.



- Teachers must include a **balance of Reading and Writing tasks** across both Instructional and Assessment categories.

***Additional ELA Requirements for Grades K–3:**

- In grades K–3, **Foundational Reading skills** (including phonemic awareness, phonics, high-frequency words, and decoding/encoding tasks) must be regularly assessed and graded.
- A **minimum of two Foundational Reading grades per six weeks** must be included in either the Instructional or Assessment category.
- Foundational skills may be measured through decoding assessments, fluency checks, word work tasks, or phonics-based reading passages aligned to grade-level standards.

Monitoring

- Administrators will review gradebooks and conduct grading audits every 3 weeks for compliance.
 - All grades should demonstrate and reflect standards mastery only.
 - Teachers should not grade behaviors (i.e., signed syllabus).
- Parents will be informally notified every 3 weeks of students' academic progress.
 - Notification can occur via Infinite Campus, phone, or Parent Square
- Students will be informally notified every 3 weeks of their academic progress.
 - Students will be provided opportunities to achieve standards mastery.
 - Students will be provided opportunities for recovery.

The final grade in each of the core subjects will be calculated at the end of the yearly grading period utilizing the percentages for each category mentioned above.

Guidelines for Recovery

Students should be provided with the opportunity to recover assessment tasks if they score below 70% on the assessment. For assessment tasks that meet the recovery criteria, students will be allowed **at least one recovery attempt**.

- Before recovery, the teacher should work with the student via reteaching/relearning to ensure standards mastery.
- Recovery of the assessment task should occur before the next assessment task is given. However, teachers and administrators can make exceptions.
- The replacement grade on the assessment task should be the actual score made on the additional attempt. The original grade should be noted in the grade book.
- If the recovery grade is lower than the original score, the original score should remain in the gradebook.

The final grade in each of the core subjects (English Language Arts, Mathematics, Science, Social Studies, and Health) will be calculated at the end of yearly grading period utilizing the percentages for each category mentioned above.

The final letter grade in Fine Arts, computers, and Foreign Language will be calculated by converting the six week marking grades to numerical equivalents and averaging the numerical equivalents to determine a final grade.

E (Exceeds) =3

M (Meets) =2

N (Does Not Meet) =0

Five-tenths percentage points or above in any subject area must be rounded upward to the next highest number. (2.5= 3.0)

3. Grades 6-8

Standard Grades for School Subjects

The following grading scale will be used to report student achievement in the school subjects:

90-100 = A (Excellent Progress)

80-89 = B (Satisfactory Progress)

70-79 = C (Needs Improvement)

Below 70 = F (Unsatisfactory Progress, Failing)

Computation of Grades

The following will serve as the basis for grading progress in all subjects:

- i. Standards-based Instructional Tasks (60% of the grade)- formative quizzes, classwork, observations with rubric/checklist, labs, tasks with rubrics.
- ii. Standards-based Assessment Tasks (40% of the grade)- District Unit Assessments and other summative assessments (constructed response assessments, selected response assessments, reflective assessments), culminating performance tasks, and projects.

Guidelines for Grading

- The number of grades per semester in each category shall be at least:
 - Instructional Tasks- Eight (8) per semester.
 - Assessment Tasks- Four (4) per semester.



- Principals shall set reasonable maximum grading expectations by department/subject and require departments (via pre-planning PLCs) to request exceptions to the 12-grade per semester minimum expectation at the beginning of the semester. Once approved, teachers should provide students with a syllabus containing the evaluation practices to be used.
- Administrators and department chairs will review gradebooks and conduct grading audits every 3 weeks for compliance.
 - For compliance, at a minimum, one grade should be entered at a minimum of once per two weeks per subject.
 - No more than 6 assessment tasks should be administered per semester.
 - All grades should demonstrate and reflect standards mastery only.
 - Teachers should not grade behaviors (i.e., signed syllabus).
- Parents will be informally notified every 3 weeks of students' academic progress.
 - Notification can occur via Infinite Campus, phone, or Parent Square.
- Students will be informally notified every 3 weeks of their academic progress.
 - Students will be provided opportunities to achieve standards mastery.
 - Students will be provided opportunities for recovery.

The final grade in each of the core subjects will be calculated at the end of the yearly grading period utilizing the percentages for each category mentioned above.

Guidelines for Recovery

Students should be provided with the opportunity to recover assessment tasks if they score below 70% on the assessment. For assessment tasks that meet the recovery criteria, students will be allowed **at least one recovery attempt**.

- Before recovery, the teacher should work with the student via reteaching/relearning to ensure standards mastery.
- Recovery of the assessment task should occur before the next assessment task is given. However, teachers and administrators can make exceptions.
- The replacement grade on the assessment task should be the actual score made on the additional attempt. The original grade should be noted in the grade book.
- If the recovery grade is lower than the original score, the original score should remain in the gradebook.

4. Grades 9-12

Standard Grades for School Subjects

The following grading scales will be used to report student achievement in the school subjects:

90-100 = A (Excellent Progress) 4 points

80-89 = B (Satisfactory Progress) 3 points

70-79 = C (Needs Improvement) 2 points

Below 70 = F (Unsatisfactory Progress, Failing) 0 points

Computation of Grades

The following will serve as the basis for grading progress in all subjects:

- i. Standards-based Instructional Tasks (40% of the grade)- formative quizzes, classwork, observations with rubric/checklist, labs, tasks with rubrics.
- ii. Standards-based Assessment Tasks (40% of the grade)- District Unit Assessments and other summative assessments (constructed response assessments, selected response assessments, reflective assessments), culminating performance tasks, and projects.
- iii. Final Exam or End of Course (EOC) Test (20% of the grade)

Guidelines for Grading

- The number of grades per semester in each category shall be at least:
 - Instructional Tasks- Eight (8) per semester.
 - Assessment Tasks- Four (4) per semester-
- Principals shall set reasonable maximum grading expectations by department/subject and require departments (via pre-planning PLCs) to request exceptions to the 12-grade per semester minimum expectation at the beginning of the semester. Once approved, teachers should provide students with a syllabus containing the evaluation practices to be used.
- Administrators and department chairs will review gradebooks and conduct grading audits every 3 weeks for compliance.
 - For compliance, at a minimum, one grade should be entered at a minimum of once per two weeks per subject.
 - No more than 6 assessment tasks should be administered per semester.
 - All grades should demonstrate and reflect standards mastery only.
 - Teachers should not grade behaviors (i.e., signed syllabus).
- Parents will be informally notified every 3 weeks of students' academic progress.
 - Notification can occur via Infinite Campus, phone, or Parent Square.
- Students will be informally notified every 3 weeks of their academic progress.
 - Students will be provided opportunities to achieve standards mastery.
 - Students will be provided opportunities for recovery.

The final grade in each of the core subjects will be calculated at the end of each semester grading period utilizing the percentages for each category (i, ii, and iii) mentioned above.

At the beginning of each course, teachers should provide their students with a syllabus containing, at a minimum, a description of material to be covered and evaluation activities to be used,



including how the final grade will be derived and opportunities for recovery. A copy of the syllabus shall be on file with the principal and be available upon parent request.

Guidelines for Recovery

Students should be provided with the opportunity to recover assessment tasks if they score below 70% on the assessment. For assessment tasks that meet the recovery criteria, students will be allowed **at least one recovery attempt**.

- Before recovery, the teacher should work with the student via reteaching/relearning to ensure standards mastery.
- Recovery of the assessment task should occur before the next assessment task is given. However, teachers and administrators can make exceptions.
- The replacement grade on the assessment task should be the actual score made on the additional attempt. The original grade should be noted in the grade book.
- If the recovery grade is lower than the original score, the original score should remain in the gradebook.

Credit Repair

Credit Repair occurs after a student has completed the course and failed the course with a grade between 64 and 69. Students may participate in Credit Repair for courses that the student failed the preceding semester. Students only have 30 days (see note below for student-athletes) from the first day of the following semester to complete the Credit Repair coursework. The highest grade a student may earn for Credit Repair is 70; 70 replaces the original grade. If work is not completed by the end of the 30th day of the following semester, the student must enroll in credit recovery for the course to attempt to recover the credit. **Note: GHSA requires student athletes to complete Credit Repair before the first day of the first semester and within 15 school days after the beginning of the second semester. The student is ineligible until such time as the work is completed and the required passing grade has been recorded.**

D. Additional Grade Requirements

1. Make-up Assignments

The teacher must permit the student to complete missed homework, tests or examinations within five school days after the student returns to school from an excused absence. If the absence is during the final 5 days of the final marking period, a plan for making up missed assignments will be developed by the teacher in consultation with the school principal to ensure all work is completed prior to the end of teacher post-planning days.





Teacher/principal discretion may be used to extend the make-up time in extenuating circumstances. It is the student's/parent's responsibility to make arrangements with the teacher to make up and complete missed assignments and/or tests.

When a student completes a make-up homework assignment, test or examination that impacts a published final grade, the teacher will report the grade change, and the school information specialist will update the student's transcript and report card upon signed approval by the principal.

2. Make-up Work After Absences

Teachers must permit students to make up work missed during absences for any of the following reasons:

- i. Participation in school-sponsored activities such as field trips or other designated events
- ii. Personal illness
- iii. Medical requirements
- iv. Family illness
- v. Death of a family member
- vi. Observance of a religious holiday
- vii. Orders of government agencies
- viii. Hazardous conditions
- ix. Suspension (ISS and OSS)

Any assignments or projects given prior to days of absence are due immediately upon the first day a student returns. However, in extenuating circumstances, this may be extended.

3. Extra Credit

Teachers may assign students extra credit projects/assignments. These projects/assignments must be directly related to instructional material for improvement or enhancement and must be made available to the entire class.

4. Conversion of Letter Grades to Numerical Grades for Transfer and Dual Enrollment Students (Grades 1-12)

If a grade range is provided by previous schools attended, conversion will be made by assigning the midpoint of the range, not to exceed the values listed in the following conversion scale. If a grade range is not provided, the following conversion scale will be used. Grades earned by a student who is involved in a dual enrollment program with a post-secondary institution will have numeric grades recorded based on this scale. Dual enrollment course grades will have 5 extra points added to the course grade.



Letter Grade	Numerical Equivalent	Grading Scale	Progress	Mid-Point Conversion Scale
A+				98
A	4.0	90-100	Excellent	95
A-				92
B+				88
B	3.0	80-89	Satisfactory	85
B-				82
C+				78
C	2.0	70-79	Needs Improvement	75
C-				72
D	1.0	70		70
F	0	69 or below	Unsatisfactory	65

5. Test-out Option for Middle School

Students can earn credit for an EOC course prior to taking the course through the “test-out” option by making an “Exceed” score on the EOC test. The score will not be calculated into the student’s high school Grade Point Average (GPA).

6. Test -out Option for High School





When a student enters the Bibb County School district and a test-out option is provided due to the student being home schooled or coming from a nonaccredited or out-of-country school, then, applicable EOC tests and/or final exams are given to the student. Tests are only provided in English, mathematics, science, social studies and world (foreign) language. For each course test that the student successfully passes with a 70 or higher, a “P” for Pass is recorded on the high school transcript. The “P” does not calculate into the numerical or 4.0 grade point averages. Students can earn credit for an EOC course prior to taking the course through the “test-out” option by making an “Exceed” score on the EOC test. The score on the EOC test will be posted to the student’s transcript. The score will also be used in the calculation of the student’s Grade Point Average (GPA). No additional points or weighting will be added to the exam score.

