

XIII-A-2



<p>EXECUTIVE SUMMARY April 2004 Board Meeting Administrative Procedure – IHA – Grading and Reporting System</p>

SUMMARY:

In February several community forums were held to provide input into the school system's grading and reporting system. A summary of this input was provided to the Board at the March workshop. This item is on the Board agenda for information so the administration can share its general recommendations for addressing the input received. A copy of a PowerPoint presentation is attached that will be presented at the Board Workshop on Thursday. It includes the same slides as presented in March summarizing the forum input. After each slide summarizing the input is a slide with the administrative recommendations.

ACTION REQUESTED:

This procedure is presented for information only.

MOTION STATEMENT:

N/A

**ADMINISTRATIVE
RESPONSIBILITY:**

Martha T. Greenway
Chief Planning and Evaluation Officer
Planning and Evaluation
Administrative Center
greenwaym@fulton.k12.ga.us
404-763-6854

Section: I
Classification: Instructional Program

Policy/Procedure: Procedure
Descriptor Term: Grading and
Reporting
System

Rescinds Code:
Effective Date: 06/12/03

Descriptor Code: IHA

THE GRADING SYSTEM (PRE-K-12)

A. Determination of Grades

Teachers should use a variety of ongoing, developmentally appropriate methods to measure student progress such as tests, exams, rubrics, quizzes, projects, reports, homework, class participation and other assignments. Teachers should use their own judgment in determining how much weight to give each graded activity.

Grades should be based on the individual student's mastery of standards, in the Quality Core Curriculum Content for the grade level in which the student is currently placed, subject to any Individual Education Plan (IEP). Grades should not be determined by a bell curve. Academic grades should not be lowered as a result of unsatisfactory conduct except in cases of cheating.

1. Grades reflect all evaluations, and each piece of work or each assignment may be valued according to the individual teacher's grading rationale. To emphasize the professional judgment of the teacher in determining progress reports and final semester grades, the following caveat is offered: There may be circumstances in which collective semester grades show a definite trend (ascending or descending) in a student's achievement. When these circumstances occur, a modification of a strictly numerical average may be a more accurate evaluation of the overall work of the student.
2. Careful consideration should be given to all work. Failure on one test or one assigned task except for instances of cheating or failing the final exam (e.g., a book report or notebook) is not sufficient basis to prevent passing. One passing grade is not sufficient basis for passing a course when all other grades are failing grades.

B. Grading Scale

1. The following academic grading scale shall be used in kindergarten and first grade.

E	Excellent
S	Satisfactory
N	Needs to Improve
U	Unsatisfactory
NG	No Grade

2. Letter grades (A, B, C, D and F) will be used on report cards and transcripts for students in grades two through five. Numeric grades will be used on progress reports, report cards and transcripts for students in grades six through twelve.

3. The following academic grading scale shall be used in grades two through five.

A	90 and Above
B	80-89
C	74-79
D	70-73
F	Below 70
NG	No grade

4. The following academic grading scale shall be used in grades six through twelve.

A	90 and Above
B	80-89
C	70-79
F	Below 70
W/(1-100)	Withdrew/Pass or Fail
NG	No grade
INC	Incomplete

5. A final grade of 49 or below will be recorded as a 50.

6. At the conclusion of a semester, with the approval of the principal, teachers may give students who are absent for extended periods of time an "Incomplete" grade (INC). The student will be given the opportunity to make up the work and have the Incomplete grade changed to a numerical grade. The principal is responsible for establishing procedures for the removal of incomplete grades.

7. No grade (NG) is required on a progress report or report card if the student has been enrolled in the school fewer than 20 school days of the grading period and/or there have been no grades received from the previous school for that time period.
8. Students coming from another school system or private school are given the grade the sending school indicates. The final grade is determined by combining the transfer grade and the grades earned in the Fulton County school.
9. Students withdrawing from a Fulton County school are given the grade they have earned in each subject up to the date of withdrawal.

C. Modified Curriculum Reporting

1. Progress reports and report cards will indicate "modified" curriculum where appropriate through the use of course title, course number or other suitable means.
2. Special Education Reporting
Special education students receive grades on the general education reporting instruments except for students served through the moderately to profoundly intellectually disabled programs. Students served in these programs may use an alternate progress report and report card. Grades for students receiving special education services are determined by the teacher serving the student for each subject area. The course grade for students served by a general and special education teacher for the same subject is cooperatively determined by the teachers.

D. Grade Review

Teachers should make every effort to grade and report student work as fairly and accurately as possible. However, a student and/or parent(s)/guardian(s) who believes that an error has occurred may ask the teacher to review the grade or report and to modify it if an error is found. If the student and/or parent(s)/guardian(s) is not satisfied with the teacher's response, he/she may ask the principal for a review. The principal's decision is final.

E. Communications to Parent(s)/Guardian(s)

1. Student progress reports and report cards are to be used to communicate with parents concerning student grades. Communications in addition to written progress reports or report cards by teachers and other school personnel are encouraged. Informal notes, telephone calls and conferences are effective and often necessary follow-ups to formal progress reports or report cards.
2. Teachers should notify parent(s)/guardian(s) by personal contact or in writing if a student is in danger of receiving an F (grades 2-12) as a final grade or is experiencing a significant decline in achievement. This contact should occur as early as possible during the grading period. Documentation of parent(s)/guardian(s) notification must be kept by the school.

ELEMENTARY SCHOOLS (PRE-K-5)

A. Grading Practices

1. Pre-K: Student's progress is reported through formal and informal conferencing.
2. Kindergarten-5: Students receive progress skills checklist three times per year and a report card at the end of each nine weeks.
3. The minimum number of grades used to determine the final grade should be nine per semester, per subject area.
4. Numeric grades do not appear on report cards or progress skills checklists but teachers may maintain them in gradebooks to help them to determine letter grades.

B. Additional Student Evaluation

In addition to providing a grade in each subject area, teachers also provide feedback on the progress skills checklist and the report card regarding effort, social skills, work/study habits and general conduct.

C. Provision for Improving Grades

Teachers should provide opportunities for each student to continue learning material that has not yet been mastered.

MIDDLE SCHOOLS (6-8)

A. Grading Practices

1. At the beginning of each semester, teachers must provide students, parent(s)/guardian(s) a syllabus containing the general content of the class and a clear explanation of the procedures by which the final grade will be determined. A copy of the syllabus should be kept by the principal or designee and be available upon parental request.
2. The minimum number of grades used to determine the final grade must be nine per semester, per subject area. (Nine week classes must have a minimum of four grades.)
3. Each middle school should send progress reports every 4 ½ weeks and a report card every 9 weeks. Additional progress reports between reporting periods should be sent when a student's performance shows an appreciable decline.
4. Parent(s)/guardian(s) of eighth grade students in danger of receiving an F as a final grade at the end of the semester must be contacted in writing and informed of the potential effect on placement in high school and eligibility for all competitive participation activities (refer to Administrative Procedure IDE). Documentation of parent(s)/guardian(s) notification must be kept by the school.

B. Provision for Improving Grades

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

HIGH SCHOOL (9-12)

A. Grading Practices

1. At the beginning of each course, teachers must 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.
2. A copy of the syllabus shall be on file with the department chair or curriculum assistant principal and be available upon parent request.
3. Teachers are expected to base the final grade on at least twelve graded activities per semester of which at least three must be evaluation methods other than tests. Independent study and Advanced Placement courses may be exceptions to this rule.
4. Each high school should send progress reports every 4 ½ weeks and a report card every nine weeks. Additional progress reports between reporting periods should be sent when a student's performance shows an appreciable decline. Procedures for determining final semester grades will be developed at the local school with input from teachers.
5. Seniors: Six weeks prior to the end of the school year, each teacher shall provide to the principal a list of all seniors who are failing or in danger of failing. The principal or principal's designee is expected to make reasonable efforts to establish personal contact with the parent(s)/guardian(s) of any senior whose performance indicates that the student may not be eligible to graduate at the end of the current semester. Documentation of parent(s)/guardian(s) notification must be maintained by the school.

B. Comprehensive Evaluation Activity

1. An appropriate and comprehensive evaluation activity should be given at the conclusion of every course. In unusual circumstances, the principal may waive this rule.
2. The grade for the final evaluation activity may count no more than 25% of the final grade.
3. A written final evaluation activity may not last longer than two hours.
4. High schools may not schedule students for more than three final evaluation activities in a single day.

5. A missed final evaluation activity may result in the student receiving an incomplete grade for the course.
6. Exemptions from a final evaluation activity are allowed. The administration will develop criteria for such exemptions.

C. Honor Points

Students enrolled in honors, Advanced Placement and joint enrollment/postsecondary options courses receive an additional seven points per course to be used in the computation of their cumulative average. Joint enrollment/postsecondary options courses include approved courses at both colleges and technical schools.

D. Provision for Improving Grades

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be completed within ten school days prior to the end of the semester.

Cross References: IHA – Grading and Reporting System Policy

[Link to Policy](#)

Legal Reference:

Reference:

Adopted Date: 07/01/86

Revision Date: 08/09/90

06/10/93

07/01/98

Scope Notes:

Status: Current

	<p style="text-align: center;">Grading and Reporting Administrative Recommendations</p> <p style="text-align: center;">April 2004</p>
--	--

	<p style="text-align: center;">Community Forums for Grading and Reporting</p>												
	<table> <tr> <td>February 9th</td> <td>Creek View Elementary</td> </tr> <tr> <td>February 11th</td> <td>Hillside Elementary</td> </tr> <tr> <td>February 17th</td> <td>Sandy Springs Middle</td> </tr> <tr> <td>February 18th</td> <td>Paul D. West Middle</td> </tr> <tr> <td>February 19th</td> <td>Liberty Point Elementary</td> </tr> <tr> <td colspan="2">Total Participants: 320 Staff, 150 Parents</td> </tr> </table>	February 9 th	Creek View Elementary	February 11 th	Hillside Elementary	February 17 th	Sandy Springs Middle	February 18 th	Paul D. West Middle	February 19 th	Liberty Point Elementary	Total Participants: 320 Staff, 150 Parents	
February 9 th	Creek View Elementary												
February 11 th	Hillside Elementary												
February 17 th	Sandy Springs Middle												
February 18 th	Paul D. West Middle												
February 19 th	Liberty Point Elementary												
Total Participants: 320 Staff, 150 Parents													

	<p>Elementary Forum Input How and when should progress be reported?</p>	
	<p><u>Supports Current Approach</u></p> <p>Staff: Every 9 weeks</p>	<p><u>Changes Current Approach</u></p> <p>Staff: First report at 4.5 is too soon</p> <p>Staff: Eliminate or define the "E"</p> <p>Staff: Progress Skills Checklist needs revision</p> <p>Parents: Use Parent Connect consistently</p> <p>Parents: Use 4.5 weeks</p> <p>Parents: No letter grades for second grade</p>

	<p>Elementary Administrative Recommendation How and when should progress be reported?</p>	
	<ul style="list-style-type: none"> ■ Move first progress report to 6 weeks ■ Eliminate the use of the "E" in Kindergarten and 1st grade ■ Review and refine the Progress Skills Checklist ■ Implement Parent Connect consistently in elementary schools ■ Continue to monitor use of letter grades for 2nd graders for one more year 	

	<p>Elementary Forum Input What is the minimum number of grades that should be used to determine a grade?</p>		
	<table border="0"> <tr> <td data-bbox="328 376 714 904"> <p><u>Supports Current Approach</u></p> </td> <td data-bbox="714 376 1189 904"> <p><u>Changes Current Approach</u> Staff: 1 per week (18) Parents: 18 per semester</p> </td> </tr> </table>	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u> Staff: 1 per week (18) Parents: 18 per semester</p>
<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u> Staff: 1 per week (18) Parents: 18 per semester</p>		

	<p>Elementary Administrative Recommendation What is the minimum number of grades that should be used to determine a grade?</p>
	<ul style="list-style-type: none"> ■ Remain with a minimum of 9 per subject area ■ 18 per subject area would be unmanageable

	<p>Elementary Forum Input What provisions should exist for improving grades?</p>	
	<p><u>Supports Current Approach</u> Staff: EIP Parents: Want to be notified</p>	<p><u>Changes Current Approach</u> Staff: Longer day, more flexibility with schedules Parents: Extra credit for C or below Parents: Computer tutorials, etc.</p>

	<p>Elementary Administrative Recommendation What provisions should exist for improving grades?</p>	
	<ul style="list-style-type: none"> ■ Continue to implement and evaluate innovative approaches to remediation, including EIP, fee-based after school, remedial extended day and other programs 	

	<p>Elementary Forum Input How should progress be reported on non-academic factors? (Study/Social Skills, Conduct)</p>	
	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p> <p>Staff: Need area to write in comments</p> <p>Staff: Comments at quarter did not go home</p> <p>Parents: Report in narrative</p>

	<p>Elementary Administrative Recommendation How should progress be reported on non-academic factors? (Study/Social Skills, Conduct)</p>	
	<ul style="list-style-type: none"> ■ Refine and continue to monitor the codes on the report card ■ Electronic reporting systems require coded comments 	

	<p>Elementary Forum Input What factors are appropriate for grades K-2 and 3-5? <small>(homework, group participation, summer projects, independent work, tests, final exams)</small></p>		
	<table border="0"> <tr> <td data-bbox="328 376 706 906"> <p><u>Supports Current Approach</u></p> <p>Staff: Should be against set standards/objectives</p> </td> <td data-bbox="706 376 1186 906"> <p><u>Changes Current Approach</u></p> <p>Staff: Homework not graded</p> <p>Staff: Unexcused absences should affect grade</p> <p>Parents: No summer projects</p> <p>Parents: No letter grades for 2nd grade</p> </td> </tr> </table>	<p><u>Supports Current Approach</u></p> <p>Staff: Should be against set standards/objectives</p>	<p><u>Changes Current Approach</u></p> <p>Staff: Homework not graded</p> <p>Staff: Unexcused absences should affect grade</p> <p>Parents: No summer projects</p> <p>Parents: No letter grades for 2nd grade</p>
<p><u>Supports Current Approach</u></p> <p>Staff: Should be against set standards/objectives</p>	<p><u>Changes Current Approach</u></p> <p>Staff: Homework not graded</p> <p>Staff: Unexcused absences should affect grade</p> <p>Parents: No summer projects</p> <p>Parents: No letter grades for 2nd grade</p>		

	<p>Elementary Administrative Recommendation How should the factors contributing to a grade be weighted?</p>
	<ul style="list-style-type: none"> ■ Summer projects should not be required at the elementary level ■ Teachers within a school should develop consensus by grade level as to how homework should be weighted ■ Under no circumstances should homework count as more than 10% of a final elementary grade ■ Unexcused absences should not be considered in elementary grading

	<p>Elementary Forum Input Should Fulton County Schools' board policy standardize factors contributing to a grade?</p>								
	<table border="0"> <tr> <td data-bbox="328 376 706 434"><u>Supports Current Approach</u></td> <td data-bbox="706 376 1189 434"><u>Changes Current Approach</u></td> </tr> <tr> <td data-bbox="328 434 706 531">Staff: Schools should have flexibility</td> <td data-bbox="706 434 1189 531">Parents (Creek View): Consistency across school and system</td> </tr> <tr> <td data-bbox="328 531 706 647">Staff: Allow teachers to use expertise in assessing progress</td> <td data-bbox="706 531 1189 647">All: Need consistency in what grades represent. Consistent standards and benchmarks. (S,N,U,A)</td> </tr> <tr> <td data-bbox="328 647 706 906">Parents (Other): No, should be local school decision</td> <td data-bbox="706 647 1189 906"></td> </tr> </table>	<u>Supports Current Approach</u>	<u>Changes Current Approach</u>	Staff: Schools should have flexibility	Parents (Creek View): Consistency across school and system	Staff: Allow teachers to use expertise in assessing progress	All: Need consistency in what grades represent. Consistent standards and benchmarks. (S,N,U,A)	Parents (Other): No, should be local school decision	
<u>Supports Current Approach</u>	<u>Changes Current Approach</u>								
Staff: Schools should have flexibility	Parents (Creek View): Consistency across school and system								
Staff: Allow teachers to use expertise in assessing progress	All: Need consistency in what grades represent. Consistent standards and benchmarks. (S,N,U,A)								
Parents (Other): No, should be local school decision									

	<p>Elementary Administrative Recommendation Should Fulton County Schools' board policy standardize factors contributing to a grade?</p>
	<ul style="list-style-type: none"> ■ Individual teachers should determine how various student assignments and assessments are factored into the final grade, with the previous caveat regarding homework. ■ Principals should monitor grades among teachers and against standardized measures of achievement ■ Samples of student grades should be compared against standardized assessments at the system level

	<p>Middle/High Forum Input How and when should progress be reported?</p>								
	<table border="0"> <tr> <td data-bbox="328 376 714 483"> <p><u>Supports Current Approach</u></p> </td> <td data-bbox="714 376 1185 483"> <p><u>Changes Current Approach</u></p> </td> </tr> <tr> <td data-bbox="328 483 714 540"> <p>Staff: 4.5 and 9 weeks +</p> </td> <td data-bbox="714 483 1185 540"> <p>Staff: Every six weeks</p> </td> </tr> <tr> <td data-bbox="328 540 714 676"> <p>Parents: Use Parent Connect consistently</p> </td> <td data-bbox="714 540 1185 676"></td> </tr> <tr> <td data-bbox="328 676 714 906"> <p>Parents: 4.5 and 9 weeks</p> </td> <td data-bbox="714 676 1185 906"></td> </tr> </table>	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p>	<p>Staff: 4.5 and 9 weeks +</p>	<p>Staff: Every six weeks</p>	<p>Parents: Use Parent Connect consistently</p>		<p>Parents: 4.5 and 9 weeks</p>	
<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p>								
<p>Staff: 4.5 and 9 weeks +</p>	<p>Staff: Every six weeks</p>								
<p>Parents: Use Parent Connect consistently</p>									
<p>Parents: 4.5 and 9 weeks</p>									

	<p>Middle/High Administrative Recommendation How and when should progress be reported?</p>
	<ul style="list-style-type: none"> ■ Recommend changing to six weeks as the majority of high schools have already moved to this ■ Use Parent Connect consistently across all teachers at middle and high school so that parents can obtain real-time progress information

	<p>Middle/High Forum Input What is the minimum number of grades that should be used to determine a grade?</p>	
	<p><u>Supports Current Approach</u> Staff: 9 per semester (MS)</p>	<p><u>Changes Current Approach</u> Staff: 9 per semester (HS) Staff: Flexible by subject/teacher Parents: Course specific</p>

	<p>Middle/High Administrative Recommendation What is the minimum number of grades that should be used to determine a grade?</p>	
	<ul style="list-style-type: none"> ■ Stay with 9 per semester for middle school ■ Change to a minimum of 9 per semester at high school ■ Work with high school teachers to develop more interim assessments where needed 	

	<p>Middle/High Forum Input What provisions should exist for improving grades?</p>		
	<table border="0"> <tr> <td data-bbox="328 376 699 902"> <p><u>Supports Current Approach</u></p> </td> <td data-bbox="699 376 1178 902"> <p><u>Changes Current Approach</u></p> <p>Staff: Guidelines for recovery must be consistent +</p> <p>Staff: Should not waive prerequisites +</p> <p>Staff: Eliminate and allow teachers to use judgment</p> <p>Parents: More liberal interpretation</p> </td> </tr> </table>	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p> <p>Staff: Guidelines for recovery must be consistent +</p> <p>Staff: Should not waive prerequisites +</p> <p>Staff: Eliminate and allow teachers to use judgment</p> <p>Parents: More liberal interpretation</p>
<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p> <p>Staff: Guidelines for recovery must be consistent +</p> <p>Staff: Should not waive prerequisites +</p> <p>Staff: Eliminate and allow teachers to use judgment</p> <p>Parents: More liberal interpretation</p>		

	<p>Middle/High Administrative Recommendation What provisions should exist for improving grades?</p>
	<ul style="list-style-type: none"> ■ Replace current paragraph regarding recovery with a statement that individual teachers will determine when and how students with extenuating circumstances may improve their grades, and share this with students at the beginning of the course ■ Refine wording in the promotion and retention procedure regarding notification and remediation opportunities for students at risk of failing required courses

	<p>Middle/High Forum Input Should attendance be considered in recovery?</p>		
	<table border="0"> <tr> <td data-bbox="328 376 714 904"> <p><u>Supports Current Approach</u> Parents: Excused absences should be considered</p> </td> <td data-bbox="714 376 1178 904"> <p><u>Changes Current Approach</u> Staff: There should be an attendance policy Staff/Parents: On a case-by-case basis</p> </td> </tr> </table>	<p><u>Supports Current Approach</u> Parents: Excused absences should be considered</p>	<p><u>Changes Current Approach</u> Staff: There should be an attendance policy Staff/Parents: On a case-by-case basis</p>
<p><u>Supports Current Approach</u> Parents: Excused absences should be considered</p>	<p><u>Changes Current Approach</u> Staff: There should be an attendance policy Staff/Parents: On a case-by-case basis</p>		

	<p>Middle/High Administrative Recommendation Should attendance be considered in recovery?</p>
	<ul style="list-style-type: none"> ■ The Student Attendance procedure already outlines provisions for students with excused absences to make up work. This is sufficient.

	<p>Middle/High Forum Input How should progress be reported on non-academic factors? (Study/Social Skills, Conduct)</p>		
	<table border="0"> <tr> <td data-bbox="329 378 714 904"> <p><u>Supports Current Approach</u></p> </td> <td data-bbox="714 378 1179 904"> <p><u>Changes Current Approach</u></p> <p>Staff: Students should receive an overall general conduct grade (not per subject) +</p> <p>Staff: Improve comment codes</p> <p>Staff: Provide area to add more comments</p> <p>Parents: Teachers should send notes home</p> <p>Parents: More descriptive comment codes</p> </td> </tr> </table>	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p> <p>Staff: Students should receive an overall general conduct grade (not per subject) +</p> <p>Staff: Improve comment codes</p> <p>Staff: Provide area to add more comments</p> <p>Parents: Teachers should send notes home</p> <p>Parents: More descriptive comment codes</p>
<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p> <p>Staff: Students should receive an overall general conduct grade (not per subject) +</p> <p>Staff: Improve comment codes</p> <p>Staff: Provide area to add more comments</p> <p>Parents: Teachers should send notes home</p> <p>Parents: More descriptive comment codes</p>		

	<p>Middle/High Administrative Recommendation How should progress be reported on non-academic factors? (Study/Social Skills, Conduct)</p>
	<ul style="list-style-type: none"> ■ Continue to report by subject in middle school ■ Continue to review and refine codes ■ Ensure teachers are consistently using Parent Connect in middle and high schools

	<p>Middle/High Forum Input How should GPA be calculated?</p>		
	<table border="0"> <tr> <td data-bbox="328 376 714 906"> <p><u>Supports Current Approach</u> Staff: Numerically Parents: Current system is good</p> </td> <td data-bbox="714 376 1185 906"> <p><u>Changes Current Approach</u> Staff/Parents: "Core" or "Hope" GPA as well</p> </td> </tr> </table>	<p><u>Supports Current Approach</u> Staff: Numerically Parents: Current system is good</p>	<p><u>Changes Current Approach</u> Staff/Parents: "Core" or "Hope" GPA as well</p>
<p><u>Supports Current Approach</u> Staff: Numerically Parents: Current system is good</p>	<p><u>Changes Current Approach</u> Staff/Parents: "Core" or "Hope" GPA as well</p>		

	<p>Middle/High Administrative Recommendation How should GPA be calculated?</p>
	<ul style="list-style-type: none"> ■ Continue with current approach ■ Explore whether future student information system could calculate the Hope GPA as well

	<p>Middle/High Forum Input How should Honors Points be included in grading?</p>	
	<p><u>Supports Current Approach</u> Parents: Honors points in middle school Parents: Current points awarded are good</p>	<p><u>Changes Current Approach</u> Staff: All courses weighted the same + Staff: Honor and AP should be weighted differently Parents: Consider adding points to grade instead of cumulative total</p>

	<p>Middle/High Administrative Recommendation How should Honors Points be included in grading?</p>	
	<ul style="list-style-type: none"> ■ Continue adding 7 points for honors, AP and IB courses ■ Consider alternative of adding to course average rather than cumulative average <ul style="list-style-type: none"> Advantages: some colleges/universities will only accept the points if calculated this way Disadvantages: teachers may adjust their grading scale to incorporate the 7 added points many colleges/universities take the points out regardless of the calculation method 	

	<p>Middle/High Forum Input What should be done with grades below 50?</p>		
	<table border="0"> <tr> <td data-bbox="328 376 714 906"> <p><u>Supports Current Approach</u> Staff: No grades below 50 on the report card</p> </td> <td data-bbox="714 376 1185 906"> <p><u>Changes Current Approach</u> Staff: Should receive the grades they earned + + Parents: Record what is earned</p> </td> </tr> </table>	<p><u>Supports Current Approach</u> Staff: No grades below 50 on the report card</p>	<p><u>Changes Current Approach</u> Staff: Should receive the grades they earned + + Parents: Record what is earned</p>
<p><u>Supports Current Approach</u> Staff: No grades below 50 on the report card</p>	<p><u>Changes Current Approach</u> Staff: Should receive the grades they earned + + Parents: Record what is earned</p>		

	<p>Middle/High Administrative Recommendation What should be done with grades below 50?</p>
	<ul style="list-style-type: none"> ■ Students should be awarded the final grade they earn, which is consistent with other Atlanta metro systems

	<p>Middle/High Forum Input Should we reinstate the D?</p>				
	<table border="0"> <tr> <td data-bbox="328 376 742 492"> <p><u>Supports Current Approach</u></p> </td> <td data-bbox="742 376 1189 492"> <p><u>Changes Current Approach</u></p> </td> </tr> <tr> <td data-bbox="328 492 742 904"> <p>Parents: Yes, but make it below 70 *</p> </td> <td data-bbox="742 492 1189 904"> <p>Staff: Yes, 70 – 73 + Staff: Yes, 65 – 69 * Staff: See what other metro systems do</p> </td> </tr> </table> <p>* Current state law does not allow use of a D below 70</p>	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p>	<p>Parents: Yes, but make it below 70 *</p>	<p>Staff: Yes, 70 – 73 + Staff: Yes, 65 – 69 * Staff: See what other metro systems do</p>
<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p>				
<p>Parents: Yes, but make it below 70 *</p>	<p>Staff: Yes, 70 – 73 + Staff: Yes, 65 – 69 * Staff: See what other metro systems do</p>				

	<p>Middle/High Administrative Recommendation Should we reinstate the D?</p>
	<ul style="list-style-type: none"> ■ Do not reinstate the D since it cannot be below 70 ■ The Hope GPA is calculated on a 4-point scale, thus rather than being awarded 2 points for a C, students would be awarded only 1 point if a low-70 was recorded as a D. This would place our students at a disadvantage compared to students in systems without the D. <p>* Current state law does not allow use of a D below 70</p>

	<p>Middle/High Forum Input What factors are appropriate for grades 6-8 and 9-12? (Examples – homework, group participation, summer projects, independent work, tests, final exams)</p>		
	<table border="0"> <tr> <td data-bbox="329 378 714 904"> <p><u>Supports Current Approach</u> Staff: Homework is appropriate to factor</p> <p>Staff: Factors at discretion of teachers</p> <p>Parents: Homework should count, but flexibility for teachers and courses</p> </td> <td data-bbox="714 378 1178 904"> <p><u>Changes Current Approach</u> Parents: Too much weight for group projects</p> <p>Parents: Summer projects should not count</p> </td> </tr> </table>	<p><u>Supports Current Approach</u> Staff: Homework is appropriate to factor</p> <p>Staff: Factors at discretion of teachers</p> <p>Parents: Homework should count, but flexibility for teachers and courses</p>	<p><u>Changes Current Approach</u> Parents: Too much weight for group projects</p> <p>Parents: Summer projects should not count</p>
<p><u>Supports Current Approach</u> Staff: Homework is appropriate to factor</p> <p>Staff: Factors at discretion of teachers</p> <p>Parents: Homework should count, but flexibility for teachers and courses</p>	<p><u>Changes Current Approach</u> Parents: Too much weight for group projects</p> <p>Parents: Summer projects should not count</p>		

	<p>Middle/High Forum Input What factors are appropriate for grades 6-8 and 9-12? (Examples – homework, group participation, summer projects, independent work, tests, final exams)</p>
	<ul style="list-style-type: none"> ■ Provide better guidance for grading practices on group projects so that there is not solely a “group grade” ■ No required summer projects except for AP, honors and IB courses

	<p>Middle/High Forum Input How should the factors contributing to a grade be weighted?</p>								
	<table border="0"> <tr> <td data-bbox="328 376 685 492"> <p><u>Supports Current Approach</u></p> </td> <td data-bbox="685 376 1179 492"> <p><u>Changes Current Approach</u></p> </td> </tr> <tr> <td data-bbox="328 492 685 579"> <p>Staff: Up to discretion of teacher</p> </td> <td data-bbox="685 492 1179 579"></td> </tr> <tr> <td data-bbox="328 579 685 695"> <p>Parents: Homework weighted less</p> </td> <td data-bbox="685 579 1179 695"></td> </tr> <tr> <td data-bbox="328 695 685 904"> <p>Parents: Group projects/out of class projects weighted less</p> </td> <td data-bbox="685 695 1179 904"></td> </tr> </table>	<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p>	<p>Staff: Up to discretion of teacher</p>		<p>Parents: Homework weighted less</p>		<p>Parents: Group projects/out of class projects weighted less</p>	
<p><u>Supports Current Approach</u></p>	<p><u>Changes Current Approach</u></p>								
<p>Staff: Up to discretion of teacher</p>									
<p>Parents: Homework weighted less</p>									
<p>Parents: Group projects/out of class projects weighted less</p>									

	<p>Middle/High Forum Input How should the factors contributing to a grade be weighted?</p>
	<ul style="list-style-type: none"> ■ Continue to allow teacher discretion in weighting assignments and tests to determine a grade. ■ All teachers must communicate this to students at beginning of course

	<p>Middle/High Forum Input Should Fulton County Schools' board policy standardize factors contributing to a grade? Why or why not?</p>	
	<p><u>Supports Current Approach</u> Staff: No, professional decision + + Parents: No, should be local school or teacher decision</p>	<p><u>Changes Current Approach</u> Staff: Yes, standardization to make county consistent Parents: Yes, across district Parents: Yes, across departments</p>

	<p>Middle/High Forum Input Should Fulton County Schools' board policy standardize factors contributing to a grade? Why or why not?</p>	
	<ul style="list-style-type: none"> ■ Principals must monitor consistency of grades among teachers and against standardized measures of course content ■ Samples of student grades should be compared against standardized assessments at the system level, particularly end-of-course tests 	



Where Students Come First

BOARD OF EDUCATION
 KATIE REEVES, *PRESIDENT*
 ZENDA J. BOWIE, *VICE PRESIDENT*
 JULIA C. BERNATH
 LINDA P. BRYANT
 GAIL DEAN
 LIZ HAUSMANN

MICHAEL J. VAN ARSDALE, *SUPERINTENDENT*

To: Cathy Cochran
 From: Glenda Rawls
 Re: Quality Points for High School Students

Below is information I compiled after contacting several colleges and universities. As you can see from this information, it will make no significant difference if we change our policy to add quality points to the subject grade rather than the GPA.

The question asked: Do you allow quality points to remain in a student's grades if either or both of the following are the practice of a school district:
 if the quality points are added into the student's GPA?
 if the quality points are added into the individual course grade?

Colleges/Universities	Response
University of Georgia	No for both. There is no standardized methodology for the designation of Honors courses. Consequently, it is UGA's policy not to add any weight for these courses. We will recalculate course grades and GPA's as necessary.
Georgia Tech	No for both. There is no standardized methodology for the designation of Honors courses. Consequently, it is GT's policy not to add any weight for these courses. We will recalculate course grades and GPA's as necessary.
State University of West Georgia	Uses the grade posted on the high school transcript, including quality points.
Kennesaw State University	No for both. Quality points are not calculated.
Georgia State University	No for both. Uses the grade posted on the transcript, removes quality points and changes numerical grades to letter grades
Harvard University	Uses the grade posted on the high school transcript, including quality points.
University of Virginia	Uses the grade posted on the high school transcript, including quality points.

University of Michigan	No for both. Recalculate core classes (sophomore and junior year).
University of Tennessee	Will use unweighted high school course grades as basis for calculating GPA.
Stanford University	No for both. Only accept unweighted GPAs.
University of Chicago	Uses the grade posted on the high school transcript, including quality points.

School District Policies/Procedures for Quality Points

Atlanta City:

Students in grades 4-12 will receive numeric grades. Nothing stated in policy about quality points.

Cobb County:

A student's GPA is based on quality points awarded for each grade earned and added to the course grade

Dekalb County:

AP courses will be computed on a 5.0 scale. An "A" received for AP classes receives 5 points rather than 4 points

Fulton County:

Students enrolled in honors, Advanced Placement and joint enrollment/postsecondary options courses receive an additional 7 points per course to be used in the computation of their cumulative average. (Policy/Procedure IHA)

Forsyth County:

Numerical grades shall be recorded for grades 9 – 12. AP and College:

90 – 100 5 pts.

80 – 89 4 pts.

70 – 79 3 pts.

Gwinnett County:

Students who take AP courses or International Baccalaureate courses that have a standardized national exam are to have 10 pts. Added to their final grade in the course. Students should not receive more than a 100% avg. in any course except AP or International Baccalaureate courses.