

**Lower Merion School District**

**ADMINISTRATIVE REGULATIONS**

No.: 213  
Section: STUDENTS  
Title: GRADING OF STUDENT PROGRESS  
Date Last Revised: 3/18/24; 12/4/20; 6/13/16; 5/6/11; 6/8/09; 7/17/00

**R213 GRADING OF STUDENT PROGRESS**

HIGH SCHOOLS

The evaluation of student progress and achievement must be continuous and purposeful. Teachers should use assessments diagnostically to help plan appropriate lessons. Students should be encouraged to evaluate their own progress and set realistic goals for themselves. The best kind of evaluation is a mutual assessment by students and teachers which leads to improved teaching and learning.

Grading becomes part of the evaluation process whenever student progress is measured and recorded. Grades enable the student, parents/guardians and teachers to identify strengths and weaknesses, to consider recommendations for promotion, remediation or acceleration, and to plan an appropriate program of studies for the student.

1. All students are to be graded during the school year and kept informed of their progress by their teachers. Grades for use in each course are established by the school district as appropriate to the course of study and the developmental level of students.
2. The procedures for evaluating student achievement in a course of study must be included in the syllabus for the course, approved by the principal, and explained to students by the teacher.
3. Grades are available to access through the digital gradebook at any time. Written comments, telephone or virtual conferences, and/or face-to-face conferences should be used to amplify what is communicated by the grades, especially when the grade indicates academic failure.
4. Final letter grades will be recorded for each student on their cumulative record at the end of each school year.

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- 5. Teachers using a numerical percentage basis for the determination of a grade shall use the following scale:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	Below 60

For year-long courses, the first semester grade may not be less than 50%. Similarly, for a one semester course, the grade at the halfway point may not be less than 50%. All percentages shall be rounded to the nearest whole number.

- 6. Teachers shall use the following procedures for determining a final letter grade:
  - a. There shall be a single grading term that spans the entire semester or year, whichever is applicable to the length of the course.
  - b. *Cumulative assessments* evaluate all the work that has been completed over a period of time and shall be developed and scheduled at appropriate times and for appropriate weight as it relates to the final grade for each course.
  - c. *Formative assessments* evaluate how a student is learning throughout the course and shall be used to inform progress and redirect learning.
  - d. *Summative assessments* evaluate learning at the end of a defined period by comparing against a standard or defined benchmark and shall be used to measure student learning. Such assessments shall be developed and scheduled at appropriate times and assigned appropriate weight as it relates to the final grade for each course.
  - e. Teachers have flexibility in responding to students and designing assessments with weighting that reflects the most important learning in a course.
  - f. The final grade for a course is the culmination of all graded assignments for the entire course.

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7. Quality points will be assigned to a final grade as follows:

FINAL GRADES

The following table shall be applicable to the classes of 2025, 2026, and 2027:

Grade	College Prep	Honors/AP/IB*
A+/A	4.0	5.0
A-	3.7	4.7
B+	3.3	4.3
B	3.0	4.0
B-	2.7	3.7
C+	2.3	3.3
C	2.0	3.0
C-	1.7	2.7
D+	1.3	2.3
D	1.0	2.0
D-	0.7	1.7
F	0.0	0.0

\*AP (Advanced Placement), IB (International Baccalaureate)

Effective with the 2024-25 school year, the following table shall be applicable to the class of 2028 and beyond:

Grade	College Prep	Honors	AP/IB/DE*
A+/A	4.0	4.15	4.25
A-	3.7	3.85	3.95
B+	3.3	3.45	3.55
B	3.0	3.15	3.25
B-	2.7	2.85	2.95
C+	2.3	2.45	2.55
C	2.0	2.15	2.25
C-	1.7	1.85	1.95
D+	1.3	1.45	1.55
D	1.0	1.15	1.25
D-	0.7	.85	.95
F	0.0	0.0	0.0

\*AP (Advanced Placement), IB (International Baccalaureate), DE (Dual Enrollment)

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8. Beginning with incoming 9<sup>th</sup> grade students in the 2024-25 school year, all courses on a student's transcript shall be included in the calculation of the student's grade point average (GPA).
9. If a teacher determines that the calculated grade for the year does not accurately reflect a student's performance and a different grade is justified, the teacher may petition the principal for an exception. Any exception must be approved by the principal before it becomes part of the student's record.
10. If a student or the student's parent/guardian believes that the calculated grade for the year has been applied incorrectly, the student or parent/guardian will discuss the evidence with the teacher. If the issue cannot be resolved with the teacher, the grade may be appealed. A procedure for appealing final grades will be developed jointly by the high schools.

MIDDLE SCHOOLS

The evaluation of student progress and achievement must be continuous and purposeful. Teachers should use assessments diagnostically to help plan appropriate lessons. Students should be encouraged to evaluate their own progress and set realistic goals for themselves. The best kind of evaluation is a mutual assessment by students and teachers, which leads to improved teaching and learning.

Grading becomes part of the evaluation process whenever student progress is measured and recorded. Grades enable the student, parents/guardians and teachers to identify strengths and weaknesses, to consider recommendations for promotion, remediation or acceleration, and to plan an appropriate program of studies for the student.

1. All students are to be graded during the school year and kept informed of their progress by their teachers. Grades for use in each course are established by the school district as appropriate to the course of study and the developmental level of students.
2. The procedures for evaluating student achievement in a course of study must be included in the syllabus for the course, approved by the principal, and explained to students by the teacher.
3. Grades are available to access through the digital gradebook at any time. are live and available to access through the digital gradebook at any time. Written comments, telephone or

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virtual conferences, and/or face-to-face conferences should be used to amplify what is communicated by the grades, especially when the grade indicates academic failure.

- 4. Final letter grades will be recorded for each student on their cumulative record at the end of each school year.

Teachers using a numerical basis for the determination of a quarterly grade shall use the following scale:

A+	=	97-100
A	=	93-96
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
F	=	Below 60
>86.5	=	O-Outstanding
64.5-86.4	=	S-Satisfactory
<64.5	=	U-Unsatisfactory

For year-long courses, the first and second marking period grades may not be less than 50%. For one semester courses, the first or third marking period grade (as applicable) may not be less than 50%. For purposes of marking period grades, all percentages shall be rounded to the nearest whole number.

An "I" (Incomplete) grade represents work not completed at the time of recording of grades. This work may be made up within ten days of the end of the marking period or the 'I' (Incomplete) will change to an F (Failure).

Grades of "O" (Outstanding), "S" (Satisfactory) or "U" (Unsatisfactory) are used for exploratory/personal development subjects.

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A grade of “M” (Medical) is given when a doctor’s excuse from class has been verified.

1. Teachers shall use the following approved procedures for combining the grades into a final letter grade:
  - a. For year-long courses, each marking period represents 25% of the final grade (4 x 25% = 100%). Midterm and final evaluation grades, if given, will be included as part of the second and fourth quarter grades.
  - b. For semester courses, each marking period represents 50% of the final grade (2 x 50% = 100%).
  - c. Final grades are determined by using a point scale as set forth below. Points representing letter grades are multiplied by the appropriate percentages for marking periods. The sum of these percentages will determine the final grade. (See example below.)

EXAMPLE

	<u>First Quarter</u>	<u>Second Quarter</u>	<u>Third Quarter</u>	<u>Fourth Quarter</u>
Grade %	.85	.85	.75	.75
Weighted %	.25	.25	.25	.25
	.2125	.2125	.1875	.1875

TOTAL = .80 = B-

2. If a teacher judges that the calculated grade for the year does not accurately reflect a student’s performance and a different grade is justified, the teacher may petition the principal for an exception. Any exception must be approved by the principal before it becomes part of the student’s record.
3. If a student or the student’s parent/guardian believes that the calculated grade for a marking period or for the year has been applied incorrectly, the student or parent/guardian will discuss the evidence with the teacher. If the issue cannot be resolved with the teacher, the grade may be appealed to the principal for review.