



Roswell High School Grading and Reporting Outline

Grading and Reporting System: [Click here for the District's Grading Commitments](#)

Roswell Implementation of the FCS Grading and Reporting System: This document includes the actual language of the FCS Grading Policy in black and white text. Clarity about how Roswell High School has interpreted and will implement this plan is in Green Boxes.

Grading Categories and Weights

Student grades will be determined by using the following **Grading Categories**:

- **Major:** An assignment or assessment that is cumulative in nature that measures learning targets from multiple standards/skills
- **Minor:** An assignment or assessment that measures an individual learning target, standard, or subset of learning targets/standards/skills within a unit.
- **Practice:** Daily assignments, observations, and/or engagement activities given in class or for homework to build prerequisite skills, measure progress towards mastery of a learning target or standard, enrich, and/or remediate skills.

Grading Weights: In accordance with State Board Rule, students taking an End-of-Course (EOC) assessment must have the EOC count as a weighted percentage of the student's total grade as specified by State Board Rule. If the state continues to use the 20% weight, the 2nd semester of the course should reflect the following grade weights subject to State Board Rule. See the Final Exams section for more information.

High School (9-12)

Major: 55%
Minor: 35%
Practice: 10%

EOC Courses: 2nd Semester

EOC: 20%
Major: 40%
Minor: 30%
Practice: 10%

Grading Scale: Fulton County Schools will grade students in grades 3 – 12 using a 100-point grading scale. Based on State Board Rule 160-4-2.13, the minimum passing score is a 70. Grades are to be rounded to the next whole number when equal to 0.5 or greater.

Based on Continuous Achievement, students in a higher-level course will follow the grade weights and grading scale based on the course in which the student is enrolled.

Honors Points: Students enrolled in Advanced Placement or Honors courses will receive an additional seven points to be added to a passing final grade.

Grade Scale:

A: 90 and above
B: 80-89
C: 70-79
F: Below 70
W/(1-100): Withdrawn

P/F: Pass or Fail
NG: No grade
I: Incomplete
CR: Credit
NC: Non-Credit

ROSWELL HIGH SCHOOL IMPLEMENTATION of GRADING CATEGORIES and WEIGHTS

- All major assignments or assessments should measure learning targets from multiple standards/skills within a unit.
- Final exams must be recorded in the major category and must be cumulative assessing all units within the semester. Final exams **will not count** as one of the minimum required major assessments.
- Gradebook name requirements: Practice: P_Assignment/Minor: Mi_Assignment/Major: Ma_Assignment.
- Gradebook weights will be set up in teacher's gradebooks by the FCS Student Information Office. Teachers may not adjust categories or weights, and no multipliers are to be used when entering assignments in the gradebook.
- Extra Credit is not allowed.

- Honors points are added by the district at the end of each semester – teachers do not manually add honors points to the final grades

Grading Expectations and Compliance

All assignments, assessments, and/or tasks should be aligned to domains, standards, learning targets, or a set of standards to be used in calculating a student's grade.

Report Cards and Progress Reports: All schools will provide students and parents/guardians with a progress report that measures their academic progress on a 4.5-week basis throughout the school year. This can be done electronically or by sending a copy of paper home. At the end of each semester, students will be issued a formal report card to represent the student's final semester average. A printed copy of the report card should be sent home

Grading Compliance: at each 9 – week reporting period, students' grades should reflect the following grade minimums: All students in grades K – 12 will receive, at minimum, eight grades per subject within the 9 weeks:

- Assignments, assessments, and/or tasks should be aligned to the prioritized and supporting standards for the course. AP or IB will follow those set of standards for that course
- Multiple practice opportunities should be provided to students before and after assessments to ensure student mastery
- **At a minimum:**
 - **Two grades should be major.**
 - **Three grades should be minor.**
 - **Three grades should be practice.**

Non-Academic Skills: Feedback provided to students and/or parents/guardians in areas beyond academic mastery. Non – academic skills will be reported in a separate section from academic performance. Feedback will be given to students and parents/guardians *every 9 weeks* on the progress report/report card for K – 12 students. Fulton County Schools will use the following key to report non – academic skills critical to student success:

- | | |
|---------------------------------------|------------------------------------|
| ● C: Consistently demonstrates | ● S: Sometimes Demonstrates |
| ● O: Often Demonstrates | ● R: Rarely Demonstrates |

Non – Academic Skills:

- Self-Direction: The student follows directions and procedures, sustains attention during class, and/or resists distractions.
- Collaboration: The student works well with others, asks for help when needs it, and/or shares ideas.
- Problem Solving: The students can describe a problem, find more than one way to solve a problem, and/or is aware that all actions have outcomes.
- Work Habits: the student comes prepared for class, manages time and materials, and/or stays on task.

ROSWELL HIGH SCHOOL IMPLEMENTATION of GRADING EXPECTATIONS and COMPLIANCE

- All assignments and/or tasks should be graded in a timely manner (no more than two weeks) so that students can receive meaningful feedback.
- Evaluated assignments, assessments, and/or tasks must be graded and returned/made available to students within 10 days of the assigned deadline. Essays/projects that need more than 10 days must be communicated by the teacher to the parents and students. Best practice is that quizzes are returned at least three days prior to the summative assessment.
- Progress reports are visible on the portal every 4.5 weeks and report cards are visible on the portal every 9 weeks.
- PLCs must agree on the **exact number of Majors and common Minors** – if needed, teachers can incorporate up to 3 extra minors.
- PLCs must agree on a **range of no greater than five in the practice category** within a semester with at least 6 and no more than 18 practice grades per semester.
- PLCs will complete the PLC Grading Agreement form and submit a copy to their Instructional Department Chair.
- Non – Academic Skills must be updated and posted EVERY 9 weeks.
- The 9 – week grading window closes BEFORE the posting window opens. All required grades must be completed and graded within the 9 – week grading window NOT the posting window.

PLC Grading Agreement Form – Yearlong Course

Missing/Late Work

Missing/Late Work

- Schools and teachers will make good faith effort to have structures in place to clear late/missing assignments before grades are impacted.
- When a student has missed instruction, the teacher should work with the student to ensure delivery of content before the student is assessed.
- Should there be an extenuating circumstance for a prolonged absence and/or missing assignments/assessments and/or tasks, the teacher and student will create an appropriate plan to deliver content and assess student learning.

Student Misses Work Due to Absence (excused/unexcused)

- Upon return to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task(s) for full credit.
- After the deadline of an equal number of days a student was absent, teachers may begin deducting points from a late/missing assignment, assessment, and/or task(s) (maximum of 25% deduction).
- If a student fails to turn in a late/missing assignment, assessment, and/or task(s), then a zero may be entered into the gradebook.

Student is Present but Fails to turn in Assignment, Assessment, and/or Task(s)

- Teachers may begin deducting points from a late/missing assignment, assessment, and/or task(s) (maximum of 25% deduction).
- If a student fails to turn in a late/missing assignment, assessment, and/or task(s), then a zero may be entered in the grade book.

ROSWELL HIGH SCHOOL IMPLEMENTATION of MISSING/LATE WORK

- At Roswell, after a prolonged absence of 5 days, the Advisement teacher should reach out to check on the student. You will include the counselors, who can then help construct a plan for make-up instruction and work.
- A student has until the end of a unit to turn in missing work for late credit. After the end of the unit, the zero will stay. Point deductions for late work will be decided by PLC and cannot exceed 25 points.
- Board policy JBD states that FCS does not allow unexcused absences to negatively impact grading. A student with an unexcused absence will be able to submit an assignment without penalty because of FCS' attendance policy.
- The equal number of days allowed for missing/makeup work will begin the day after the student returns to school.
- If an assessment is given on the first missed day of an absence or the student misses the review day before an assessment, the student has an extra day after returning before being required to take an assessment.
- In Canvas, any missing assignment, assessment, and/or task must be flagged as missing until the student makes up the assignment. A '0' will only be entered if the student earns the 0.
- If a student fails to makeup an assessment outside of the absence window, the missing flag will be removed and a grade of zero will be entered. There should not be a missing flag and a 0 for any assignment. When a student does make up the assessment, a teacher may deduct up to 25% on the assessment.
- If a student is present but refuses to take a major or minor assessment, a zero will be entered in the gradebook. A major assessment with a grade of zero may be recovered, but there will be no "make ups" for refusal to take an assessment.
- If a student skips class on the day of an assessment, he/she must take the assessment on the day he/she returns without a grade penalty.

RECOVERY

Recovery: Administered throughout a unit to students who have failed to demonstrate mastery of the standards. Recovery should cover the standards that the student has not mastered. Teachers should provide opportunities for each student K-12 to continue learning material that has not yet been mastered even if the student's grade is not replaced.

- Students in K- 12 should be afforded the opportunity to recover all major assessments if they score below 75% on the assessment.
- Students are limited to one recovery attempt per major assessment that meets the threshold for recovery.
- Recovery of a major assessment should occur before the next major is given.
- Students are eligible to earn a replacement grade on a recovery that is no higher than 75%.
- If a student's recovery is below the original score, then the original score should stand in the gradebook.
- Before recovery, the teacher should work with the student to complete missing work and/or ensure delivery of the content through reteaching and relearning.
- The original score should be noted in the comment section of the gradebook if a student recovers a major assessment.

ROSWELL HIGH SCHOOL IMPLEMENTATION of MISSING/LATE WORK

- Recovery must occur before the next major assignment/assessment is given or within 10 days of the date the assignment/assessment is posted in Canvas, whichever comes first.
- Communication on the recovery process after an assessment is handed back must be communicated via Canvas announcements and an email home to parents (mass emails can be sent through IC).
- Help Session must be offered to support students who need to recover a major assessment after the graded assessment is returned and before the recovery assessment is administered.
- The original assessment score must be noted in the comment section of the gradebook if a student recovers a major assessment.

FINAL EXAMS and GRADEABLE EXPERIENCES

The district will not require the administration of a final exam and/or midterm in any course or grade level except when a course includes a state-mandated end-of-course test. Final exams and/or midterms, if administered, can only count as one of the major assessments of the course and cannot have a separate weight. When a course includes a state-mandated, end-of-course test, the student's grade in the 2nd semester of that course will reflect the required percentage weight for that assessment based on the State Board Rule in a separate category. If a teacher chooses to administer a comprehensive final exam, the following provisions must be met:

- The final exam may only count as one of the major assessments in the course (minimum 8 per year).
- Exams must be designed to be completed within the normal allotted class period as determined by the school bell schedule.
- If a final or midterm is given, multipliers may not be applied.

ROSWELL HIGH SCHOOL IMPLEMENTATION of FINAL EXAMS AND GRADEABLE EXPERIENCES

- FCS separates year-long courses into two separate courses: each semester will have a final exam. Semester – long courses will have a final exam at the end of the semester.
- Finals must be given in all Content Area courses. EOC courses/AP Courses (second semester) and Electives can give either a Final or a “Gradable Experience.”
- A Final Exam will not count as one of the minimum required major assessments. The gradable experience will not count as one of the minimum required minor assessments.
- Final Exams must be recorded in the Major category and be cumulative assessing all units within that semester. Finals are not recoverable.
- Gradable experiences can be in the Major or Minor category.
- Exemption Policy: Each student can exempt up to 2 Finals each semester if they meet the following criteria: They must have a 75% or better in the course, they must attend 90% of days in that course, have no more than 3 days of ISS, and no days of OSS.