Regulation IHA-R(1): Grading Systems - Administrative Procedures

Status: ADOPTED

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I. RATIONALE/OBJECTIVE

The Teaching and Learning Department of the Richmond County School System (the System) is authorized to devise a grading system for reporting student progress toward academic standards to parents/guardians and for recording this progress in each student's educational record.

The grading system may include but is not limited to a grading philosophy, a framework of effective grading practices, and administrative procedures for grading and reporting student achievement.

The department is also authorized to establish differentiated quality points based upon the academic demands of specified high school courses.

II. GRADING PHILOSOPHY

The following tenets represent the System's core beliefs about grading.

A. Purpose of Grading

We believe the purpose of grading is to accurately reflect student progress and achievement toward mastery of standards, so that …

- students have timely and meaningful feedback for continuous growth;
- teachers have useful data for planning and evaluating instruction; and
- parents have reliable information for supporting student success.

B. Guiding Principles

We believe …

1. The grading system should be based on mastery of standards.
2. The grading system should be equitable.
3. The grading system should be clear and consistent.
4. The grading system should be timely and meaningful.
5. The grading system should be supportive of learning.

III. GRADING PRACTICES

The following practices support the System's grading philosophy and are consistent with current educational best practices.

Guiding Principle 1: The Grading System should be based on Mastery of Standards

- *Grades should reflect a curriculum with assessments that are aligned to standards.*
- *Grades should reflect what students know and are able to do, based solely on the standards.*
- *Grades should accurately reflect the students' level of content mastery.*

Best Practices	Practices to Avoid
1. Determining students' grades based solely on a body of evidence aligned to learning criteria, goals and standards. 2. Ensuring all student work, formative and summative, is directly aligned to standards and learning targets. 3. Teaching the language of the standard and the academic vocabulary supporting the standard. 4. Providing clear and concise proficiency measures, written in student-friendly language, for students to use to guide their work. 5. Using a variety of developmentally appropriate methods and tools to track progress on the standard, including methods for students to self-assess throughout the learning process. 6. Separating achievement grades from behavior and work ethic grades.	1. Being vague about the standard, the learning target, and the criteria for success. 2. Failing to monitor student progress toward standards, and failing to teach students how to monitor their own progress toward standards. 3. Not providing standards-based feedback on assignments. 4. Using formative assessments to calculate student grades. 5. Relying on a single demonstration of the level of mastery. 6. Giving extra credit or increasing a grade for just completing more work.

Guiding Principle 2: The Grading System should be Equitable	
• *Grading should be fair and impartial.* • *Grading practices should provide multiple opportunities and ways for students to demonstrate learning.* • *Grades should reflect achievement based on a body of evidence.*	
Best Practices	**Practices to Avoid**

1. Allowing students time to fully master a standard before grading. 2. Using multiple pieces of evidence to determine a student's mastery of content. 3. Providing students opportunities to show in a variety of forms what they know and can do. 4. Giving feedback on multiple formative assessments before giving a summative assessment. 5. Establishing reasonable due dates and timelines for assignments that will hold students accountable. 6. Providing relearning opportunities to all students and allowing all students to be reassessed. 7. Assigning grades based on individual achievement, not group performance. 8. Providing accommodations and modifications as specified in IEP and 504 plans.	1. Allowing only one opportunity for students to demonstrate mastery. 2. Grading assignments that are intended for practice. 3. Reducing grades for reassessments. 4. Allowing only students with low grades to be reassessed. 5. Using assessments that are not differentiated. 6. Basing achievement grades on student participation, attendance or behavior. 7. Assigning a "group grade" rather than an individual academic grade. 8. Grading on a curve.

Guiding Principle 3: The Grading System should be Clear and Consistent	
• *Grading policies and expectations should be clear to all stakeholders.* • *Students should have clear understanding of learning standards, goals and success criteria.* • *Grading practices and procedures should be consistent among elementary schools, among middle schools, and among high schools.*	
Best Practices	**Practices to Avoid**

1. Communicating grading procedures and practices to students and their parents, including opportunities for relearning and reassessment. 2. Using common and consistent grading scales and weights. 3. Collaborating with grade-level and department teams to establish consistent grade books, grading processes and expectations. 4. Clearly communicating standards, learning targets and success criteria on all assignments. 5. Using rubrics, aligned to standards, to assess mastery and to communicate success criteria to students and parents. 6. Providing students with exemplars of strong and weak work prior to assessments. 7. Giving students clear and constructive feedback in a timely manner. 8. Ensuring consistency in implementing assessment and grading accommodations as stated in the student's IEP/504 Plan.	1. Using grading scales, weights and procedures that are inconsistent with district or school grading practices. 2. Using rubrics that have vague or subjective criteria. 3. Using rubrics that include neatness and organization as major criteria for an achievement grade, unless such criteria is part of the standard. 4. Withholding feedback or grades from a student or their parent.

Guiding Principle 4: The Grading System should be Timely and Meaningful	
• *Assignments and assessments should have a useful purpose aligned to standards and should reflect appropriate rigor and relevance.* • *Grading should be timely and should provide students with meaningful feedback to favorably impact content mastery.* • *Grading should provide constructive feedback to all stakeholders.*	
Best Practices	**Practices to Avoid**

1. Ensuring formative assessments are aligned to the summative assessment and are used to guide daily/weekly instruction. 2. Using the Rigor and Relevance Framework as a tool for adding rigor and relevance to instruction and assessment. 3. Creating a clear picture of students' readiness and determining what they need next in their development. 4. Helping students to identify the skills they have mastered and to develop a growth mindset as they work toward learning goals. 5. Ensuring feedback is given often and matches the learning target and criteria for success. 6. Determining and using the most appropriate form of feedback (conversation, written, oral, whole or small group, individual). 7. Ensuring feedback is descriptive and contextualized so students can use it to continue their progression towards mastery. 8. Providing tools and opportunities for students to give peer and self-feedback.	1. Failing to communicate the purpose and relevance of assignments. 2. Providing students with no feedback, infrequent feedback, or vague feedback about their progress. 3. Conveying negative, judgmental, or evaluative feedback, or using a tone that demotivates students. 4. Delivering feedback in a manner that is beyond a student's comprehension or understanding. 5. Providing parents with unclear, inconsistent or infrequent information about their child's progress toward mastery of standards. 6. Summarizing multiple items into a single grade.

Guiding Principle 5: The Grading System should be Supportive of Learning	
• *Assessment and grading should be instructionally aligned to guide continuous learning.* • *Classwork and homework should be aligned to the learning target and used to check for understanding and provide feedback.* • *Homework should be an extension of class to allow time for completion, reinforcement, and preparation for the next lesson.*	
Best Practices	**Practices to Avoid**

1. Ensuring all assignments have a direct alignment with the standards and are labeled accordingly. 2. Sharing examples of strong and weak work. 3. Giving timely, descriptive feedback that communicates where the student is in relation to the learning goal and what the student needs to do next to reach the goal. 4. Teaching students to reflect, self-assess, and set goals. 5. Only assigning homework that is directly aligned to the standards. 6. Ensuring students have a clear understanding of the purpose of their homework, and are able to see a clear and direct connection between their homework, the standards, and the assessments. 7. Differentiating homework based on student needs. 8. Entering scores in the gradebook in the learning management system <u>after</u> students have had time to practice, receive feedback, and adjust their learning.	1. Grading while the student is still practicing new learning. 2. Grading formative assessments. 3. Providing feedback only after an assessment has been graded. 4. Giving feedback only in the form of a score or grade. 5. Assigning homework that does not align with standards and support growth toward identified learning targets. 6. Grading homework that is given for practice or to check for understanding. 7. Using homework as a punishment or reward.

IV. ASSESSMENT

The System provides a variety of assessments which serve different purposes. See Section VII for definitions of assessment terms.

A. Basic Types of Assessments

1. **Diagnostic Assessments** typically happen before students begin a course or lesson and are used to gauge pre-knowledge (a pre-assessment). The term may also refer to assessments used to "diagnose" readiness or specific needs so that interventions can be implemented.

2. **Formative Assessments** happen throughout a lesson and are used to measure progress and to provide feedback for growth.

3. **Common Formative Assessments** are assessments that groups of teachers (such as grade level or content area teams) design together to give collectively to their students, followed by collaboration on how best to respond to students' performance.

4. **Summative Assessments** happen at the end of a lesson (or other end point) and are used to measure mastery of standards.

5. **Content Mastery (Benchmark) Assessments** are given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard.

6. **Universal Screening Assessments** are given periodically throughout a school year to identify students' strengths, needs and growth opportunities.

7. **Standardized Assessments** are given periodically throughout a school year and may be used for

diagnostic, formative or summative purposes.

B. Features of Formative and Summative Assessments

Formative and summative assessments provide essential information teachers and students use day-to- day. It is important that graded assessments are those designed to reflect mastery of standards. While any assignment might merit grading, it is important that teachers grade those assignments best used to measure mastery following repeated instruction, practice activities, and feedback.

Formative Assessments	**Summative Assessments**
Are given **throughout** instruction (when students are learning and practicing).	Are given **after** instruction (when students have completed some or all of a unit of study).
Are designed to check for understanding and provide feedback.	Are designed to measure and evaluate mastery of standards that comprise a unit of study.
Are aligned with and given prior to the summative assessment.	Are aligned with and given after formative assessments and feedback.
Are useful as pre-assessments to identify students' prior knowledge.	Are useful for teacher and student reflection to determine the need for reteaching, relearning and reassessment opportunities.
Are useful for informing changes in grouping, pacing and assignments.	Are useful in the same manner as formative assessments when results are used to inform and adjust instruction.
Are checked and analyzed but are **not graded**. Results are not included in the body of evidence to determine students' final grades.	**Are graded**. Results are recorded in the official gradebook and are included in the body of evidence to determine students' final grades.

C. Systemwide Assessments

The following assessments (as may be amended from time to time) are given periodically throughout the School System.

Assessments	**Grade Level**	**Purpose**
ACCESS for ELLs	K – 12 ESOL	ACCESS for ELLs is used to determine the English language proficiency levels and progress of English language learners in the domains of speaking, listening, reading, and writing. The test is given annually to all English language learners in GA.
Advanced Placement (AP)	9 - 12	AP exams are offered through The College Board. The tests are the culmination of year-long Advanced Placement courses. Students take these exams in May.
Cognitive Abilities Test (CogAT)	K - 12	A test designed to measure a student's academic aptitude and gifted abilities. The test is made up of three sections: verbal, quantitative, and nonverbal. Two types of norms are used when tests are scored - age norms and grade norms.
Content Mastery Assessments (CMAs)	3 – 8 HS Tested Subjects	CMAs are benchmark assessments all schools give periodically as determined by the Richmond County School System. They measure progress toward mastery of standards and provide useful information at the student, class and school levels.
End-of-Pathway Assessments (EOPA)	9 - 12	EOPAs are taken by students enrolled in CTAE courses. The assessments determine students' knowledge associated with their career pathway. They allow pathway completers to earn industry-recognized credentials.
GA Alternate Assessment (GAA)	3 – 5 6 – 8 11	A GA assessment designed to measure the degree to which students with significant cognitive disabilities have mastered alternate achievement standards in the core content areas of English language arts, mathematics, science, and social studies.

GA Kindergarten Inventory of Developing Skills (GKIDS)	K	A year-long, performance-based assessment aligned to state standards. It provides ongoing diagnostic information about students' developing skills in ELA, math, science, social studies, personal/social development, and approaches to learning.
GA Milestones	3 - 5 6 - 8 9 -12	State-developed assessments designed to provide information about how well students are mastering state standards in the core content areas of ELA, math, science, and social studies. It's a key component of the state's accountability system (the CCRPI).
iReady	K - 8	A universal screener given three times per year. Tests are designed to identify students' strengths and needs in reading and math.
~~Keenvile~~	~~1 - 2~~	~~A state-developed, formative assessment designed to measure the state's adopted educational content standards and provide important skill-building activities.~~
NWEA MAP	9 - 10	A universal screener given three times per year. Tests are designed to identify students' strengths and needs in reading and math.
Panorama	Pre-K - 12	A universal screener that measures the student's skills like growth mindset, self- efficacy, social awareness, emotion regulation, and self-management.
PSAT and SAT	8 - 12	The PSAT provides students the opportunity to understand and practice the SAT. Students receive detailed reports that provide a comprehensive skills analysis for college readiness.
Work Sampling Online (WSO)	Pre-K	A formative assessment that is aligned with the Georgia Early Learning and Development Standards (GELDS).
YouScience	6 -12	YouScience is a career assessment that focuses on students' aptitudes and interests. Students have an opportunity to explore and identify which career paths are best suited for them.

D. Using Assessment Data in the Classroom

All the different types of assessments and corresponding data comprise a balanced assessment approach within our schools. All data can be used in various ways to enrich, to prevent and close gaps, and to show progress. Teachers should follow data analysis protocols and use data to inform instruction. Data should lead to some of the following decisions:

1. Determining how to group students to effectively reteach, enrich, or practice a standard.
2. Determining individual student learning goals.
3. Determining the most appropriate Response to Intervention for students.
4. Determining which standard will become the focus of Common Formative Assessment.
5. Determining high interest choices of formative assessments, projects, etc.

V. GENERAL GUIDELINES

The following guidelines ensure consistency in managing grading-related issues and processes.

A. Roles and Responsibilities

An effective grading system requires purposeful involvement of key stakeholders.

Principal responsibilities include … Collaborating with teachers to establish equitable grading practices and procedures. Ensuring that grading practices and procedures are consistently applied within their school. Monitoring school-wide grades for performance and integrity. Providing training in best practices for assessing, grading and reporting student achievement. Promptly responding to student, parent, and teacher requests for assistance with grading concerns.	**Teacher responsibilities include …** Collaborating with other educators and participating in training about grading practices. Giving students and parents clear explanations of grading procedures. Monitoring students' progress, providing feedback, collaborating with students to create relearning plans, and providing reassessment opportunities. Ensuring achievement grades are based solely on mastery of standards. Teaching students to monitor their grades and their progress toward learning goals. Updating the gradebook on a weekly basis. Promptly responding to student and parent requests for assistance with grading concerns.
Student responsibilities include … Completing all assignments, graded and non-graded, on time. Planning ahead for completing long-term assignments. Checking their work for accuracy and completion. Maintaining academic integrity and honesty. Monitoring their grades and their progress toward learning goals. Collaborating with their teacher to establish and complete relearning plans, when appropriate. Promptly asking their teacher for assistance related to grading concerns.	**Parent responsibilities include …** Expecting their child to complete all assignments, graded and non-graded, on time. Ensuring their child has an appropriate time and place for completing homework. Monitoring and guiding their child's work as needed, but not doing the work for the student. Supporting their child in creating and completing relearning plans. Checking the student gradebook portal on a regular basis. Promptly communicating with the teacher when grading questions or concerns arise.

B. Conduct - Impact on Grades

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and/or school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students.

Misconduct should **not** be reflected in a student's academic grade.

C. Academic Dishonesty

The Student Code of Conduct, Rule 1(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty.

The determination that a student has engaged in academic dishonesty will be based on the judgment of the

classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses.

Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete and the student required to redo the assignment or retake the assessment. The unauthorized or improper use of an artificial intelligence (AI) program constitutes academic dishonesty.

D. Late Work

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school.

Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student's work habits through an academic contract. Students in grades 6-12 may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). Late work submitted after the fifth school day will only be accepted at the teacher's discretion. Completing work in a timely manner during the learning unit is essential for academic success. If the score is reduced for late work, the teacher must make a notation in the Infinite Campus comment section of the gradebook to reflect the reduction for late work. Students and parents should refer to the teacher's course syllabus for specific late work procedures.

E. Make-up Work

Students are expected to make-up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher.

Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first-announced during their absence.

Graded assignments should be scored to accurately reflect the level of mastery of standards.

F. Homework

Teachers are not required to assign homework. However, when assigned on an as needed basis, homework can be a valuable part of the instructional process. It allows students to practice what has been taught; it lets parents see what students are learning and where they are in their level of understanding; and it gives teachers the opportunity to provide useful feedback to students.

Guidelines for homework assignments:

1. **Communication**: Teachers should communicate homework expectations and procedures to students and parents.

2. **Standards-based**: Homework should be directly aligned to classroom instruction based on clear standards and learning targets.

3. **Preparation**: Teachers should ensure that students are prepared to practice work correctly. Give clear instructions and examples as needed.

4. **Relevance**: Assignments should be meaningful for students and promote positive self-efficacy rather than frustration.

5. **Considerations**: Teachers should consider students' time, resources, and special needs when creating homework assignments and determining how feedback will be provided.

6. **Amount**: Teachers should emphasize ***quality over quantity*** when assigning homework, and should use professional judgement when determining the amount, the timing, and the frequency of homework.

As a general guide:

- Elementary school students should not have more than **15-45 minutes** of homework total across all content areas per night, Monday -Thursday.

- Middle school students should not have more than **30-60 minutes** of homework total across all content areas per night, Monday - Friday.

- High school students should not have more than **45-90 minutes** of homework total across all content areas per night, Monday - Friday.

- Students enrolled in college-level courses (AP, IB, Dual Enrollment, etc.) should not have more than **30-60 minutes** of homework per night, per college-level course.

7. **Feedback**: Teachers should provide students feedback on written homework assignments. Students are more likely to do homework if provided specific and meaningful feedback.

8. **Grading:** Homework for practice or preparation for instruction is intended to build skills and understanding. This type of homework does not evaluate learning and, therefore, is ***not graded***. Rather, the intent of such homework is to help students learn and to prepare them for subsequent tasks that are graded.

Projects and large assignments requiring additional work time may be assigned as homework that **is graded** upon completion.

G. Relearn & Reassess (R&R) Procedures

Giving additional opportunities to achieve mastery is important because students do not all reach proficiency at the same time and in the same way. Relearning content or skills toward proficiency should result in a chance to be reassessed, as a student's grade should reflect the best evidence of meeting the learning target.

Schools are expected to develop and communicate R&R procedures to students and parents. Such procedures should incorporate the following guidelines:

1. Completion of a student-created **Relearning Plan** should be a component of the process. Relearning plans should include having the student:

- analyze their errors or misconceptions on the previous summative assessment.

- determine how to relearn the content to bring about mastery;

- complete and turn in any missing assignments;

- commit to date(s) and time(s) to redo the assignment or retake the assessment; and,

- share the plan with their parent and teacher for approval.

2. Reteaching should be a component of the process. This should not be a repeat of the original lesson, but rather a mini-lesson with strategies to target the student's errors and opportunities to provide feedback.

3. **For grades K-3**, students should relearn and then be reassessed for any competency not mastered.

4. **For grades 4-12**, after any **major assessment**, students should have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students should be given a **minimum of one** opportunity to be reassessed. Students scoring **below 70** on a major assessment should be expected to complete a relearning plan unless exempted with parent approval.

5. Teachers should have discretion to determine if R&R opportunities will be given for any **minor assessment**.

6. Major assessments include unit tests and projects, but **do not** include Content Mastery Assessments and final exams. Minor assessments include graded classwork and quizzes.

7. Reassessments should be a different version from the original.

8. The reassessment score should replace the original score (the scores should not be averaged).

9. Schools should provide reasonable timelines for the R&R process. Generally, reassessments should be completed within **7** school days of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

H. Accommodations and Modifications

1. **Accommodations** are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage.

Appropriate accommodations for students with disabilities do not reduce or lower the standards or expectations for content and do not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations.

Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team. ELL (English Language Learner) teachers will follow the accommodations found in the Student Assessment Handbook and the Accessibility & Accommodations Manual.

2. **Modifications** according to the IEP or 504 Plans are alterations that change or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational career. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments.

The report card will designate modified curriculum by the assigned special education-designated course number.

VI. GRADE RECORDING & REPORTING GUIDELINES

The following guidelines ensure consistency in grade recording and reporting procedures.

A. Assignment of Grades

While the grading system has been developed cooperatively between the Teaching and Learning Department, the Student Services Department, and local school educators, **the final evaluation of students and the assignment of grades is the responsibility of teachers and school administrators**.

B. Maintaining the Gradebook

Grades are used for communicating with students and parents concerning progress toward standards mastery. Clear communication allows students to track their own progress so report card grades are not a surprise. The following are guidelines for maintaining the official gradebook:

1. All teachers should maintain grades in the System's electronic gradebook (Infinite Campus).

2. The grades entered should reflect only performance toward mastery of standards.

3. The grades entered should reflect grade replacement through reassessment.

4. Only the teacher of record (or principal designee) should enter grades in the gradebook.

5. Teachers should enter grades in a timely manner, typically within 2 days of assignment collection.

Larger assignments, such as projects and essays, may take longer to grade and record.

6. The grades posted in the gradebook should be the complete set from which the student's final grade will be determined.

7. Grades recorded in the gradebook are considered official documentation of students' academic performance and should be protected as a confidential student record.

C. Grade Changes

In accordance with O.C.G.A. § 20-2-989.20, no classroom teacher shall be required, coerced, intimidated, or disciplined in order to change the grade of a student. This Rule shall not apply when a teacher has failed to comply with the grading Policies or Procedures adopted by the System or written procedures established by a school within the Richmond County School System that are applicable to the grading process unless such a Policy, Rule, or Procedure would require a student be given a grade different than the actual grade achieved. Under these circumstances a teacher may be disciplined.

Nothing in this Rule shall be construed to prevent a principal or other school administrator from discussing the grade of a student with a classroom teacher. Further, this Rule shall not be construed to prevent a central office administrator, Superintendent, or other System administrator from changing a student's grade. Any grade change made by a person other than the classroom teacher must be clearly indicated in the student's school records and must indicate the person responsible for making such grade change.

D. Impact of Zeros

In a typical 100-point grading scale, where 69 and below is considered failing, a zero can have a severe effect on a student's overall average. As a result, the student may lose confidence and motivation, and their final grade may not accurately communicate what they have actually learned and are able to do. It is important for teachers to recognize this limitation in the 100-point scale.

In cases where a student's grade falls below 60, the teacher may, at their discretion, record a 60 rather than the actual grade earned. The teacher may exercise this option when, in their professional judgment, the student's academic efforts warrant it. A zero may be recorded if a student refuses to respond to an assignment.

E. Grade Reporting Cycle

1. Teachers should enter grades in the Infinite Campus gradebook on a weekly basis throughout the semester. This allows students and parents to have continuous access to current student grades.

2. Each semester represents an 18-week grading period.

- **Progress Report 1** will be issued at the end of the first 6-weeks.
- **Progress Report 2** will be issued at the end of 12-weeks.
- **Semester Report Card** will be issued at the end of 18-week grading period.

3. Each progress report will reflect the student's **cumulative** achievement (the result of all grades since the first day of the semester).

4. The student's final grade will reflect their cumulative achievement from the first day to the last day of the semester.

5. This process allows teachers to evaluate the student's progress toward mastery of standards based on the full body of evidence from the entire semester.

F. Late Enrollment

Students enrolling in the System when two weeks or less remain in the evaluation period will receive evaluation marks based on the transcript from the sending school. Parents/guardians will be notified of this procedure.

G. Notification of Failure

The principal will follow the established system procedures requiring parent/guardian notification prior to a student receiving a failing grade for an evaluation period. The System's guidance on RTI parent notification should be followed.

H. Non-Academic Grade Reporting (Work Habits and Behaviors that Support Achievement)

Teachers and parents recognize the value of helping students cultivate soft skills and dispositions that are important for college, career and life success. However, it is imperative that teachers separate behavior and work-ethic grades from academic achievement grades.

Teachers should use the following criteria and scale for reporting information on students' work habits and behaviors that support achievement:

Elementary (Grades K – 5) **Work Habits and Behaviors that Support Achievement**				
Follows oral and written directions		Works independently		
Works cooperatively		Participates in class		
Completes class work		Completes homework		
Produces best work				
Grading Scale	**4** Consistently Demonstrated	**3** Frequently Demonstrated	**2** Occasionally Demonstrated	**1** Rarely Demonstrated

Secondary (Grades 6 – 12) **Work Habits and Behaviors that Support Achievement**	
Continuous Learner • Demonstrates a growth mindset and ability to persevere. • Shows motivation, initiative, and effort to achieve academic and career goals. • Engages in reflection and accepts feedback for individual improvement and self-advocacy.	**Productive Collaborator** • Demonstrates empathy, cooperation, and flexibility. • Resolves conflicts appropriately. • Actively participates in team activities to achieve common goals.
Responsible Citizen • Demonstrates personal integrity, honesty, and ethical behavior. • Exhibits pride in producing quality work and fulfilling responsibilities. • Shows respect toward people, property, and the use of resources.	**Critical Thinker** • Demonstrates openness to new and diverse perspectives. • Analyzes and interprets situations, patterns, and data. • Weighs evidence to make complex decisions.

Effective Communicator • Demonstrates ability to engage others in productive interactions. • Listens attentively and asks questions to clarify understanding. • Conveys ideas clearly in verbal, written, visual, and digital formats.		**Innovation Problem-Solver** • Displays curiosity, inventiveness, and originality. • Creates products and shares ideas to solve challenging tasks. • Uses information from a variety of sources to develop unique solutions.		
Grading Scale	**4** Consistently Demonstrated	**3** Frequently Demonstrated	**2** Occasionally Demonstrated	**1** Rarely Demonstrated

I. Elementary School

1. Academic Grade Reporting: Kindergarten – 3rd Grade

Student performance in Grades K-3 will be recorded and reported by numerical grades on a 4- point, standards-based scale.

a. **Calculation of Final Grades** Final grades will be determined at the end of each semester based on the cumulative body of evidence for each standard. The **mode** of all assessment scores per standard will be used to identify patterns of performance over time and guide determination of final grades.

Minimum number of assessment scores collected per 6-week progress report = **5**

b. **Academic Grading Scale**

4	**Distinguished Learner**	Makes applications and inferences beyond expectations
3	**Proficient Learner**	Meets standards consistently and independently
2	**Developing Learner**	Progressing toward meeting standards
1	**Beginning Learner**	Limited progress toward mastery of standards
ND	**Not Demonstrated**	Not yet demonstrated
NA	**Not Applicable**	Not applicable at this time

2. Academic Grade Reporting: Grades 4 - 5

Student performance in Grades 4-5 will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

a. **Calculation of Final Grades**

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 60%**
  Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.

Minimum number of minor grades per 6-week progress report period = **5**

- **Major Grades = 40%**
  Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.

Minimum number of major grades per 6-week progress report period = **2**

b. **Academic Grading Scale**

A	Represents an average of **90-100**
B	Represents an average of **80-89**
C	Represents an average of **75-79**
D	Represents an average of **70-74**
F	Represents an average of **below 70**

c. In grades 4-5 a letter grade of "D" or above will indicate that the student's academic performance complies with the Georgia Board of Education Rule 160-4-2.13, Grading Systems, which establishes 70 as a minimum passing score.

3. **Elementary School Honor Roll:** Honor roll recognition celebrates students' dedication, perseverance, and commitment to academic excellence. This recognition highlights the value of hard work and inspires a lifelong love of learning. Recognizing these achievements fosters a culture of pride and encourages others to set high goals and work diligently. Elementary School Honor Roll recognition will be awarded to students in grades 4-5.

Note: Because Honors Day is held prior to the end of the school year, grades are not yet available for final spring semester or year-end grades. Therefore, honor roll eligibility in elementary school is determined using the first semester final grade and the grades indicated on Spring progress report #2.

Elementary School Students in grades 4 and 5 meeting the following criteria will be recognized as follows:

a. **All "A/B" Academic Achievement Honor Roll**
Criteria: Eligibility requires an 80 average or higher in every class, including Specials, calculated from the average of the first semester final grade and Spring progress report #2 grades.

b. **All "A" Academic Achievement Honor Roll**
Criteria: Eligibility requires an A average (90 or higher) in every class, including Specials, calculated from the average of the first semester final grade and Spring progress report #2 grades.

J. Middle School

1. **Academic Grade Reporting**

Middle school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

a. **Calculation of Final Grades**

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 60%**
  Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.

Minimum number of minor grades per 6-week progress report period = **5**

- **Major Grades = 40%**
  Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.

  Minimum number of major grades per 6-week progress report period = **2**

b. **Academic Grading Scale**

A	Represents an average of **90-100**
B	Represents an average of **80-89**
C	Represents an average of **75-79**
D	Represents an average of **70-74**
F	Represents an average of **below 70**

c. All high school rules and procedures will apply to high school courses taken in middle school, including but not limited to grading, withdrawing, and scheduling.

Courses that students received credit for in Middle School, will NOT be used to calculate the high school GPA.

2. **Middle School Honor Roll:** Honor roll recognition celebrates students' dedication, perseverance, and commitment to academic excellence. This recognition highlights the value of hard work and inspires a lifelong love of learning. Recognizing these achievements fosters a culture of pride and encourages others to set high goals and work diligently. Middle School Honor Roll recognition will be awarded to students in grades 6-8.

Note: Because Honors Day is held prior to the end of the school year, grades are not yet available for final spring semester or year-end grades. Therefore, honor roll eligibility in middle school is determined using the first semester final grade and the grades indicated on Spring progress report #2**.**

Middle School Students in grades 6-8 meeting the following criteria will be recognized as follows:

a. **All "A/B" Academic Achievement Honor Roll**

Criteria:Eligibility requires an 80 average or higher in every class, including Connections, calculated from the average of the first semester final grade and Spring progress report #2 grades.

b. **All "A" Academic Achievement Honor Roll**

Criteria: Eligibility requires an A average (90 or higher) in every class, including Connections, calculated from the average of the first semester final grade and Spring progress report #2 grades.

K. High School

1. Academic Grade Reporting

High school student performance will be recorded and reported in all courses by numerical grades, based on a 100-point scale.

a. **Calculation of Final Grades**

Final grades will be determined by the cumulative semester average using the following criteria:

- **Minor Grades = 60%**

Examples include quizzes, labs, and other graded assignments to assess certain standards in a unit of study.

Minimum number of minor grades per 6-week progress report period = **5**

- **Major Grades = 40%**
  Examples include unit tests, essays, research papers, project-based assignments, and other culminating assessments to measure mastery of standards that comprise a unit of study.

Minimum number of major grades per 6-week progress report period = **2**

b. **Academic Grading Scale**

A	Represents an average of **90-100**
B	Represents an average of **80-89**
C	Represents an average of **75-79**
D	Represents an average of **70-74**
F	Represents an average of **below 70**

2. **Final Exams**

a. Final Exams will count for **10%** (unless otherwise established by the State or System) of the overall grade for each high school course.

b. Courses with state-required end-of-course Georgia Milestones assessments will count this test as the only comprehensive final exam and must calculate the score as **10%** (unless otherwise established by the State or System) of the final grade.

c. **Criteria for Exam Exemptions:**

- Georgia Milestone Assessments and other state mandated assessments may NOT be exempt.
- Final Exams for students enrolled in high school courses may be exempted provided students have a **90** average or above in the course.
- Final exams for students who are successful on the End-of-Pathway Assessment for a course may be exempt. Teachers may record a final exam grade of "100".

3. **High School Honor Roll:** Honor roll recognition celebrates students' dedication, perseverance, and commitment to academic excellence. This recognition highlights the value of hard work and inspires a lifelong love of learning. Recognizing these achievements fosters a culture of pride and encourages others to set high goals and work diligently. High School Honor Roll recognition will be awarded to students in grades 9-12.

Note: Because Honors Day is held prior to the end of the school year, grades are not yet available for final spring semester or year-end grades . Therefore, honor roll eligibility in high school is determined using the Fall semester final grade and the grades indicated on Spring progress report #2.

High School Students meeting the following criteria will be recognized as follows:

a. **All "A/B" Academic Achievement Honor Roll**

Criteria: Students must earn an 80 average or higher in all classes each semester, based on the Fall semester final average and the Spring progress report #2.

b. **All "A" Academic Achievement Honor Roll**

Criteria: Students must earn an A average (90 or higher) in all classes each semester, based

on the Fall semester final average and the Spring progress report #2 average.

VII. GUIDELINES FOR AWARDING CREDIT, ACCEPTING TRANSFER CREDIT, & DETERMINING CLASS RANK

A. Awarding Units of Credit

1. Students will be awarded credit only for courses that include concepts and skills based on the state adopted curriculum for grades K-12 approved by the State Board of Education (SBOE) in accordance with the provision for each program or course described in the State Board Rules(s) and State Department Guidelines.

2. The Board will award units of credit for middle school courses that are based on the state adopted curriculum for grades 9-12 and approved by the Richmond County Board of Education.

3. The Superintendent or designee is authorized to establish procedures whereby a student may earn course credit by demonstrating subject area competency without regard to the amount of instructional time the student spends in the course.

4. An eligible student may earn course credit by "testing-out", which means scoring at the "Distinguished" level on a state End of Course Test (EOC) prior to taking the course. Students attempting to test out must have parent permission and their parent must be informed of potential costs prior to the EOC administration.

Course credit earned through testing-out will be reported in the same way as credit earned through course completion. A student's numerical grade for a course in which the student tests out will be determined by converting the student's EOC scale score to a prorated numerical score using state EOC conversion scale for the subject. Student eligibility criteria for earning credit for EOC "testing-out" and information regarding grade assignment and collection of any associated fees will be included in the student handbook and/or advisement materials.

5. Military dependents will be awarded course credit in accordance with OGCA 20-17-2.

B. Accepting Transfer Credit and Grades from Accredited Institutions

1. Carnegie unit credit received from the schools accredited by a designated regional or state accrediting agency will be accepted as established by Georgia Board of Education Rules and Richmond County School System.

2. The Board will not substitute a course and exempt students from the required secondary minimum core curriculum unless the student transferred from an accredited secondary school or the courses presented for credit include concepts and skills based on the state-adopted curriculum for grades 9-12 approved by the SBOE.

3. For student transcript purposes, grades for courses taken by transferring students will be accepted as recorded on the transcript from the issuing school or program. Grades of students transferring from schools accredited by a designated regional or state accreditation agency will be recorded as numerical grades. Letter grades for high school transfers will be converted to numerical grades using either a conversion scale provided by the prior school or, if a scale is not available, using a conversion formula established by the Superintendent or designee.

C. Accepting Transfer Credit from Non-Accredited, Non-Traditional Education Centers and/or Home Schools

Transfer credit will be validated for courses taken at non-accredited schools, home study programs, and non-traditional educational centers.

1. **Elementary and Middle School**

Elementary and middle school students transferring from home study programs, non-accredited schools or non-traditional education centers will be placed at the appropriate grade level in a probationary placement based on the student's records in the prior schools or programs. Final placement will be

determined by performance on the System's course assessment and satisfactory performance in the System for one grading period.

2. **High School**

High school students transferring from home study programs, non-accredited schools or non- traditional educational centers will have a probationary placement of no longer than three weeks in a 9th grade homeroom until the credits are validated. The student may be enrolled in appropriate level courses based on a review of the transcript until the probationary period ends.
High school transfer students must take any state-mandated assessments, including applicable End of Course tests. Units of credit will be granted for courses that meet state-adopted curriculum standards for grades 9-12 as evidenced by the validation process.

The process for validating credits reported from non-accredited home study programs, non- accredited schools or non-traditional educational centers includes:

A. Administration of EOC Assessment or system assessment for courses that have one associated; and,

B. For courses that have no EOC or standardized assessment associated, a review of the transferred courses must occur.

3. **Validation by the administration of End-of-Course Assessment or other Standardized Assessments**

A student must take and pass mandatory state testing course assessment, EOC or a System assessment, with a minimum of 70 grade conversion to receive credit for the course. A student enrolling from a non-accredited school will receive one test administration opportunity to demonstrate proficiency in order to earn credit for a course that requires the EOC.

If the student does not pass the EOC on that administration, the student will not receive credit for that course. If the course is required to receive a high school diploma, the student will enroll in the course and take the EOC at the completion of the course.

Upon earning a passing score on the EOC or standardized assessment, the grade shown on the transcript from the non-accredited school, non-traditional education center or from a home school will be awarded.

4. **Review of transferred courses**

Students transferring from a non-accredited school, non-traditional education center or from a home study program will provide official transcript and other documentation (course syllabus) for review of skills and concepts to determine whether transfer courses meet the state-adopted curriculum. Review of course will be conducted by the Teaching and Learning Department or Superintendent's designee. Courses for which there is no alignment to the state-adopted curriculum will not be awarded credit.

D. Reporting Transferred Grades and Credits from Accredited (Including Post-Secondary Institutions) and Non-Accredited Schools

System procedures corresponding to State Rule 160-5-1-.15:

1. **Course Titles**

Transfer course titles will be changed to the appropriate Richmond County School System course titles for courses in English, mathematics, science, social studies, foreign language, health, and the specific course Personal Fitness. Transfer elective course titles will be changed to broad categorical titles, such as physical education, business education and other appropriate categories to best meet the description of the appropriate course. Titles for courses taken through the Dual Enrollment Program will be listed on the high school transcript according to the course name described in the Dual Enrollment Course Directory.

2. **Grade Conversion**

a. Student grades will be subject to the following conversion scale if the transferring school has not assigned a numerical average.

Grade Conversion Scale								
A+	= 99	**B+**	= 89	**C+**	= 79	**D+**	= 74	**F** = 65
A	= 95	**B**	= 85	**C**	= 77	**D**	= 72	
A-	= 90	**B-**	= 80	**C-**	= 75	**D-**	= 70	

b. In cases where the issuing school uses a grading scale different from Richmond County's the numerical grade to be recorded will be derived by the following steps:

- Converting the transferred numerical grade to a letter grade according to the issuing school's grading scale, and then,

- Assigning a numerical grade based on the preceding conversion scale.

c. If grades of pass or fail are received, the following procedure must be applied:

- Fail will be recorded as "F", and no course credit will be included in the calculation of the cumulative average;

- Pass will be recorded as "P", and course credit will be awarded however, this course will not be included in the calculation of the cumulative average.

E. Repeated Courses

1. Once a student has received credit for a course, he/she may not repeat the course for additional credit or to improve his/her grade.

2. A student may repeat for credit a course in which he/she has received an F. Both grades must be recorded on the cumulative record and figured in the grade point average.

F. Grade Point Average

A student's grade point average (GPA) is based on quality points earned while enrolled in grades 9-12. (Please See Chart Below.)

Regular High School courses are weighted based on a 4.0 scale and AP, IB and College/University Courses are weighted based on a 5.0 scale.

Points are awarded for each grade earned.

High School Student Transcripts include the quality point GPA, numerical average, and Class Rank.

Quality Points	
Regular Courses	**Advanced Placement (AP) International Baccalaureate (IB) and College Courses**
"A" = 4 Quality Points	"A" = 5 Quality Points
"B" = 3 Quality Points	"B" = 4 Quality Points

“C” = 2 Quality Points	“C” = 3 Quality Points
“D” = 1 Quality Points	“D” = 2 Quality Points
“F” = 0 Quality Points	“F” = 0 Quality Points

G. Class Rank

1. An official class rank should be compiled for each grade based on the students’ quality point GPA. It will be computed at the end of the year. Averages are to be carried out to three decimal places. The final averages are not rounded.

2. When two or more students have the same average, they will be given the same rank in class, but each student will be counted as though he/she were occupying a separate station in the ranking. For example: Students A, B, and C have a GPA of 3.729. The immediately preceding average is 3.750, which ranks number 8 in the class. Students A, B, and C are assigned rank number 9. Student D, with a GPA of 3.695 is assigned rank number 12.

3. After the first semester computation of average, Honor Graduates will be only seniors with a quality point cumulative GPA of 3.5 or higher. Honor Graduates will be announced on the first Friday in February each year.

H. Valedictorian/Salutatorian

The Valedictorian is the student with the highest quality point cumulative GPA in the graduating cohort’s senior class. The Salutatorian is the student with the second highest quality point cumulative GPA in the graduating cohort’s senior class. After the first semester computation of average, the Valedictorian and Salutatorian will be announced on the first Friday in February each year.

The Valedictorians and Salutatorians must attend their representative high school their Junior and Senior years prior to receiving this honor. If students vying for Valedictorian or Salutatorian have identical quality point GPA averages, the 100-point scale GPA will be considered.

VIII. DEFINITIONS

A. Assessment

Gathering and interpreting information about student achievement (group or individual) using a variety of tools and techniques. It is the act of describing student performance, primarily for the purpose of enhancing learning. As part of assessment, teachers provide students with feedback that guides their efforts toward improved achievement. (O’Connor, 2009)

A planned process in which evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. (Popham, 2011)

B. Assessment Types

1. **Benchmark Assessment**

Given periodically throughout a school year to establish baseline achievement data and measure progress toward a standard. They provide teachers with information about which content standards have been mastered and which require additional instruction, identifying students’ strengths and needs. (nwea.org)

2. **Common Assessment**

Used in a school or district to ensure that all teachers are evaluating student performance in a more consistent, reliable, and effective manner. They allow educators to compare performance results across multiple classrooms, courses, schools, and/or learning experiences. Common assessments may be “formative” or “summative.” (edglossary.org)

3. **Criterion-Referenced Assessment**

The use of standards, objectives, or benchmarks as reference points for determining

students' achievement. (Wormeli, 2018)

Criterion-referenced tests ae designed to measure student performance against a fixed set of predetermined criteria or learning standards. (edglossary.org)

4. **Diagnostic Assessment**
Generally, diagnostic assessments refer to pre-assessments given to identify students' prior knowledge or readiness. The term may also refer to assessments used to "diagnose" specific challenges or needs so that interventions can be implemented. (Center for Assessment)

5. **Formative Assessment**
Frequent and ongoing ways to check students' progress toward mastery; the most useful assessment teachers can provide for students and for their own teaching decisions. (Wormeli,
2018)

6. **Norm-Referenced Assessment**
Refers to standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam. (edglossary.org)

7. **Performance Assessment**
Typically requires students to complete a complex task, such as a writing assignment, science experiment, presentation, performance, or long-term project. Performance assessments may also be called "authentic assessments," since they are considered by some educators to be more accurate and meaningful evaluations of learning than traditional tests. (edglossary.org)

8. **Portfolio Assessment**
A collection of work, some teacher-selected and some student-selected, used to assess a student's growth over time; often includes student's own reflections. (Wormeli, 2018)

Portfolios can be a physical collection of student work that includes materials such as written assignments, journal entries, completed tests, artwork, and lab reports. Portfolios may also be digital archives that include content such as student-created videos, multimedia presentations, spreadsheets, websites, and photographs. (edglossary.org)

9. **Pre-Assessment**
Assessments administered before students begin a lesson, unit, course, or academic program for the purpose of determining prior knowledge or general academic readiness, and/or for establishing a baseline against which progress can be measured over time. (edglossary.org)

10. **Screening Assessment**
Assessments used to determine whether students may need specialized assistance or services, or whether they are ready to begin a course, grade level, or academic program. (edglossary.org)

11. **Summative Assessment**
Completed after the learning experiences; usually requires students to demonstrate mastery of all the essential understandings, though they can be explored over several different tasks; gradable. (Wormeli, 2018)

C. Central Tendencies (Calculating Grades by Mean, Median, and Mode)

1. **Mean: Averaging all scores.**
Provides for mathematically precise scoring. However, averaging grades can create a false sense of central tendency by allowing outlier scores to skew the results, thus creating an inaccurate report of student proficiency.

2. **Median: Identifying the middle score by rank.**
Provides for more stability in scoring by diminishing the impact of outlier scores. Requires converting common scores to a scale. Has the greatest impact when performance is highly variable.

3. **Mode: The most frequently occurring score.**
Provides for accurate and consistent scoring by focusing on the pattern of scores over time. Outlier scores do not skew the accuracy of reporting, but scoring is less accurate with a small sample size.

Professional judgement must be used with all three central tendencies, and always consider a body of evidence or patterns. Disaggregation of scores based on individual standards gives the most accurate reporting of where students are with levels of mastery towards the standards. There must be clear, consistent evidence over time to calculate a grade. (Nickelsen)

D. Criteria for Success
Qualities (and sometimes quantities) that must be present for performances, products, tasks or formative assessments, so there is clarity for student mastery of the Learning Targets and standards. A tool for students that provides the criteria to be successful on the learning at hand. It guides feedback. (Nickelsen)

E. Differentiated Instruction
Instruction that matches the needs of students with the requirements for achievement. Differentiated instruction is characterized by using multiple, flexible approaches to learning targets for students at varying levels of readiness and with different interests and attitudes toward the targets. (Moss & Brookhart, 2012)

F. Feedback
Communication that tells students what they did in relation to the goal of an assignment: this communication does not include an evaluative component. (Wormeli, 2018)

Feedback is a two-way recurring conversation between teacher and student. Teachers give feedback to students about their learning to show them where they are, but the teacher also receives feedback from students that allows the teacher to adjust instruction. (Vatterott, 2015)

Good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. (S. Brookhart, 2008)

G. Grades/Grading
The number or letter reported at the end of a period of time as a summary statement of student performance. (K. O'Connor, 2002)

The overall indicator of student achievement. (R.J. Marzano, 2000)

Grades must be accurate, fair, specific, and timely—the criteria for an effective grading policy. (D. Reeves 2011)

Grades are more often than not subjective and thereby likely to be more distorted in their accuracy than teachers realize. Grades are not always accurate indicators of mastery. (Wormeli, 2006)

H. Learning Target
A description of what the student is going to learn by the end of today's lesson, stated in developmentally appropriate language that the student can understand. Learning target language is framed from the point of view of a student who has not yet mastered the target and includes student "look-fors" – criteria that students can use to judge how close they are to the target – stated in language that describes mastery (rather than grading or scoring). The learning target is connected to the specific performance of understanding for today's lesson. (Moss and Brookhart, 2012)

I. Reassessment
Giving students the opportunity to redo an assignment or retake an assessment for the purpose of demonstrating additional learning acquired through completion of an approved relearning plan. (Nickelsen)

J. Relearning Plan
A student-designed plan to achieve mastery of standards missed in a previous assessment. This plan consists of but does not limit itself to the student: (1) analyzing the errors or misconceptions on the summative assessment; (2) determining how to relearn the content to bring about mastery; (3) completing and turning in any missing assignments; (4) committing to date(s) and time(s) to retake or redo the assessment; and, (5) sharing the plan with their parent and teacher for approval. (Nickelsen)

K. Rubric
A rubric is typically an evaluation tool used to measure learning expectations against a consistent set of criteria. Rubrics are used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students. (edglossary.org)

A smaller-scale continuum of scores in which each score correlates to a clear descriptor of performance. (Wormeli, 2018)

L. Standard
A statement that describes what and/or how well students are expected to understand and perform. (O'Connor, 2009)

M. Standards-Based Grading
Measuring student progress relative to specific learning standards. This system of evaluation isolates the learning of content and mastery of skills from other factors, such as behavior. Refers to the practice of making sure students learn what they were taught and actually achieve the expected standards - i.e., that students meet a defined standard for proficiency. (edglossary.org)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Note: ***To access the policy references, CLICK HERE:*** **State of Georgia Terms and Conditions** ***and close the LexisNexis tab, which will return you to the policy. Click on the links below to be taken to each specific code. You should only have to do this one time per session.***

State	Description
O.C.G.A. 20-02-0157	Uniform reporting system for certain purposes; dual credit courses; academic eligibility requirements to receive HOPE scholarship
O.C.G.A. 20-02-0989.20	Grade Integrity
O.C.G.A. 20-03-0496	Definitions. Realizing Educational Achievement Can Happen (REACH) Scholarship Program.
O.C.G.A. 20-03-0497	Establishment of REACH scholarship; student requirements.
O.C.G.A. 20-17-0002	Interstate Compact on Educational Opportunity for Military Children
Rule 160-4-2-.13	Statewide Passing Score
Rule 160-5-1-.15	Awarding Units of Credit and Acceptance of Transfer Credit and/or Grades