

GRADING/ASSESSMENT SYSTEMS

Code **IHA-R** Issued **xx/xx/xx**

Grading Scales

Kindergarten through grade two

Student progress in kindergarten is reported on a checklist of kindergarten readiness skills, including mathematics and language development. Student progress in grades one and two is reported on a checklist including South Carolina curriculum standards in core curricular areas, related arts, and work habits/social development. Report card formats in kindergarten, grade one, and grade two, must be approved by the board.

Grades three through five

Student progress in grades three through five for related arts and work habits is reported by letter grades as follows:

	<u>Letter Grade</u>	<u>Numerical Average</u>
S+	Excellent	90 - 100
S	Good	80 - 89
S-	Satisfactory	70 - 79
N	Needs improvement	60 - 69
U	Unsatisfactory	Below 60

For the core academic subjects, **numerical averages** are reported as follows:

<u>Letter Grade</u>	<u>Numerical Average</u>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Grades six through 12

Student progress in grades six through 12 for all subjects will be reported as **numerical averages** as follows:

<u>Letter Grade</u>	<u>Numerical Average</u>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

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State Uniform Grading Policy (Grades Nine through 12)

The district will follow the South Carolina uniform grading policy, as approved by the State Board of Education, for the calculation of grade point averages (GPA), the weighting of courses, and the computation of class rank in grades nine through 12. The state-mandated grade point conversion table below will be used to define letter grades and convert numerical course grades into quality points in order to calculate grade point averages and determine class rank.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900
98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100
60	D	1.000	1.500	2.000

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South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course, s/he will receive a “P” as the letter grade. When a student fails to recover the credit for a failed course, s/he will receive an “NP” as the letter grade. When a student is allowed to audit a course per your school/district policies, s/he will receive an “AU” for the letter grade. The course and grade information will display on the student’s transcript.

Reporting/Recording Course Grades/Conversion Process

All report cards and transcripts will use numerical grades for courses carrying high school units. Transcripts and report cards will specify the course title and level/type of course taken. The current grading scale will be printed on the report card and all official transcripts.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student’s record:

A = 95
 B = 85
 C = 75
 D = 65
 F = 50

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a numerical grade of 65.

If the transcript shows that the student has earned a grade of “P” (passing) or “F” (failing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the “P” or the “F.”

If no numerical average can be obtained from the sending institution, the receiving school will calculate the student’s cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the “P.”

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The district will consider a student's transcript along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits from homeschools, private schools, or out-of-state non-public charter schools. Homeschool students may have weighted course credits. If so, the district will review supporting evidence from the parent/student or the home school association to justify the weighting. The district may also apply the SC Honors Framework to the evidence provided to determine if honors weight can be transferred to the public school transcript. When a course credit coming from a homeschool has no match in the districts course file, an "elective transfer credit" in the content area may be awarded for that course. The receiving school will make the final decision on whether to award the honors weighting.

For international students, the district will attempt to gather as much course information as possible from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match. The district may also apply the SC Honors Framework to the evidence provided by the student. When a course credit coming from an international school has no match in the district course file, an "elective transfer credit" in the content area may be awarded for that course.

Weighting and Definition of Honors, Dual Credit, and Advanced Placement Courses

Dual credit courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received prior permission from his/her home school principal to earn both high school units and college credits for those particular courses.

Under the state uniform grading policy, dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions will carry an additional weight of 1.0 quality point added to the college prep (CP) weight.

College orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

Advanced placement and International Baccalaureate courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to the International Baccalaureate (IB) courses including those courses when offered online and in other nontraditional settings, as well as those recorded on transcripts from accredited out-of-state schools accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only the specifically defined AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB courses may be weighted as honors courses, but not as AP or IB courses.
- An AP course can carry only one credit with the quality point above the CP weighting.

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- A standard-level (SL) IB course can carry only one quality point weighting per course. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Honors courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early, but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) is added to the CP weighting for honors courses that meet the three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state school accredited under the Board of Education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Middle school students may be given permission by the administration to take high school credit courses in core content at the honors weight. Evidence must be retained by the district and presented to the SCDE upon request showing these courses meet the criteria of the honors framework to ensure rigor and comparability across the state.

Calculation of the Grade Point Average (GPA) and Class Ranking Procedure

The state-mandated uniform grading scale and method for calculating GPA and determining class rank will apply to all courses taken by a student carrying high school units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point average will be computed uniformly in all schools using the following formula. The formula will yield each student's GPA and all grade point averages are then ranked from highest to lowest in the class. Computations will ~~not~~ be rounded to a higher number **to the third decimal place as outlined in the state's uniform grading policy.** All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

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Berkeley County School District will determine honor graduates, to include valedictorian and salutatorian, utilizing final grades at the end of eight semesters of high school. Class rank and class standing will be determined once all senior grades are completed and scored for the final transcript. Class rank will only be recalculated twice a year, at the start of each semester. Class rank will be removed from any student who becomes inactive after the seventh semester. An active student is defined by a student participating in Dual Credit courses, work-based learning experiences or any combination of courses. Class rank for LIFE Scholarships eligibility is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time limitations will be assigned a course grade of “WF” (withdrawn failing) and the “F” (numerical grade of 50 and 0 quality points) will be calculated in the student’s overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. Withdrawal limitations for distance learning, dual credit, and virtual courses will be established by the district in conjunction with partner institutions of higher education and VirtualSC enrollment and withdrawal deadlines.

The following are criteria and special circumstances for the award of a “withdrawn passing” (WP) grade:

- A student who drops out of school or is expelled before the end of the grading period will receive a final grade of WP if the student was passing the course. The grade of WP will carry no high school units and no quality points to be factored into the student’s GPA. If a student was failing a course at the time the student dropped out or was expelled, the student will receive a grade “withdrawn failing” (WF) for the course. The grade of WF will be factored into the student’s GPA as a numerical grade of 50.
- Students who are classified as medical homebound students and are unable to complete coursework during the regular duration of a course, as determined by the school administration, will be assigned a final grade of WP for classes not completed if the student was passing at the time of the medical homebound classification.
- Students who are evaluated for special education services during a semester and must drop a course will be awarded a WP as a final grade in the course.

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, a grade of “failing due to absences” (FA) will be recorded on his/her transcript. The grade of FA will carry no high school units but will be factored into the student’s GPA as a 50.

Retaking Courses

Students may retake the same course at the same difficulty level regardless of grade under the following conditions:

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- A student attempting to improve his/her grade in a previously passed course may do so by filling out a request form signed by the principal.
- Retaking the course means that the student completes the entire course again (not a subset of the course such as through credit or content recovery). If the course being retaken has an EOCEP, the EOCEP must be retaken.
- The retaken course may only be retaken during the current academic year or no later than the next academic year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the school administration to do so).
- A passed course may only be retaken during the regular school year and may only be retaken once at the same level. Failed courses may be taken during summer school or during the regular school year.
- If the course is one of a sequence of courses offered, the retaken course must be taken in the proper sequence unless the student is expressly permitted by the school administration not to do so.
- The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

A student who has taken a course for a high school credit prior to his/her ninth grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the highest grade will be used in figuring the student's GPA.

The student may not retake the course if the course being replaced has been used as a prerequisite for enrollment in a subsequent course. For example, a student may not retake Algebra I after having earned credit for a higher-level mathematics course (e.g., Geometry, Algebra II).

End-of-Course Examination Program (EOCEP) Courses and the Credit Recovery Option

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student's final grade. Students will be allowed to take the examination only once at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

Audits

The district will allow a student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. Students should not take the end-of-course examination in an audited class.

Audits will be recorded on the student's transcript as an AU. The course must be marked for "no credit" and "not included in GPA" at the student level.

Content Recovery Program

Content recovery is defined as a course-specific, skill-based learning opportunity for students who are still enrolled in the course with the original teacher of record assigned by the school.

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Content recovery allows students to retake a subset of the course including a single unit, more than one unit, or supplemental assignments/activities assigned and approved by a certified teacher as needed for student mastery of course content.

Rules and Procedures

Quarterly Content Recovery is intended for students with a quarter grade less than 60. Quarterly content recovery provides preemptive classroom-level remedial support to students before the need for formal credit recovery. Classroom teachers initiate and administer quarterly content recovery efforts on an individual basis with students completing the assignments outside of regular school hours. Teachers designate content recovery assignments.

1. Any student meeting the minimum criteria for content recovery may participate in the program.
2. Students may participate in unlimited opportunities throughout the current school year.
3. Students must complete content recovery by the completion of the semester. A principal may grant extensions on an individual basis.
4. Upon satisfactory completion of all assigned work within the time allowed, the certified teacher of record will include the recovered work into the final grade to arrive at a new grade for the course based on the district's policy.
5. Content recovery program is currently provided at no cost to the students.

Credit Recovery Program

Credit Recovery is defined as a course-specific, skill-based learning opportunity for students who have previously failed to master content or skills to receive credit. The term "Credit Recovery" refers to a block of instruction that is less than the entirety of the course. Credit Recovery targets specific components or a subset of the standards to address deficiencies necessary for student proficiency in the overall course.

1. Students must apply to participate in Credit Recovery. The application must be approved via a signature by both student's legal guardian and the school principal. The application must specify the name(s) of the Credit Recovery course(s) being approved.
2. Credit Recovery is a component of the Virtual Learning Programs for Berkeley County and must adhere to the *Berkeley County Learning Programs Handbook*. Not all courses have a Credit Recovery option. BCSD offers all Credit Recovery through online programs and course availability therefore relies upon the online programs' Credit Recovery course options.
3. Students may be eligible for Credit Recovery if they fail a course with a final grade of 51 to 59. Principals may, at their discretion, place other students in the credit recovery program with grades lower than 51. Students may not engage in Credit Recovery for any course for which they received a "WF" (withdrawn failing) grade as a first attempt.
4. Students may recover a maximum of three (3) credits per semester. Students may only be working in one Credit Recovery course at a time. A student may recover up to nine credits in a given school year. There is not a limit to the number of total Credit Recovery courses that a student may earn in grade nine through twelve.

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5. Students who complete Credit Recovery for a failed Honors or AP level course will receive College Prep credit.
6. Students must have taken the state End-of-Course examination in the failed course, if applicable, prior to enrollment in Credit Recovery. Credit Recovery students do not re-take the End-of-Course exam as a component of Credit Recovery.
7. Credit Recovery courses must be completed within one academic school year.
8. Summer session Credit Recovery must complete coursework and receive a final grade by August 15th.
9. Teachers and facilitators for Credit Recovery receive professional development regarding the online components, content, and assessments.
10. Credit Recovery curriculum is based upon the South Carolina standards for all courses and is standardized throughout the district by means of the online program.
11. Students participating in Credit Recovery must be enrolled in Credit Recovery in their active schedule.

Credit Recovery Grades

For transcribing the final grade in a credit recovery course, the following procedures shall be followed.

1. The original failing grade will remain on the transcript as is.
2. A new course starting with the appropriate activity code, grades scale designation, and unit marker will be entered on the student record (i.e., 3024CRCW English 1-CR.) The new credit recovery course will be marked “CR” at the end of the course title in the student information system.
3. If a student passes the credit recovery course with a 60 or higher, the passing grade is entered as a “P” as the final grade and transcribed to the numerical grade value of “0” as indicated by the addition of the “P” to the grade scale chart. Thus, the credit recovery course does not impact the student’s GPA. If a student fails the credit recovery course, the failing grade is entered as an “NP” as the final grade and transcribed to the numerical grade value of “0” as indicated by the addition of “NP” on the grade scale chart.
4. A student wishing to modify his or her GPA shall repeat the full course for credit and not seek a credit recovery solution.

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