

---

# Information for Families on the Secondary Grading and Reporting Policy

---

## *What does the Secondary Grading and Reporting Policy Provide?*

### **Increased Accuracy and Equity**

The Secondary Grading and Reporting policy ensures the accurate reporting of student achievement in grades 6-12. It sets equitable standards for all secondary schools within District of Columbia Public Schools (DCPS) regarding how to provide meaningful feedback to students and parents on students' academic progress. It also establishes clear guidelines to school staff on the reporting of grades (marks). Feedback from students, parents, teachers and community members was directly incorporated into the drafting of the policy.

### **Guidelines for Communication**

The Secondary Grading and Reporting policy provides students and families clear, equitable communication on the grading process. It also provides the mechanisms for students to take ownership of their grades. To this end, all students receiving failing grades on progress reports should have the opportunity to draft or receive instructional support plans to help them recover their grades and pass their courses by the end of the quarter. While these plans cannot guarantee that students will pass courses in which they are struggling, they should help students focus their efforts, and give them a clear path to success. Copies of these plans should be provided to families.

### **Guidelines for Grade Reporting**

There will be additional communications to parents regarding the reporting of progress for their students. Teachers must now enter assignment grades online every ten working days. This means teachers will need to assign, grade and post at least two assignments every ten working days (pp. 9, 32). The current grade reporting cycle for students will be:

#### **Progress Report Card Dates**

<b>Term 1</b>	September 25, 2015
<b>Term 2</b>	December 9, 2015
<b>Term 3</b>	March 2, 2016
<b>Term 4</b>	May 13, 2016

#### **Report Card Dates**

<b>Term 1</b>	November 13, 2015
<b>Term 2</b>	February 5, 2016
<b>Term 3</b>	April 22, 2016
<b>Term 4</b>	June 23, 2016

#### **Parent Teacher Conference Days**

- November 9, 2015
- February 22, 2016
- May 23, 2016

## *What exactly will be different this year?*

### **Student Work Grading, Posting and Returning**

Parents should receive more feedback on their student's progress. Starting in School Year 15-16, students should accrue at least two grades every ten school days. Additionally, teachers must grade, post, and return graded student work to students within ten working/school days of when the students submitted the assignment. Any exceptions must be pre-approved by principals (p. 31).

### **Progress Report Consistency**

There should be clearer comments related to student progress included on report cards and progress reports. Teachers are now required to enter grades for all courses on progress reports, and comments for students with a “C” or below. Comments for students with an “A” or “B” are optional. (p. 12)

### **Consistent Use of Online Grade books**

All teachers in a given school should now use the same electronic gradebook, either Engrade or an equivalent system, to provide current grade information to parents. This means that a parent will only have to log into one system for each school to review their student’s progress. In the future, all teachers in the district may migrate to one district wide system--ASPEN gradebook.

### **Responses to Students Earning Failing Grades on Progress Reports**

Starting in SY 15-16, all students failing courses on progress reports should draft or receive instructional support plans to document how they might recover their grades and pass their courses. An instructional support plan is a written plan that details what activities and assignments a student could complete to improve their grades. These are time and task bound plans to recover grades prior to term grades becoming final (pp. 14-16). While these plans cannot guarantee that a student will improve his or her grade in a given course, it should provide a path forward. Students may draft their own Student Support Plans (pp. 61-62), subject to teacher approval. Alternately, collective plans could be written for individual students by teams of staff; or staff could assist individual students in creating Assisted Support Plans (pp. 63-64).

### **Consistent Quarterly Grading Factors**

DCPS now has consistent grading factors for all secondary courses. Grading factors provide quarterly grade weights for each subject area and related courses. Grades are divided into three major categories to reflect the diverse nature of student work. For example, in one subject, student participation may consist of 10% of a grade; student practice and application assignments (including classwork and homework) may determine 50% of a grade; and cumulative evaluations such as tests, quizzes, projects or final products, may determine 40% of a grade. No single project, assignment, task, or assessment may account for more than 10% of a total term or final grade in any course, and students must have been given an opportunity to complete multiple assignments in each category. For additional details, course specifics, and variations for AP and IB, see pp. 32-52.

### **Consistent Final Grade Calculation**

All grades/marks in each of the four terms on the report card are now weighted equally to calculate the final grade. The administration of final exams and midterm exams is optional, as determined by the teacher or school. If administered, each exam can be up to 10% of the final grade (p. 53).

### **Grade Appeals /Disputing Marks**

If a student or parent disputes a grade received on the report card, they can appeal the grade with the school. All grade appeals and requests for grade changes start at the school level. If a student believes that the final grade issued is based on instructor or clerical error, prejudice, or inaccuracy; or believes a grade is not in alignment with established grading criteria in the course syllabus, the student may file an appeal and offer evidence to support the claim. Parents should contact their school principal regarding the grade appeal process for their school.

### **Consistent Grading Scale**

Below is the grading scale that will be used in the calculation and reporting of grades, and the points assigned to each letter grade for all secondary schools, including comprehensive, alternative, and application.

<b>Grades/Mark</b>	<b>Credit</b>	<b>GPA</b>	<b>On Grade</b>	<b>Honors*</b>	<b>AP* or IB*</b>
<b>A (93%to 100%)</b>	Yes	Yes	4.0	4.5	<b>5.0</b>
<b>A-(90% to 92%)</b>	Yes	Yes	3.7	4.2	<b>4.7</b>
<b>B+(87%to 89%)</b>	Yes	Yes	3.3	3.8	<b>4.3</b>
<b>B (83% to 86%)</b>	Yes	Yes	3.0	3.5	<b>4.0</b>
<b>B-(80% to 82%)</b>	Yes	Yes	2.7	3.2	<b>3.7</b>
<b>C+(77%to 79%)</b>	Yes	Yes	2.3	2.8	<b>3.3</b>
<b>C (73% to 76%)</b>	Yes	Yes	2.0	2.5	<b>3.0</b>
<b>C-(70% to 72%)</b>	Yes	Yes	1.7	2.2	<b>2.7</b>
<b>D+(67%to 69%)</b>	Yes	Yes	1.3	1.8	<b>2.3</b>
<b>D (64% to 66%)</b>	Yes	Yes	1.0	1.5	<b>2.0</b>
<b>F 63% &amp; below</b>	<b>No</b>	<b>Yes</b>	<b>0</b>	<b>0</b>	<b>0</b>