



Grading

4.600.1p

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Standard Operating Procedure Outline

<i>Category:</i>	Instructional Services	<i>Department:</i>	Teaching and Learning		
<i>Procedure:</i>	Grading Procedures				
<i>Policy Reference # :</i>	4.600 & 4.608	<i>Version:</i>		<i>Date Revised:</i>	July 11, 2024

Grading Philosophy

The MNPS grading and reporting system should be simple and easily understood by educators, students, parents and the community at large.

The method of determining grades should be consistent from class to class and school to school throughout MNPS.

Grading Principles

- Grading should be based on clearly defined and established success criteria.
- Grading should not be a form of punishment, control, or compliance.
- Students should have multiple opportunities to demonstrate mastery.
- Formative assessment accompanied by specific, actionable feedback is vital to student growth and common understanding of student learning progress; however, not all student work is necessarily reflected in grades.

General Grading Procedures

Overall grades are based on work products that address grade/course level content standards.

- Each school must have clear, documented grading procedures approved by school administration including but not limited to weights, multipliers, point totals, categories, etc.
- For each grading period, grades shall be determined and recorded using multiple forms of assessments in relation to work products, which may include but are not limited to:
 - » Oral performance
 - » Written performance
 - » Quizzes, Tests, Summative Assessments
 - » Classwork/Homework
 - » Observations

- » Portfolio Assessments
 - » Performance Tasks
 - » Projects/Presentations
- Extra credit will not be assigned.
 - When assessing standards throughout the year, grades should reflect the level of mastery expected at the time of the assessment.
 - Zeros may be given for students who verifiably cheat or have not made an attempt at an assignment or exam.
 - Students are allowed opportunities to retake assignments per each school's retake practice defined in school grading procedures, including a minimum of one retake for all summative assessments.
 - Makeup work for excused and unexcused absences should be submitted within the agreed upon timeframe specified by the school. Makeup work will be graded without penalty when submitted within this timeframe.
 - In the gradebook the following categories and percentages apply:

Gradebook Categories (K-5)

- Summative Assessments 100%
- Homework 0%
- Formative Assessments 0%

Gradebook Categories (6-12)

- Summative Assessments 90%
- Homework 10%
- Formative Assessments 0%

Notification (All Tiers)

Schools must communicate school grading procedures to students and families at the beginning of each course (yearlong, semester, and nine-weeks).

Teachers are responsible to notify parents whose child is in danger of not passing for a given nine-week grading period prior to the end of that grading period. Documentation pertaining to these communications, notifications, and conferences must be kept by the teacher and maintained in the support and intervention platform.

Communications to student and families should be made in the preferred language or at minimum translated into the district's top languages.

Exceptional Education and English Learners follow all grading procedures with the additional considerations listed below.

Grading for Students with Individualized Education Programs (IEP's) (All Tiers)

All grading procedures listed in the procedure apply to Exceptional Education students as well as the following requirements and considerations.

The standards for grades in the general program cannot be changed. A student may receive supports and services as outlined in their Individual Education Program (IEP) in order to master the material, but the grade reflects general curriculum standards. A general education report card is used. Definitions are as follows:

- Accommodations – Accommodations are supports that assist the student with accessing the general requirements of the curriculum. Accommodations can be made without changing the curriculum or required mastery level.
- Modifications – Modifications are changes to the curriculum or mastery level expectations for the student. Modifications require an IEP and the IEP progress report.

For students who receive special education services, the IEP team must address the level of participation in the general education program. In all cases, the periodic progress report (including progress monitoring data) to parents is included with the grade-level report cards. All students with an IEP should receive high-quality standards-based instruction in the general education setting with the content expert, to the maximum extent possible.

- The majority of students with IEPs will have grades assigned by general education teachers in general courses. In some instances, general education and exceptional education teachers may need to collaborate to assign grades. All K-12 students should be scheduled into courses with a teacher who can assign grades.
- Teachers should **NOT** indicate whether a student has an IEP on the report card.

English Learner (EL) Grading Guidelines (All Tiers)

All grading procedures listed in the procedure apply to English Learners as well as the following requirements and considerations.

- Accommodations and scaffolding from Individual Learning Plans must be used in the delivery of classroom instruction and assessments. Grades reflect these accommodations aligned to Individual Learning Plans.
- EL students must not be failed or retained solely because of English language proficiency. There are very few cases when retaining an EL student is the correct course of action. Retention of EL students will not facilitate English language acquisition. Research has shown that retaining an EL student to allow that student time to “catch up” is not empirically sound. Retention is not supported by the Lau v. Nichols court decision. (TN Department of Education Office of Consolidated Planning and Monitoring, English as a Second Language Program Guide)
- The “Comment” section must state that the student’s Individual Learning Plan (ILP) was followed in the instruction and assessment that these grades reflect.
- The teacher of record must notify guardian(s)/families of Active/Waived EL students that their child receives accommodations according to the ILP.
- Teachers must have evidence of the accommodations and parent contacts made for each student taught.

Authorization for a Grade Change (All Tiers)

The teacher of record and Executive Principal are authorized to initiate a grade change. The teacher must provide documentation and the rationale for the grade change, and this information must be included on the “MNPS Grade Change Request Form.” The teacher will sign the form and submit it to the Executive Principal. The Executive Principal or administrative designee must approve or deny the request for the

grade change and sign the form. The “MNPS Grade Change Request Form” shall be filed in the student’s cumulative record (archived digitally indefinitely) and changes will be reflected in the Student Information System (SIS). MNPS personnel are responsible for verifying that the information on the grade change form is consistent with what is contained in the SIS.

The principal has the authority to modify a grade given by a teacher under his/her supervision only when it has been determined that the grade was based upon inaccurate data or when he/she feels that policy was not followed. An administrative change in a teacher’s grade shall not be made without prior consultation with the teacher of record. The teacher may request that the decision of the principal or the results of the consultation be reviewed by the appropriate Executive Director or designee.

In the event that the teacher is unavailable and/or unable to provide grades, the principal shall make the final decision regarding the grade using existing documentation.

Grade changes with solid documentation of policy violation or missing grade may be corrected in the current or the previous school year. All other grade changes should be restricted to the current or the previous semester.

Grading Procedures for Student Transfers (All Tiers)

Withdrawing and Enrolling schools are both responsible for ensuring students have complete grade records when students move in, out, or within the district.

Teachers in the withdrawing school will post grades for students who withdraw during the last 10 days of the term. If the withdrawing school feels they do not have sufficient evidence to post grades for the current term, the withdrawing and enrolling schools should collaborate on what grade to post and who will post it (MNPS transfers).

The enrolling school will ensure posted grades are backfilled for active courses. For completed HS credit courses, only the transcript should be backfilled, not the grade book. Teachers can incorporate In Progress grades into the grade book assignments up to the last 10 days of the term or consider previous school grades when posting.

In the event that previous grades are not available, schools will use evidence from a variety of sources to assess student mastery of standards.

Academic Dishonesty (All Tiers)

MNPS expects all students to abide by ethical academic standards. Academic dishonesty—including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination—is strictly prohibited. This provision covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty may be subject to an academic penalty.

Grades PreK – 5

Prekindergarten

Teachers collect observational evidence and work samples on each student at check points three times a year. A GOLD report will be sent home the week after each check point closes. The Pre-K GOLD report communicates progress and performance in Math, Literacy, Cognitive Skills, Language Development, Social Emotional Learning, Physical Health, and English Language Acquisition.

Subject and Related Arts Grading Codes (Grades K – 1)

MNPS uses the letter grades below to reflect student mastery of the Tennessee Academic Standards according to the grading scale below.

- 100 – 90 = E = Excellent**
- 89 – 80 = S = Satisfactory**
- 79 – 70 = P = Progressing**
- 69 – 60 = N = Needs Improvement**
- 59 – 0 = U = Unsatisfactory**

Subject and Related Arts Grading Codes (Grades 2 – 5)

MNPS uses the letter grades below to reflect student mastery of the Tennessee Academic Standards according to the grading scale below.

- 100 – 90 = A Excellent**
- 89 – 80 = B Above Average**
- 79 – 70 = C Average**
- 69 – 60 = D Low, but passing**
- 59 – 0 = F Not passing**

General Information

- Yearly averages for ELA, Math, Science, and Social studies grades Kindergarten (K) through two (2) without a state assessment shall be computed by averaging the four nine-week grades.
- For grades three (3), four (4), and five (5) students' scores on the Tennessee Comprehensive Assessment Program will make up 15% of the student's final grade for the school year in tested subject areas.
- If TCAP scores are returned to the district at least the five (5) instructional days before the end of the school year:
 - TCAP numeric score will count as 15% of the final average with quarter grades counting 21.25% each.
 - Assign a grade of 0 as 15% of the semester grade to students who refused the test or who have a nullified score due to cheating
 - Exclude the TCAP score from the semester grade calculation for students with an excused absence or missing test score due to anything other than cheating or test refusal (with each nine weeks grade counting as 25%)
 - If TCAP scores are not returned to the district at least five (5) instructional days before the end of the school year, the TCAP numeric scores will be excluded from the final average and each quarter will count as 25%.
- Incomplete grades at the end of any semester must be removed no later than three weeks following the close of that semester, excluding winter break. Exam grades cannot be left blank or incomplete after the deadline. Any extension of the deadline must have prior approval of the building principal.

Grades 6-8

The grading legend for grades 6-8 shall be:

- A = 100-90**
- B = 89-80**
- C = 79-70**
- D = 69-60**
- F = 59-0**
- I = Incomplete**

General Information

- Alpha Numeric grades shall be used on report cards and the cumulative records.
- Students shall only take the State assessment as part of the Tennessee Comprehensive Assessment Program that is aligned to the State Standards for the course/grade level in which they are enrolled.
- Teacher-administered exams given at mid-year will be included as a regular test grade.
- Yearly averages for ELA, Math, Science, and Social studies grades six (6) through eight (8) without a state assessment shall be computed by averaging the four nine-week grades.
- For grades six (6) through eight (8), students' scores on the Tennessee Comprehensive Assessment Program will make up 15% of the student's final grade for the school year in tested subject areas.
- If TCAP scores are returned to the district at least the five (5) instructional days before the end of the school year:
 - TCAP numeric score will count as 15% of the final average with quarter grades counting 21.25% each.
 - Assign a grade of 0 as 15% of the semester grade to students who refused the test or who have a nullified score due to cheating
 - Exclude the TCAP score from the semester grade calculation for students with an excused absence or missing test score due to anything other than cheating or test refusal (with each nine weeks grade counting as 25%)
 - If TCAP scores are not returned to the district at least five (5) instructional days before the end of the school year, the TCAP numeric scores will be excluded from the final average and each quarter will count as 25%.
- Incomplete grades at the end of any semester must be removed no later than three weeks following the close of that semester, excluding winter break. Exam grades cannot be left blank or incomplete after the deadline. Any extension of the deadline must have prior approval of the building principal.
- Homework will count for 10% of each nine-week grade. Providing high-quality academic feedback is the district's recommended best practice; however, a numeric grade reflecting the percentage correct is not required for the homework grade. The 10% for homework is based on completion and/or accuracy.
- Courses taken in middle school taken for high school credit will receive three (3) honors points. Teachers add three (3) points to each grading period posted numerical grade and each semester exam grade.
- In courses with the same state code and/or counting toward the same course credit, students may pass each semester course if the yearly average of semester grades result in a passing grade of 60 or above.

- Semester grades for courses taken for high school credit in middle school with no State end-of-course assessment or the first semester of a course with a State end-of-course exam shall be determined by each nine-week grade counting 40% and the teacher-administered examination grade counting 20% (40/40/20).
- For high school EOC subjects taken in middle school, if scores are returned to the district at least the five (5) instructional days before the end of the school year:
 - Include the EOC exam numerical grade as 15% of the semester grade with each nine weeks grade counting as 42.5%
 - Assign a grade of 0 as 15% of the semester grade to students who refused the test or who have a nullified score due to cheating
 - Exclude the EOC exam grade from the semester grade calculation for students with an excused absence or missing test score due to anything other than cheating or test refusal (with each nine weeks grade counting as 50%)
 - For high school EOC subjects taken in middle school, if scores are not returned to the district at least the five (5) instructional days before the end of the school year, exclude the EOC exam grade from the semester grade calculation (with each nine weeks grade counting as 50%)
- School administrators will make the decision if teachers will administer a teacher exam. If teacher exam is given, the grade will count as a regular assessment.
- For all courses with a State end-of-course assessment, a student may elect to take a teacher administered exam. In this case, the grade earned must count and will be recorded as a regular assignment.
- For courses taken for high school credit, course credit for summer school and credit recovery courses is not awarded until the student completes the corresponding EOC exam.

Grades 9-12, including high school credit courses taken in any grade level

General Information

- Alpha Numeric grades shall be used on report cards and the cumulative records.
- Students shall only take the State assessment as part of the Tennessee Comprehensive Assessment Program that is aligned to the State Standards for the course/grade level in which they are enrolled.
- All students who completed an EOC course but have not attempted the corresponding EOC exam and who are still enrolled in MNPS during the next available test administration should be administered the EOC exam at that time.
- In grades 9-12, for a course with no State end-of-course exam or the first semester of a course with a State end-of-course exam: the semester grade shall be determined by each nine-week grade counting 40% and the teacher-administered examination grade counting 20% (40/40/20).
- If State assessment scores are returned before the 5-day window:
 - Include the EOC exam numerical grade as 15% of the semester grade (each nine weeks grade counting as 42.5%).
 - Assign a grade of 0 as 15% of the semester grade to who refused the test or who have a nullified score due to cheating
 - Exclude the EOC exam grade from the semester grade calculation for students with an excused absence or missing test score due to anything other than cheating or test refusal (with each nine weeks grade counting as 50%).
 - If State assessment scores come back after the 5-day window, exclude the EOC exam grade from the semester grade calculation (with each nine weeks grade counting as 50%).

- School administrators will make the decision if teachers will administer a teacher exam. If a teacher exam is given, the grade will count as a regular assignment.
- For all courses with a State end-of-course exam, a student may elect to take a teacher-made exam. In this case, the grade earned must count and will be recorded as a regular assignment.
- For courses taken for high school credit, course credit for summer school and credit recovery courses is not awarded until the student completes the corresponding EOC exam. Exams given at mid-year will be included as a regular test grade.
- See IM 4.117 for Semester [Exam and Exemption](#) information.
- Incomplete grades at the end of any semester must be removed no later than three weeks following the close of that semester, excluding winter break. Exam grades cannot be left blank or incomplete after the deadline. Any extension of the deadline must have prior approval of the building principal.
- In courses with the same state code and/or counting toward the same course credit, students may pass each semester course if the yearly average of semester grades result in a passing grade of 60 or above.
- Homework will count for 10% of each nine-week grade. Providing high-quality academic feedback is the district's recommended best practice; however, a numerical grade reflecting the percentage correct is not required for the homework grade. The 10% for homework is based on completion and/or accuracy.

GPA Calculation: The calculation of the GPA is determined by dividing the sum of the quality points, including grade point weighting, by the total courses attempted. GPAs are recalculated on the graduated 4-point scale with additional grade point weighting of 0.5 for Honors courses, 1.0 for Statewide and Local Dual Credit (DC) courses, National Industry-Certification-Aligned courses, Dual Enrollment (DE), Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Cambridge AICE courses, and students enrolled in SSMV (School for Science and Math at Vanderbilt). (Per Tennessee Department of Education [Uniform Grading Policy, 3.301.](#))

GRADING SYSTEM					
Grade Scale:		GPA Calculation:			
Letter Grade	Numeric Grade		Un-weighted Regular	Weighted Honors IGSC	Weighted DE/DC/AP/IB/Cambridge AICE/SSMV/Industry Certification/CLEP
A	100-90		4.0	4.5	5.0
B	89-80		3.0	3.5	4.0
C	79-70		2.0	2.5	3.0
D	69-60		1.0	1.5	2.0
F	59-0		0	0	0

Percentage Points: For Advanced Placement (AP), International Baccalaureate (IB) courses, Cambridge AICE courses, SSMV courses, CLEP courses, and Dual Enrollment (DE), five (5) points will be added to each grading period numeric grade and any semester exam administered*; for Dual Credit (DC) and national industry certification-aligned courses, teachers will add four (4) points to each grading period numeric grade and any semester exam administered*; for Honors and IGSC Courses, teachers will add three (3) points to each grading period numeric grade and any semester exam administered (per Tennessee Department of Education [Uniform Grading Policy, 3.301.](#))

Teachers are responsible for additional percentage points added to term grades and exams appropriately in the gradebook.

**Students are required to sit for associated external exams or pass dual enrollment course in order to receive the corresponding percentage points. This applies to all semesters for the relevant course.

For transfer students, the cumulative GPA on the transcript for transferred credits and grades will be used without any recalculation except that Honors, IGCSE, DE, DC, AP, IB, SSMV, and Cambridge AICE courses will be recalculated to match the MNPS scale.

Credit Recovery: Per the State Board of Education's Uniform Grading Policy (3.301), the grade a student receives for passing a credit recovery course is sixty percent (60%). The original failing grade will not be factored into the student's GPA but will remain on the transcript and student record.

Lottery/Hope Scholarship: State law requires that students applying for lottery scholarships and other state scholarship funds be evaluated utilizing the State's uniform grading scale. A separate transcript with grade calculations based on the Uniform Grading Policy will be submitted to TSAC for Lottery/Hope Scholarship eligibility. Only the MNPS grading scale shall be used for all other official purposes including report cards, GPA, honor roll, etc.

Scholars Designation/Grades

The average for Academic Honors and Distinguished Scholar will be computed from seven semesters of grade averages. The overall cumulative average for Distinguished Scholar will be 90-100. The overall grade average for Academic Honors shall be 80-89. These designations will be noted on the student's transcript and diploma.

Additional Procedures for Honors, IGCSE, and Co-Curricular Classes - Secondary (Grades 5-12)

Honors Courses

- Annually, MNPS Department of Curriculum & Instruction shall approve the list of honors courses. No school may offer any course for honors credit that is not MNPS approved. The course must substantially exceed the content standards, learning experiences and performance indicators of non-honors courses. All honors courses must include multiple assessments aligning and reinforcing coursework (such as short answer, constructed response prompts, performance-based tasks, open-ended questions, essays, original or creative interpretations, authentic products, portfolios and analytical writing). Additionally, an honors course shall include a minimum of five (5) of the following components:
 - » Extended reading assignments that connect with specified curriculum.
 - » Research-based writing assignments that address and extend the course curriculum.
 - » Projects that apply course curriculum to relevant or real-world situations. These may include oral presentations, slide software presentations or other modes of sharing findings. Connection of the project to the community is encouraged.
 - » Open-ended investigations in which the student selects the questions and designs the research.
 - » Writing assignments that demonstrate a variety of modes, purposes and styles. Examples of mode include narrative, descriptive, persuasive, expository and expressive. Examples of purpose include informing, entertaining and persuading. Examples of style include formal, informal, literary, analytical and technical.
 - » Integration of appropriate technology into the course of study.
 - » Deeper exploration of the culture, values and history of the discipline.

- » Extensive opportunities for problem-solving experiences through imagination, critical analysis and application.
- » Job-shadowing experiences with presentations which connect class study to the world of work.

Co-Curricular Courses

Courses that are based on performance and require after-school rehearsals and/or performances are considered co-curricular courses. The students in these courses are expected to participate in and may be graded on after-school rehearsals and performances, as well as classroom assignments and assessments with the following provisions:

- The parents/guardians must be notified of the grading policy concerning after-school rehearsals and performances at the start of each course. At this time, the teacher must inform parents how the rehearsals and performances will be weighted during each grading period.
- An after-school rehearsal may count only as a daily grade. A performance may count as a daily or test grade.
- The teacher of the co-curricular course must notify parents/guardians a minimum of two weeks prior to any after-school rehearsal and six weeks prior to any after-school performance.
- An unexcused absence from an after-school rehearsal or performance will be given the same percentage of the nine-week grade as other after-school rehearsals or performances. If grades are not given for all after-school rehearsals and/or performances, a grade cannot be given for an unexcused absence from an after-school rehearsal and/or performance.

Performance Measure/Accountability

Continuous evaluation of procedure to ensure efficiency and compliance with all regulations.

References/Authority

State Board of Education Rule 0529-1-9-.11
State Board of Education Uniform Grading Policy, 3.301
IDEA 2004, Section 614(d)(1)(A)(i)(III)
TCA §49-1-302
TCA §49-10-101
TCA §49-6-407