

# Weakley County Board of Education



Monitoring:

Descriptor Term:

**Grading System**

Descriptor Code:

4.600

Revised Date:

09/08/2022

1  
2 The appraisal of a student's life at school is the most constructive factor in the establishment of  
3 good home-school relations. Effectiveness in interpreting the quantity and quality of each child's  
4 work will influence parental attitudes toward the school and its program. Reports are made to  
5 parents at least six times a school year and use is made of the recognized methods that tend to  
6 make the task meaningful and reliable.

7  
8 The Director of Schools shall develop an administrative procedure to establish a system of  
9 grading and assessment for evaluating and recording student progress and to measure student  
10 performance in conjunction with Board-adopted content standards for grades K-8.<sup>1</sup> The  
11 grading/assessment system shall follow all applicable statutes and rules and regulations of the  
12 State Board of Education.<sup>2</sup> The grading/assessment system shall be uniform district-wide at  
13 comparable grade levels except that the director of schools shall have the authority to establish  
14 and operate ungraded and/or unstructured classes in grades K-3.<sup>3</sup>

15  
16 The Director of Schools shall submit a copy of the grading, reporting and assessment systems to  
17 the Board before the system is implemented.<sup>4</sup> These guidelines shall be communicated annually  
18 to students and parents/guardians.<sup>1</sup>

19  
20 Conduct grades are based on behavior and shall not be deducted from scholastic grades.

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23 **GRADES NINE - TWELVE GRADING SCALE AND LOTTERY SCHOLARSHIPS<sup>5</sup>**

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25 Schools teaching grades nine through twelve shall use the uniform grading system established by  
26 the State Board of Education. Using the uniform grading system, students' grades shall be  
27 reported for the purposes of application for post-secondary financial assistance administered by  
28 the Tennessee Student Assistance Corporation.<sup>1</sup>

29  
30 Each school counselor shall provide incoming freshmen with information on college core  
31 courses required for lottery scholarships as well as necessary criteria (grade point average, ACT  
32 and SAT score, etc.) that must be met in order to receive a scholarship.

33  
34 Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for  
35 Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or online at  
36 [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The priority date for FAFSA completion is May 1.

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<sup>1</sup> TRR/MS 0520-1-3-.05(3)

<sup>2</sup> TRR/MS 0520-1-3-.06

<sup>3</sup> TCA 49-1-302

<sup>4</sup> TCA 49-1-617

<sup>5</sup> TCA 49-2-203(b)(7)

1 Elementary school counselors should explain the HOPE Scholarship and its requirements to their  
2 students and impress upon them the benefits of making good grades.

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5 **LOTTERY SCHOLARSHIP DAY**

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7 Each school year, prior to scheduling courses for the following school year, schools teaching  
8 students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.<sup>6</sup>

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11 **UNIFORM GRADING SYSTEM**

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13 The Weakley County School System sets percentage ranges for letter grades in accordance with  
14 state standards.

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16 Progress in Grades K - 5 shall be derived each six weeks in the following manner:

- 17 a. 1/3 = Tests (Daily, Weekly, Six Weeks)  
18 b. 2/3 = Daily Work (Homework, Class Work, Projects, etc.)

19  
20 Kindergarten student progress in all academic subjects shall be reported as Satisfactory,  
21 Unsatisfactory, Improving, or Needs Improvement.

22  
23 Grades one (1) and two (2) student progress shall be expressed as **numerical grades** for  
24 Reading, Math, Language Arts, and Spelling beginning with the first six weeks. All other  
25 subjects, i.e., Science, Social Studies, Art, Music, Health, Writing, Physical Education, and  
26 Safety, shall be reported as Satisfactory, Unsatisfactory, or Improving, but not yet satisfactory.

27  
28 Grades three (3) through five (5) student progress shall be expressed as numerical grades. Art,  
29 Music, Writing, Health, Physical Education and Safety shall be reported as Satisfactory,  
30 Unsatisfactory, or Improving, but not yet satisfactory.

31  
32 Grades six (6) through twelve (12) regular academic and comprehensive career and technical  
33 student progress shall be expressed as numerical grades (except 6, 7, & 8 grade music) each six-  
34 week or nine-week grading period according to the table below:<sup>7</sup>

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Legal References:

<sup>6</sup> TCA 49-4-904-907

<sup>7</sup> State Board of Education Policy 3.301

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	<b>% Range</b>	<b>Weighting for Honors Courses</b>	<b>Weighting for Local and Statewide Dual Credit Courses, Capstone Industry Certification-Aligned Courses, and Dual Enrollment Courses</b>	<b>Weighting for Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses</b>
<b>A</b>	90 to 100	Shall include the addition of three (3) percentage points to the grades used to calculate the semester average.	Shall include the addition of four (4) percentage points to the grades used to calculate the semester average.	Shall include the addition of five (5) percentage points to the grades used to calculate the semester average.
<b>B</b>	80 to 89			
<b>C</b>	70 to 79			
<b>D</b>	60 to 69			
<b>F</b>	0 to 59			

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**WEIGHTED GRADE POINT AVERAGE**

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Advanced high school coursework will also earn weighted GPA points according to the table below:

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<b>GPA Weighting for Honors Courses</b>	<b>GPA Weighting for Local and Statewide Dual Credit Courses and Dual Enrollment Courses</b>	<b>GPA Weighting for Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses</b>
.5 points added to GPA for the course	1 point added to GPA for the course	1 point added to GPA for the course

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Student transcripts will reflect both a weighted and unweighted GPA.

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**FRAMEWORK OF STANDARDS FOR HONORS COURSES**

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Honors courses will substantially exceed the content standards, learning expectations, and performance indicators approved by the State Board of Education. Teachers of honors courses will model instructional approaches that facilitate maximum interchange of ideas among students: independent study, self-directed research and learning, and appropriate use of technology. All honors courses must include multiple assessments exemplifying 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:

- 1 1. Extended reading assignments that connect with the specified curriculum.
- 2 2. Research-based writing assignments that address and extend the course curriculum.
- 3 3. Projects that apply course curriculum to relevant or real-world situations. These may
- 4 include oral presentations, power point presentations, or other modes or sharing findings.
- 5 Connection of the project to the community is encouraged.
- 6 4. Open-ended investigations in which the student selects the questions and designs the
- 7 research.
- 8 5. Writing assignments that demonstrate a variety of modes, purposes, and styles.
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  - Examples of mode include narrative, descriptive, persuasive, expository, and
  - 10 expressive.
  - 11 • Examples of purpose include to inform, to entertain, and to persuade.
  - 12 • Examples of style include formal, informal, literary, analytical and technical.
- 13 6. Integration of appropriate technology into the course of study.
- 14 7. Deeper exploration of the culture, values, and history of the discipline.
- 15 8. Extensive opportunities for problem solving experiences through imagination, critical
- 16 analysis, and application.
- 17 9. Job shadowing experiences with presentations which connect class study to the world of
- 18 work.
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20 All course types which meet the above framework will be classified as honors, eligible for  
21 additional percentage point and GPA point weighting.

## 22 23 24 **FINAL EXAMS, TCAP, AND END-OF-COURSE TESTING**

### 25 26 1. Testing

- 27 • The testing results of final exams, TCAP, and End-of-Course grades in all
- 28 subjects will be factored in as 15% of the student's second semester grade
- 29 average, in compliance with the State Board of Education in accordance with
- 30 Tennessee Code Annotated §49-1-302(2) and §49-1-617.
- 31 • The End-of-Course exams will count as the final exam in grades 9 – 12 in those
- 32 courses that apply.
- 33 • Students in grades 9-12 may be excused from course final exams (except End-of-
- 34 Course) if they have demonstrated exemplary grades and attendance. This
- 35 exemption policy is published in the Weakley County Student Handbook.
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### 37 2. Attendance

- 38 • Students with **excused absences** shall make up standardized tests upon their
- 39 return to school.
- 40 • Students with **unexcused absences** shall receive an exam grade of "zero" on the
- 41 exam.
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### 43 3. TCAP and End-of-Course Exam Conversions

- 44 • Raw score conversions for TCAP and End-of-Course exams are based on
- 45 guidelines developed by the Tennessee Department of Education. The cut score
- 46 conversions will follow the cube root method.