



METROPOLITAN
Nashville
PUBLIC SCHOOLS

Grading Philosophy

- The method of determining grades should be uniform from class to class and school to school throughout the system, yet provide opportunity for the teacher to consider the individual differences of students.
- The grading system should be simple and easily understood by educators, parents and the community at large.
- Grades should be documented and based upon objective measure.

Grades Pre K-4 Grading Procedures

MNPS uses a standards based reporting system for grades PreK-4.

- Overall grades are based on work products that address grade level standards.
- Students will have multiple opportunities to demonstrate proficiency.
- Students will be given additional opportunities to show mastery of standards thus extra credit will not be assigned.
- Do not include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as allowing time for the student to complete the assignment or reassessing to determine achievement.
- Do not reduce marks or “work” submitted late; provide support for the learner.
- For each grading period, grades shall be determined and recorded using multiple forms of assessments in relation to work products, including but not limited to:
 - Oral performance
 - Written performance
 - Quizzes, Tests, Summative Assessments
 - Classwork/Homework
 - Observations
 - Portfolio Assessments
 - Performance Tasks
 - Projects/Presentations
- Grades shall be reported on report cards and cumulative records as letter grades translated from numerical scores.
- Teachers should use their professional judgment based on the developmental level of the student.

Revision History

July 2013
August 2012
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August 2011
February 2011
September 2010
March 2010

Review
Annually

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- For grades 3 and 4, students' scores on the Tennessee Comprehensive Assessment will make up 10% of the student's final grade for the school year in the subject areas of mathematics, English Language Arts/Literacy, science, and social studies.

Subject Grading Code (Grade Pre K only)

E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Subject and Related Arts Grading Code (Grades K - 1)

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

Subject and Related Arts Grading Code (Grades 2 - 4)

MNPS uses the letter grades below that are directly linked to the Common Core State Standards and the Tennessee Academic Standards based on student products:

100 – 90 A Excellent
89 – 80 B Above Average
79 – 70 C Average
69 – 60 D Low, but passing
Below 60 Not passing

Standards Grading Code Pre K- 4

The following marks are used to indicate a student's grade-level proficiency based on the end of the year academic standards:

- (3) Meets grade level standards
- (2) Progressing towards grade level standards
- (1) Does not meet (below) grade level standards
- (/) Indicates an area not assessed at this time. Leaving a blank in Gradespeed indicates an area not assessed at this time.

- Students being taught with alternate standards should have their report cards marked according to the progress they are making towards their IEP goals.

(3) Meets Grade Level Standards

The student has consistently met the end-of-year standard as required for the grade level. The student, with relative ease, grasps, applies and extends the key concepts, processes and skills for the grade level. A student does not achieve mastery level (3) until all parts of the standard are taught, assessed, and mastered.

(2) Progressing Towards Grade Level Standards

The student is progressing towards the standards as required for the grade level. The student demonstrates progress in the majority of grade level skills. The student, with limited errors, begins to grasp and apply the key concepts, processes and skills for the grade level. If a portion of a standard has been taught, assessed, and mastered, then the student will receive a standards code of 2.

(1) Does Not Meet (Below) Grade Level Standards

The student is not meeting the majority of the standards required for this grade level. The student is experiencing difficulty grasping and applying the key concepts, processes and skills for the grade level.

(/) Indicates An Area Not Assessed At This Time

A “/” indicates that the standard was an area/skill that was not assessed during the grading period. Leaving a blank in Gradespeed indicates an area not assessed at this time.

Effort Grading Code K- 4

These marks are used to indicate a student’s effort:

- E = Exceptional Effort
- S = Satisfactory Effort
- N = Needs Improvement

Grading Procedures Grades 5-8

- Overall grades are based on work products that address grade level standards.
- Grades should reflect student mastery of grade level content standards and a separate grade given for overall effort using the effort rubric.
- Within each category, grades shall be determined and recorded using multiple forms of assessment that demonstrate proficiency in a standard, including but not limited to:
 - Projects/presentations
 - Performance tasks
 - Summative Assessments
 - Portfolio Assessments
 - Written performance
- Students will have multiple opportunities to demonstrate proficiency.
- Students will be given additional opportunities to show mastery of standards thus extra credit will not be assigned.
- Do not include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement, or use “I” for Incomplete or Insufficient Evidence
- Do not reduce marks on “work” submitted late; provide support for the learner.
- Behavior will not be included in grades. See *Effort Rubric 5-8
- For grades 5-8, students’ scores on the Tennessee Comprehensive Assessment will make up 10% of the student’s yearly (final) average in the subject areas of mathematics, reading/language arts, science, and social studies.

***Effort Rubric 5- 8**

4 points Above Standard	<ul style="list-style-type: none"> • Consistently does assigned tasks without prompting and always perseveres when challenged • Consistently remembers what to bring home and what to bring to class (<i>ex: books, paper, binder, pencil, agenda, homework, etc.</i>) • Consistently participates in class discussions and always shares meaningful and relevant information • Consistently works well independently, with a partner, in a small cooperative group, and in a whole class setting • Consistently takes advantage of self-improvement opportunities
3 points Meets Standard	<ul style="list-style-type: none"> • Usually does assigned tasks without prompting and usually perseveres when challenged • Usually remembers what to bring home and what to bring to class (<i>ex: books, paper, binder, pencil, agenda, homework, etc.</i>) • Usually participates in class discussions and usually shares meaningful and relevant information • Usually works well independently, with a partner, in a small cooperative group and in a whole class setting • Usually takes advantage of self-improvement opportunities
2 points Nearing Standard	<ul style="list-style-type: none"> • Sometimes does assigned tasks without prompting and sometimes perseveres when challenged • Sometimes remembers what to bring home and what to bring to class (<i>ex: books, paper, binder, pencil, agenda, homework, etc.</i>) • Sometimes participates in class discussions and sometimes shares meaningful and relevant information • Sometimes works well independently, with a partner, in a small cooperative group and in a whole class setting • Sometimes takes advantage of self-improvement opportunities
1 point Below Standard	<ul style="list-style-type: none"> • Rarely does assigned tasks without prompting and rarely perseveres when challenged • Rarely remembers what to bring home and what to bring to class (<i>ex: books, paper, binder, pencil, agenda, homework, etc.</i>) • Rarely participates in class discussions and rarely shares meaningful and relevant information • Rarely works well independently, with a partner, in a small cooperative group and in a whole class setting • Rarely takes advantage of self-improvement opportunities

- In grade 8, the semester grade for a course with no state end-of-course exam shall be determined by each nine-week grade counting equally with the examination counting as a regular test grade.
- In grade 8, the semester grade for a course with a state end-of-course exam, the grade shall be determined by each nine-week grade counting 37.5% and the examination grade counting 25% during the semester in which the end-of-course exam is given. The exam given at mid-year will be included as a regular test grade.
- Seventy (70) percent mastery of the subject matter shall be considered passing.

The grading legend for grades 5-8 shall be:

A = 100-93

B = 92-85

C = 84-75

D = 74-70

F = 69-50

I = Incomplete

- Numerical grades shall be used on the report cards and the cumulative records.
- Yearly averages for grades five (5) through eight (8) shall be computed by averaging the four reporting period grades on the report card with the exception of courses taken for high school credit.

Grading Procedures for 5-8 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 within the first month of school. At this time, the teacher must inform parents how the rehearsals and performances will be weighted during each grading period. The parents/guardians and students are to sign a statement saying that they have read and understood the grading policy.
- 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.
- A student who has an excused absence from an after-school rehearsal and/or performance cannot have his/her grades penalized due to the absence.

Grading Procedures Grades 9-12

- Overall grades are based on work products that address grade level standards. Grades should reflect student mastery of grade level content standards and a separate grade given for overall effort using the effort rubric.
- For each grading period, grades shall be determined and recorded using multiple forms of assessments in relation to work products, including but not limited to:
 - Oral performance
 - Written performance
 - Quizzes/Tests
 - Classwork/Homework
 - Projects/Presentations
 - Summative Assessments
 - Portfolio Assessments
- Students will have multiple opportunities to demonstrate proficiency.
- Students will not receive zeroes; the baseline score is 50, no grade below a 50 should be given or recorded. When evidence is missing use alternatives, such as reassessing to determine real achievement, or use “I” for Incomplete or Insufficient (O’Conner, 2007)
- Do not reduce the grade on “work” submitted late; provide support for the learner.
- Behavior will not be included in grades. See College and Career Readiness Rubric 9-12

College and Career Readiness Rubric 9-12

21st Century Skills:	4	3	2	1
Attendance and Punctuality: Keeping appointments on time, and completing assignments on time. When absent, student makes up work in a prompt and respectful manner.	Advanced (Above Standard)	Proficient (Meets Standard)	Basic (Nearing Standard)	Below Basic (Below Standard)
Personal Presentation: Exhibits professionalism in the areas of courtesy, appropriate language, and dress.	Advanced (Above Standard)	Proficient (Meets Standard)	Basic (Nearing Standard)	Below Basic (Below Standard)
Communication: Reads with understanding, writes with skill, and communicates effectively and responsibly in a variety of ways and settings.	Advanced (Above Standard)	Proficient (Meets Standard)	Basic (Nearing Standard)	Below Basic (Below Standard)
Interpersonal Effectiveness: Works effectively with others and contributes productively as a member of a group. Works toward achieving individual and group goals.	Advanced (Above Standard)	Proficient (Meets Standard)	Basic (Nearing Standard)	Below Basic (Below Standard)
Quality and Commitment: Gives best effort, evaluates work, and completes work to quality standards.	Advanced (Above Standard)	Proficient (Meets Standard)	Basic (Nearing Standard)	Below Basic (Below Standard)
Ethics: Adheres to the ethical use of time, technology and other resources with regards to property, privacy, and appropriateness.	Advanced (Above Standard)	Proficient (Meets Standard)	Basic (Nearing Standard)	Below Basic (Below Standard)

Calculation of GPA (Grade Point Average)

For purposes of communicating with college admission offices and scholarship granting agencies, and for determining honor graduates (valedictorian and salutatorian), All high school course work, with the exception of pass/fail courses will be calculated in the GPA according to the MNPS scale.

Weighted Grades: For Advanced Placement (AP), International Baccalaureate (IB) courses, and Cambridge AICE courses teachers will add five (5) points to each grading period grade. For Honors, Dual Enrollment (DE), and courses resulting in national industry certification, teachers will add three (3) points to each grading period grade. (Per Tennessee Department of Education Uniform Grading Policy.)

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

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. All high school coursework taken for credit is counted. GPA's recalculated on the graduated 4-point scale with additional grade point weighting of 0.5 for Honors and Dual Enrollment (DE) courses and 1.0 for Advanced Placement (AP) courses, International Baccalaureate (I.B.) courses, and Cambridge AICE courses.

GRADING SYSTEM					
Grade Scale:		GPA Calculation:			
Letter Grade	Numeric Value	Un-weighted Regular	Weighted Honors/DE	Weighted AP/IB/Cambridge AICE	
A	93-100	4.0	4.5	5.0	
B	85-92	3.0	3.5	4.0	
C	75-84	2.0	2.5	3.0	
D	70-74	1.0	1.5	2.0	
F	50-69	0	0	0	

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.

- Numerical grades shall be used on report cards and the cumulative records.

- In grades 9-12, the semester grade for a course with no end-of-course exam shall be determined by each nine-week grade counting 40% and the examination grade counting 20% (40/40/20).
- For all courses with a state end-of-course exam, the grades shall be determined by each nine-week grade counting 37.5% and the examination grade counting 25% during the semester in which the end-of-course exam is given.
- Students who have an active IEP, whose disability may impact their performance on the End of Course (EOC) Assessment, may demonstrate mastery of core knowledge and skills for the EOC course through the approved Alternative Performance Based Assessment (APBA). This option is only available when the student has failed the class.
- Incomplete grades at the end of any semester must be removed no later than the end of the first nine weeks of the following regular school semester. Otherwise, the incomplete grade will be recorded to reflect the work earned and averaged with the other grades to determine the semester grade. Any extension of the deadline must have the expressed prior approval of the building principal.
- In courses with the same course name and course number, students with grades between 50-69 may pass in the corresponding semester course, if the yearly average results in a passing grade.
- Annually, MNPS 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. All honors courses must include multiple assessments exemplifying coursework (such as short answer, constructed responses 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, power point presentations or other modes if 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.
- Annually, MNPS may approve technical courses that offer a National Industry Certification through a nationally recognized examination. These approved courses shall receive three (3) points to each nine-week grade.

- In computing numerical grades for the Advanced Placement (AP), International Baccalaureate (IB), or Cambridge AICE courses that meet the prescribed standards, five (5) points shall be added to each nine-week grade.
- Courses that are based on performance and require after-school rehearsals and/or performance are considered co-curricular courses. The students enrolled in said courses are expected to participate in and may be graded on after-school rehearsals and performances, as well as classroom assignments and assessments. 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 or performance. A student who has an excused absence from an after-school rehearsal and/or performance cannot have his/her grades penalized due to the absence.

Grade Speed

The use of Grade Speed is mandatory for all K-12 teachers. Teachers will regularly access Grade Speed to view and input grades.

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 93-100. The overall grade average for Academic Honors shall be 85-92. These Scholars designations will be noted on the student's transcript and diploma. In computing numerical grades for an Advanced Placement, IB, or Cambridge AICE course, five (5) points will be added to the numerical nine weeks grade. Any student who takes AP or IB examination(s) and achieves a score of 3 or above on the AP test or a score of four or above on the IB test shall be reimbursed for the cost of the examination(s) by MNPS.

Parent Notification (All Tiers)

Parents/guardians shall be notified at the first indication of marginal or failing academic performance, and a conference will be scheduled. Official notification of student progress is made by District report cards and the mid-nine-week progress reports. When a student's progress is marginal or unsatisfactory, a "Notice of Concern" regarding the student's academic progress will be sent to the parent/guardian at the end of the first and third nine-week grading period. When a student is failing, teachers must issue a "Notice of Concern" at any time. Communication between the home and the school shall be such that issuing a failing grade to the student will not occur unless there has been documented notification. Documentation pertaining to these notifications and conferences will be maintained in the student's cumulative record. Exceptional Education and English Learners may have different parameters, and their grading procedures are listed at the end of this policy.

Authorization for a Grade/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 and changes will be reflected in the Student Management System (SMS).

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 Associate Superintendent 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.

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

The standards for grades in the general program cannot be changed. A student may receive assistance 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 to parents is included with the grade level report cards. Students who receive special education services will participate in general education classes as determined by the IEP team:

- The teacher of record in collaboration with the special education teacher should assign the grade for students receiving direct special education services in a general education setting.
- Teachers should **NOT** indicate whether a student has an IEP on the report card.

English Learner (EL) Grading Guidelines (All Tiers)

- In elementary schools, EL students must be identified as such on the report card. In middle and high schools, the course codes within the Student Management System(SMS) should identify them as EL or sheltered content classes.
- In all classes where EL students are taught using a modified instruction and assessment, the “Comment” section must state that the grading reflects the academic achievement of the student based on this modified instruction and assessment. This is true of all grade levels including sheltered and non-sheltered classes at the middle and high school level.
- Parents must always be notified if their child is working below grade level. Make sure parents understand that the instruction and assessment is being modified and that, even if their child is making A’s and B’s, he/she may be working below grade level.
- EL students are also eligible for exceptional education services when appropriate. Should a scheduling conflict occur between these two services, the needs and services should be determined by a team that includes a person from both areas.

- Each EL student must be assessed according to his/her academic abilities and progress.
- The teacher must make sure he/she has proof of the modifications, accommodations and parent contacts made for each student taught.
- No student may be retained or failed solely because of lack of English language proficiency or without providing the parents with sufficient and accurate documentation that supports that recommendation.

Academic Dishonesty

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.

References/Authority

State Board of Education Rule 0529-1-9-.11

IDEA 2004, Section 614(d)(1)(A)(i)(III)

TCA §49-1-302

TCA §49-10-101

TCA §49-10-701