Office of Academic Supports
Dr. Malika Savoy-Brooks, Chief

THE SCHOOL DISTRICT OF
PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

MARKING GUIDELINES

School Year 2020 - 2021

GRADES 9 -12

Table Contents

Revised 10.8.20

Introduction

The School District of Philadelphia has implemented a Common Core standards-driven curriculum with aligned assessments in all content areas. The purpose of this document is to ensure consistency across the district as teachers calculate report card grades which reflect their classroom data and observations. Ultimately, it is expected that teachers use this guide as a tool in their professional decision-making when assigning grades.

Board of Education Policy

Definitions

Board Policy – general written statement by the Board defining its expectations or position on a particular matter and authorizing or delegating responsibilities to implement appropriate actions to govern those expectations. Board policies authorize a framework within which the Superintendent and staff can implement assigned duties with positive direction. Policies are broad principles adopted by the Board to chart a course of action. Policies are guides for action by the administration, who then sets the rules and regulations to provide specific directions to school district personnel through administrative procedures.

Administrative Procedures – written documents based on policy that outline and describe the means by which a policy should be implemented, specific responsibilities or action steps, consequences for violations, and could include sample forms or guides.

213 – Assessment of Student Progress
The Board of Education (the "Board") recognizes that a system of marking student progress and achievement can help the student, teachers, parents, and guardians to better assess the student's progress toward educational goals. The Board also acknowledges the value of a system of computing grade point averages and class ranking for senior high school graduates to inform students, parents, and others of each graduate's relative academic placement among his/her peers.
- [Board Policy](#)
- [Administrative Procedures](#)

215 – Promotion and Retention
The Board of Education (the "Board") of the School District of Philadelphia is committed to excellence in student achievement and recognizes the importance of a district-wide promotion policy which supports students' grade placement in a setting most appropriate for personal, social, academic, and physical growth.
- [Board Policy](#)
- [Administrative Procedures](#)

217 – Graduation Requirements
The purpose of this policy is to acknowledge each student's successful completion of a School District approved instructional program by an award of a diploma or certificate.
- [Board Policy](#)
- [Administrative Procedures](#)

Revised 10.8.20

Graduation Policy

A 12th grade student shall graduate if they:
- Successfully complete a Multidisciplinary Project or a Service Learning Project
- Earn a total of 23.5 credits, which include:
  - 4 in English
  - 3 in Mathematics
  - 3 in Science
  - 3 in Social Studies
  - 1 in African American History
  - 2 in World Language
  - 2 in Arts and Humanities
  - 1 in Physical Education
  - 0.5 in Health
  - 4 in electives
    - One elective must be a college preparatory Mathematics or Science course, an IB course, an AP course, or a terminal CTE course. Schools or programs may predetermine specific subject area elective credits.

A change in the graduation requirements, Act 158 of 2018, establishes additional requirements for high school graduation effective with the graduating class of 2022. The law creates multiple alternative pathways to graduation for students who are not proficient on the three Keystone Exams in Algebra I, Literature and Biology. See the PDE website for more information.

Scheduling errors and/or missing transfer transcripts do not exempt a student from completely fulfilling district graduation requirements. The Chief of Schools must approve any substitutions for requirements in writing.

All children with disabilities in Pennsylvania have the right to earn a regular high school diploma. Children can earn a diploma by completing the same courses and earning the same number of credits as regular education children. Or, a high school diploma can be awarded to a child with a disability who completes the special education program developed by the IEP Team, graduating by IEP goals.

Promotion Policy

Promotion from grade to grade is based on credits earned:
- Promotion from 9th to 10th grade – 5 credits
- Promotion from 10th to 11th grade – 11 credits
- Promotion from 11th to 12th grade – 17.5 credits

Grading Policy

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies. Grades include the following components:

Component	Weight
Tests	40%
Performance Based Learning	30%
Classwork	20%
Homework	10%

Note: "Performance Based Learning" includes but is not limited to Projects, Labs, Research Assignments, Presentations, etc.

All grades will be recorded in the district provided electronic grade book, Infinite Campus, the Student Information System. It is recommended that students receive written feedback in each course at least twice weekly - teachers would thusly enter at least two grades per week.

Grading Scale

The Alpha/Numerical Equivalency Chart below reflects the numerical mark assigned to each letter grade and applies to all subject areas:

Alpha	Num.	GPA	Alpha	Num.	GPA	Alpha	Num.	GPA
A+	100-97	4.0	A	96-93	4.0	A-	92-90	3.7
B+	89-87	3.3	B	86-83	3.0	B-	82-80	2.7
C+	79-77	2.3	C	76-73	2.0	C-	72-70	1.7
D+	69-67	1.3	D	66-63	1.0	D-	62-60	0.7
			F	59-50	0.0			

A grade of Incomplete (I) can be given in the following situations:
- Student was enrolled for less than 15 days during the term
- Student was on extended medical leave (nurse confirmation required)

Incomplete grades must be corrected prior to close of the next term grading window or the grade will convert to a 50. Incompletes cannot be given during the final term of a course.

The final grade for a course will be automatically calculated as an average of all term percent grades. Students whose final average falls below a 60 will not earn credit for the course.

Grade Changes

Any adjustment of a report card grade must be properly documented. Grades changes will only be made at the request of the teacher of record; administrators **cannot** override a report card grade without the approval of their assistant superintendent. Grade changes can only be made if there is an educational justification. Examples include:
- Discovery of a grading error
- Teacher-based decision to accept make-up work
- Entry of a previously missing grade
- Completion of an Edgenuity grade improvement module
- Score / percent grade mismatches

Current Year Grade Changes
To request a grade change, the teacher of record must submit a Change of Grade Form to an administrator. The form must include the new term grade, new calculated final grade (if needed), justification for the grade change, and their signature. The administrator will review, sign, and make applicable changes in Infinite Campus SIS. A new report card will be generated for the student. The Change of Grade Form will be sent to the network superintendent and kept on file at the school until one year after the student's graduation.

Historical Grade Changes
Grade changes for courses appearing on student transcript follow a similar process. The teacher of record submits a Change of Grade Form to an administrator. The administrator will review and sign. Approved Change of Grade Forms will be sent to the Office of School Organization and the network superintendent. Only complete forms will be accepted and must include justification for the change, teacher signature, and principal signature. The Office of School Organization will update the grade on transcript. However, prior year report cards will still reflect the outdated grade. Schools will keep the Change of Grade Form on file until one year after the student's graduation.

Students with Disabilities

Students with disabilities are expected to make on going progress on their IEP goals and objectives that are based on the general education curriculum. Differentiated progress monitoring is reflected by:

- Students' performance on curricular goals
- The process for completing work
- Sustaining effort on meeting their IEP goals and objectives having been provided with appropriate aids, services and accommodations

IEP teams are to review the IEP on a regular basis, to monitor and revise the IEP, as appropriate, to promote the student's progress.

English Learners (ELs)

English Learners cannot be given a failing mark based on their level of English proficiency. For failing marks, teachers must provide documentation that scaffolded instruction was provided and that multiple forms of assessment were utilized. In addition, parents must be notified when student is not making sufficient progress.

Grading in all subjects must follow the same procedures outlined in these marking guidelines. However, grades must be determined based on scaffolded instruction and multiple forms of assessment. Teachers must use the *WIDA Can Do Descriptors* to inform instruction and assessments for English Learners.

GPA Calculation

A new GPA calculation was phased in with the class of 2021. The previous GPA calculation is now phased out and GPA will be calculated in the same way for all current students.

The following GPA rules apply to the calculation:

- Courses are assigned a *Course Weight* multiplier based on their difficulty:
  - General courses = 1.00 multiplier
  - Honors courses = 1.15 multiplier
  - AP, IB, and Dual-Enrollment = 1.20 multiplier
- Courses that are retaken after being failed (Credit Recovery) are scored as Pass/Fail and do not calculate into the GPA.
- For credit bearing Pass/Fail courses added to transcripts before September 1, 2017:
  - Pass (P) or Met (M) = 70
  - Fail (F) or Not Met (N) = 60
- Pass/Fail courses added to transcripts after September 1, 2017 will not affect GPA.
- Each course is assigned a *Course GPA* using the table below.

Alpha	Num.	GPA	Alpha	Num.	GPA	Alpha	Num.	GPA
A+	100-97	4.0	A	96-93	4.0	A-	92-90	3.7
B+	89-87	3.3	B	86-83	3.0	B-	82-80	2.7
C+	79-77	2.3	C	76-73	2.0	C-	72-70	1.7
D+	69-67	1.3	D	66-63	1.0	D-	62-60	0.7
			F	59-50	0.0			

GPA Calculation for students graduating in or after 2021:

$$WeightedGPA = \frac{\sum(CourseGPA * CourseCredit * CourseWeight)}{\sum AttemptedCredits}$$

$$UnweightedGPA = \frac{\sum(CourseGPA * CourseCredit)}{\sum AttemptedCredits}$$

Revised 10.8.20

Transcript Evaluation

Transfer Students (United States)
Transcripts for all transfer students will be evaluated and transcribed by the Office of School Organization. Since transcripts are legal documents, the grading scale from the sending school will be used when interpreting credit attainment. In situations where the sending grading scale does not align with the School District of Philadelphia, a clarifying comment will be added to the record in Infinite Campus SIS.

Foreign Transcripts
Transfer students from outside the United States will have their transcripts evaluated and transcribed by the Multilingual Assessment Center (MAC).

No more than eight credits will be awarded per school year, including:
- One Math credit
- One Science credit
- One English credit
- One Social Studies credit
- Up to four additional credits as described on the transcript

Note: half credits will not be awarded in core courses

Language waivers will be awarded to students that meet all of the following criteria:
- Initial enrollment from another country in 7th grade or above
- Six years of prior education in a language other than English
- Qualify for EL services at the beginning of 9th grade

The language waiver exempts students from the world language graduation requirement but does not lower the amount of total credits required for graduation.

Language credit will be awarded to students that meet all of the following criteria:
- Initial enrollment from another country in 10th grade or above
- Complete a full year of secondary school in which the language of instruction in not English
- Submit official transcripts from secondary school showing courses, marks, and dates of attendance

Depending on course work, students will receive between two and four world language credits. At no point will a student receive more than eight credits for a single academic year.

Foreign Exchange Students
Transcripts for foreign exchange students will not be processed. Any credits earned as an exchange student, while attending a School District of Philadelphia high school, will be sent back to the home school with other student records. Foreign exchange students are not eligible for a School District of Philadelphia diploma.

High School Courses in Middle School
High school credits will not be granted for courses taken in middle school. However, the transcript will indicate that the course requirement was completed for students who successfully pass a high school equivalent course and the corresponding State Proficiency exam. Students in this situation will begin with the next course in the high school progression but still must meet the total credit requirement for the category.

Revised 10.8.20

Example: A student that successfully competes Algebra 1 and passes the associated Keystone exam in 8th grade will take Geometry or Algebra 2 in 9th grade. Their transcript will show a passing, zero-credit Algebra 1 course. They must take at least three math classes in high school.

Partial Credit

Partial credit is defined as a credit value less than one and greater than zero awarded in a core academic course (a credit value of less than one and greater than zero in a core academic course (English, Social Studies, Math, Science, or World Language. Partial credit courses will be available in half credit increments on a limited basis as defined below:

Student's Entering a District School with Partial Credit
Half credit completer courses will be available to schools for students transferring in with partial credits. Partial Credit courses are available to schools on an as needed basis. Requests will be sent to the Office of School Organization. Half credit completer courses are the only courses that can be taken online for original credit. Refer to the Edgenuity Credit Recovery section for online course guidance.

Opportunity Network
Due to the accelerated nature of the Opportunity Network, students will be able to accrue credit in half credit intervals. The Office of School Organization, in consultation with the assistant superintendent and principals, will grant partial credit course codes on a school-by-school basis.

Schools can award partial credit before the end of a course provided the student has attended at least 25 days of the course. If a student transfers from a course before attending 25 days, schools will assign a term grade to appear on a report card, but no credit will be awarded.

Innovation Network
Due to the competency-based model of the Innovation Network, students will be able to accrue credit in half credit intervals. The Office of School Organization, in consultation with the Assistant Superintendent and principals, will grant partial credit course codes on a school-by-school basis.

Credit Recovery

Credit recovery provides students with the opportunity to retake an entire course and earn credit for the previously failed course at an accelerated pace. Credit Recovery is proficiency-based and not time-based. However, all credit recovery models must include at least 45 hours of instruction. Students may only use credit recovery for courses needed to meet graduation requirements. There are three models for students to recover credit: Edgenuity Online, School-Based Face-to-Face, and District-Run Face-to-Face.

With all models, the teacher of record for credit recovery must be a highly-qualified teacher in the content area for the course. The teacher of record is responsible for providing instruction, monitoring student progress, grading assignments, and entering final grades in Infinite Campus Student Information System (SIS).

Edgenuity Online
Edgenuity is a student-paced, standards-based, digital curriculum that requires a student to demonstrate competency in all the content standards for the course being recovered.

A student must be scheduled in Infinite Campus SIS to the corresponding "W" credit recovery course code and the teacher of record must be assigned as the Primary Teacher to gain access to the Edgenuity platform. The teacher of record will meet with the students at least once per week to provide instruction and support.

Students have until the end of the last day of the course, as scheduled in Infinite Campus SIS, to complete the course. Students that complete 100% of the course with a score of at least 60% will have their Edgenuity score input as the term grade in Infinite Campus SIS. If a student fails to complete the course within the scheduled timeframe, all term grades will be left blank.

Note: Pretesting must be turned off for NCAA student-athletes. This setting will be adjusted by the Office of Curriculum and Instruction.

School-Based Face-to-Face
School-Based Face-to-Face credit recovery is offered in a traditional model where a school-based highly qualified teacher provides the opportunity for students to retake a course at their school in a classroom setting.

A student must be scheduled in Infinite Campus SIS to the corresponding "R" credit recovery course code and the teacher of record must be assigned as the Primary Teacher. Students must have at least 45 contact hours with the teacher of record to receive credit for the course. Teachers will align their curriculum the with School District of Philadelphia scope-and-sequence and will record assessments and assignments in the Infinite Campus SIS grade book. Students that attend a minimum of 45 hours with a course average of 60% or higher will have their term grade posted. If a student does not successfully complete the course requirements, their term grade will be left blank.

District-Run Face-to-Face
The District-Run Program is a traditional credit recovery model with face-to-face instruction in a classroom setting. The district offers a Saturday Program for graduating seniors and a Summer Program.

Schools register students for District-Run programs, and the Office of School Organization schedules the students into the corresponding "R" credit recovery course code. Students must have at least 45 contact hours with the teacher of record to receive credit for the course. Teachers will use the Infinite Campus gradebook to record assessments and assignments. Students that attend a minimum of 45 hours with a course average of 60% or higher will have their term grade posted. If a student does not successfully complete the course requirements, their term grade will be left blank.

Grade Improvement

Grade Improvement provides students with the opportunity to improve a failing grade from a previous term, proactively working to avoid credit recovery. There are two models for grade improvement: Edgenuity Online and School-Based Face-to-Face.

With both models, the teacher of record must be the same as the teacher from the course in which a failing grade was received. The teacher of record is responsible for monitoring student progress and submitting a final grade change, if justified. Either the teacher of record or another highly qualified teacher in the content area is responsible for providing instruction.

Students are eligible for grade improvement if they receive a failing grade on their report card and receive teacher authorization. Students may participate in grade improvement for a maximum of two terms. Grade improvement is not available for Term 4. Students must complete grade improvement by the target dates listed below to receive a grade change:

- Term 1 grade improvement must be completed by the end of Term 2
- Term 2 grade improvement must be completed by the end of Term 3
- Term 3 grade improvement must be completed by the end of Term 4

Edgenuity Online
Edgenuity is a student-paced, standards-based, digital curriculum that requires a student to demonstrate competency in content standards. Grade improvement modules have been directly aligned to the School District of Philadelphia scope-and-sequence.

Revised 10.8.20

Students must be assigned to the Grade Improvement program tab in Infinite Campus SIS to gain access to the grade improvement module. If a student successfully completes the grade improvement module with a score of 60% or higher by the target date, the teacher of record will submit a Change of Grade form to the administrator. The teacher of record can submit a new grade between a 60% and 69%. The administrator will update the grade in Infinite Campus SIS following the Grade Change guidelines on page 8.

School-Based Face-to-Face

School-Based Face-to-Face grade improvement is offered in a traditional model where school-based highly qualified teacher provides the opportunity for students to remediate coursework at their school in a classroom setting.

Assignments will be provided by the teacher of record and can include make-up work, extension assignments, retests, etc. At minimum, students must complete 100% of the assigned work with a 60% to receive a grade change. The teacher of record may set different criteria when make-up work and retests are given.

If a student successfully completes grade improvement by the target date, the teacher of record will submit a Change of Grade form to the administrator. The teacher of record can submit a new grade between a 60% and 69%. The administrator will update the grade in Infinite Campus SIS following the Grade Change guidelines on page 8.

Revised 10.8.20