

Autauga County Grading, Promotion and Retention Procedures  
Grades 7-12

**Numerical Basis for Grades**

1. The scale for determining the quarter grade, semester grade, and the yearly grade for a subject is stated below:

GRADING SCALE	
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

2. The numerical scale for the quarter grade, semester grade, and yearly grade shall determine the values assigned for learning activities (reports, projects, portfolios, and other criterion-based assignments).
3. In averaging grades, any fractional part .5 (1/2) or over will be rounded **up** to the next whole number (examples, 90.5 = 91; 81.6 = 82; 59.51 = 60).
4. The determination of passing or failing a subject is made by converting the letter grades and getting the average of the quarter grades and semester exam. If the average is below 60, the subject is failed.

**Grading Procedures**

A teacher must always be able to provide evidence (graded materials) to justify a grade given on an assignment for a quarter, semester, or year.

Grades must be determined on the basis of several factors (projects, class assignments, activities, etc.) rather than one source such as a test. Quarter grades will be determined by the following scale: 65% major tests and projects, 35% class work and homework, with no more than 5% from homework.

A minimum of four (4) different major and nine (9) different minor grades shall be administered during a grading period to give an overall indication of the student's performance. A minimum of two (2) different major and four (4) different minor grades must be administered by the middle of the nine week grading period. Major grades are defined as tests, projects, essays, research papers, etc.

Minor grades are defined as daily classroom grades, i.e. progress monitoring, quizzes, checklists, homework, observations, etc.

The emphasis and importance of an activity or test should be reflected in the value assigned to it in the overall evaluation design which is used by the teacher and is communicated to the class. That is, a major test should receive more value than a daily grade. All classroom assessments should be standard driven. It is critical to ensure that instruction and assessments are aligned to the College Career Ready Standards.

Major grades must be placed in INOW no more than ten (10) days (weekdays) after the assignment is received. Minor Grades must be placed in INOW no more than five (5) days (weekdays) after the assignment is received.

All teachers will follow the 65/35 grade design allowing for a 10% +/- margin to be approved in writing by the principal prior to each grading period. Advanced Placement (AP) teachers should work with principals to ensure that AP guidelines pertaining to grading are followed.

Grading in Advanced Placement (AP)/Dual Enrollment courses is the same as in all other courses. However, grades are to be weighted for purposes of honor roll, eligibility for honor clubs, rank in class, and GPA. An A is to be one (1) point higher than a regular A; B is to be weighted as A; C is to be weighted as B; D is to be weighted as C; "Fs" are not to be weighted. A student who is enrolled in an AP course must complete the entire scope and sequence of the course to fulfill requirements for graduation. Students making a qualifying score (3 or above) on the AP exam will receive an additional .05 quality point.

Grading in Pre-Advanced Placement (Pre-AP) and Honors courses is the same as in all other courses. However, grades are to be weighted an additional one-half point (.5) for Honors and one point (1) for Pre-AP for purposes of honor roll, eligibility for honor clubs, and rank in class and GPA. *Fs are not weighted.* A student who is enrolled in a Pre-AP and Honors courses must complete the entire scope and sequence of the course to fulfill the requirements. Pre-AP and Honors courses are designations used by Autauga County Schools and are not authorized by the College Board.

A student whose absence from class is *excused* will be allowed to make up missed work without penalty. It shall be the responsibility of the student or the student's parents, guardians, or custodian to arrange with the teacher to make up work. This means, for example, if an end-of-chapter test is missed, an alternate but equal form of test taken by the class should be given as the make-up test. Adding a value to a quarter tests as a substitute for a make-up test or other assignments *is not* in keeping with the system's procedures.

Conduct is not to be considered in determining academic grades. The 'bell-shaped curve' concept should not be included in the procedure for grading.

A semester examination is to be given in all courses. Each student will receive a numerical grade on the examination. The semester average is obtained by using the following three grades: the numerical average for each of the two quarters and the numerical grade on the exam using the formula  $40*40*20$ .

## **Semester and Final Examination**

### Mid-Term Grade and Exams

Mid-Term/mid-block averages will be determined as follows:

Class grades for the **first and second** 9-week grading periods, plus a mid-term exam grade. The mid-term exam will count as part of the first semester grade with a weight of 20%. Teachers must adhere to the following guidelines in arriving at mid-term grades:

1. Mid-Term exams are required in all subject areas.
2. The mid-term exam will count as part of a semester grade.

### Exam Exemption Policy

Exams are required in all subjects. The exam exemption policy approved by the Autauga County Board of Education will be as follows:

Students in grades 7-12 will take mid-term exams.

Students in grades 7-12 will also take final exams unless they are exempt utilizing one or more of the criteria listed below:

1. An "A" average in each class and not more than five (5) absences in a given class, subject and/or block at any time during the academic year.
2. A "B" average in each class and not more than three (3) absences in a given class, subject and/or block at any time during the academic year.
3. A "C" average in each class and not more than two (2) absences in a given class, subject and/or block at any time during the academic year.

In addition to the above criteria, students shall not be eligible for exemption if the student has been assigned in-school suspension (more than two (2) times), suspended from school or assigned to the Interim/Alternative Program at any time during the academic year.

Final Exams and Final Grades

- Final exams are required in all subjects. The only exemption is described in the Exam Exemption Policy. There will be no open book exams and no take home exams for the mid-term and final exams.

The grades for the first semester will be:

1<sup>st</sup> 9-weeks = 40%                      2<sup>nd</sup> 9-weeks = 40%                      Mid-Term Exam = 20%

The grades for the second semester will be:

3<sup>rd</sup> 9-weeks = 40%                      4<sup>th</sup> 9-weeks = 40%                      Final Exam = 20%

The grade for the Yearly Average will be:

1<sup>st</sup> semester = 50%                      2<sup>nd</sup> semester = 50%

- The grading scale to be used is as follows:

A = 100-90

B = 89-90

C = 79-70

D = 69-60

F = 59-0

(Grades of 0.5 or higher will round up)

Grading Procedures for the Block Schedule or 18-week courses

Final grades for Block Schedules or 18-weeks courses will be determined as follows:

- Teachers are required to administer Mid-Block/Mid-Term exams and Final Exams. The Mid-Block/Mid-Term Exam will count as part of the first or third nine weeks grade (20%)

Grading System

First Term	Second Term	Mid Term	Third Term	Fourth Term	Final Exam
40%	40%	20%	40%	40%	20%
First Semester 50%			Second Semester 50%		
Final Yearly Average					

Teachers will need to give an exam mid year. This exam should be counted as 20% of the first semester grade.

A student will not participate in classes offered for remediation/intervention during the school day if he/she is required to miss regular classroom instruction in any core subjects.

Teachers will have in their grade book numerical grades/averages, specific descriptions for assignments, point value for the assignment, and the date of assignment. For recording purposes on report cards and cumulative records, it is recommended that numerical averages be recorded.

Teachers will retain student papers for the documentation of grades earned during a given year and will keep these papers until report cards are distributed after the first grading period of the semester.

Teachers will provide progress reports to parent/guardians midway of each grading period for all students.

### **Academic Honesty**

Academic Honesty is expected of all students. All schoolwork submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to: plagiarism, forgery, copying or stealing, another person's class work, creating more than one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software or unauthorized use of hard copy or software to develop one's own software.

It is the responsibility of all teachers and building administrators to monitor students' work to avoid any academic dishonesty and to administer consequences for such dishonesty. Where appropriate, parents/guardians shall be contacted as soon as possible to report any alleged academic dishonesty of the students. Teachers are granted authority, with the direction and advice of their principal, to exercise their good judgment in applying a range of academic consequences for violations of this policy. Student and parent/guardian appeals of any consequences resulting from violations of this policy should be addressed to the school principal.

All teachers will educate students as to what constitute academic dishonesty and what is acceptable and unacceptable behavior in the schools.

### **Promotion Policy Grades 7-8**

Regular education students in grades seven (7) through eight (8) who are on six-period schedule must pass at least four (4) units out of six (6) units per year in order to be promoted to the next grade. Students in grades seven (7) through eight (8) who are on a seven-period schedule must pass five (5) out of seven (7) units in order to be promoted to the next grade. A semester numerical average of below 60% constitutes failure.

Regular education students in grades nine (9) through twelve (12) must complete the state mandated graduation requirements. Special education students must complete the course of study and the specific objectives designated in the student's Individualized Education Program (IEP). In addition, each student must take a Core Curriculum consisting of a minimum of one English, one social studies, one science and one mathematics course each year in addition to certain specific electives to meet graduation requirements.

The following credits must be attained in order to be promoted to the next grade in **grades 9-12**: Credits for graduation will take effect as follows:

### **Promotion Credits Grades 9-12**

School Year (9 <sup>th</sup> Grade)	Graduation Year	Credits Required Promotion to 10 <sup>th</sup> Grade	Credits Required Promotion to 11 <sup>th</sup> Grade	Credits Required Promotion to 12 <sup>th</sup> Grade	Credits Required to Graduate
2012-2013	2016	5	12	17	24
2013-2014	2017	5	12	17	24
2014-2015 and Beyond	2018	5	12	17	24

### **Retention Process**

Parents/guardians will be notified of **possible** retention by way of District form letters. The letters (included at the end of the packet) will be sent to parents/guardians of students who meet the retention guidelines of this policy. In grades K-8, three letters will be sent at specified times which are (1) at the end of the first semester (second nine weeks grading period), (2) at the end of the third nine weeks grading period, and (3) at the end of the school year. A copy of each letter sent, as well as letters returned to the school, will be filed in each student's permanent record folder. The final retention letter should have attached documentation of all parent communication related to retention and any additional support that was provided to the student. The letters of notification regarding retention will serve to bring principals and teachers together in a team effort, to inform parents/guardians and involve them as much as possible before the end of the school year, and to satisfy documentation requirements

for the school. TEACHERS AND PRINCIPALS WILL MAKE THE FINAL DECISION CONCERNING PROMOTION AND RETENTION OF A STUDENT. PARENTS/GUARDIANS WILL NOT BE ALLOWED TO REVERSE THE DECISION.

The teacher should provide an opportunity to meet with the parents concerning the possibility of retention each nine weeks. During the final grading period, the same opportunity should be provided to include an administrator in the meeting since they will be a part of the final decision. Parents should not find out for the first time two weeks prior to school ending that their child will be retained. Prior to be retained this student should be served with Rtl to provide additional support. Decisions will be based upon a careful study of individual student needs. A decision will be reached through conference procedures with the teacher and principal. Special situations such as dramatic changes in behavior or the transfer of a student may cause timelines and/or documentation to be altered at the discretion of the building principal.

**Retention Appeal Process:**

Board policy states that teachers and principals will make the final decision concerning promotion and retention of a student. Parents/guardians will not be allowed to reverse the decision. Therefore, unless a policy related to promotion and retention was not followed there is not an appeal process.

**RETENTION PROCESS TIMELINE**

	<b>Activity</b>	<b>Person Responsible</b>	<b>No Later Than</b>	<b>Date Occurred</b>
1.	Teacher/Student Conference	Teacher	January	
2.	Teacher/Parent Conference	Teacher	January	
3.	First Retention Notice	Teacher	January	
4.	Teacher/Admin Conference	Teacher	February	
5.	Referred for Rtl (if not already being provided additional services)	Rtl Designee	February	
6.	Teacher/Parent Conference	Teacher	March	
7.	Second Retention Notice	Teacher	March	
8.	Teacher/Parent Conference (Parents may request administrator to participate in the conference)	Teacher	May (two weeks prior to the end of the grading period)	
9.	Teacher/Admin Conference	Teacher/ Administrator	May (two weeks prior to the end of the grading period)	
10.	Transmit Retention Packet to Principal	Teacher	May	
11.	Principal signs retention letters	Principal	May	
12.	Final Retention Letter	Principal	May	

“Too often educators search for an “either/or” answer to difficult school-related problems. One such issue is that of retention and social promotion. No one we know is “for” either of these options. What is needed is an informed decision-making process, where a recommendation is made for each student, based on his/her individual circumstances.”--Jim Grant

### **Notification of Retention for Grades 7-12**

Parents/guardians will be notified of possible retention by way of system-wide form letters. The letters will be sent to parents/guardians of students who meet the retention guidelines of this policy. High schools should send at least one retention letter at the end of the first semester (2<sup>nd</sup> nine weeks grading period), at the end of third nine weeks grading period, and at the end of the school year. The letters will inform parents/guardians of their children’s potential or definite retention. A copy of each letter sent, as well as letters returned to the school, will be filed in each student’s permanent record folder. The letters of notification regarding retention will serve to bring the principals and teachers together in a team effort, to inform parents/guardians and involve them as much as possible before the end of the school year, and to satisfy documentation requirements for the school. **TEACHERS AND PRINCIPALS WILL MAKE THE FINAL DECISION CONCERNING PROMOTION AND RETENTION OF A STUDENT. PARENTS/GUARDIANS WILL NOT BE ALLOWED TO REVERSE THE DECISION.**

### **Transfer Records and Credits from Accredited Schools/School Settings**

A student transferring to an Autauga County school from a public or non-public school accredited by an accrediting agency recognized by the Alabama State Board of Education will have all credits and current class/grade placement accepted without validation upon the receipt of an official transcript(s).

Students enrolling from other school systems shall be admitted upon presentation of a withdrawal form from the previous school and/or verification of academic status and eligibility for enrollment. They shall receive full status as students when:

1. A valid transcript of work completed is received directly from the previous school attended. An Authorization to Release Records form is to be completed at the time of enrollment.
2. Tests deemed necessary by school officials for proper grade placement have been completed.
3. Clearance of the records of the previous school is completed.

### **Acceptance of Transfer Records from Non-Accredited Schools/School Settings**

Any school/school setting not accredited by an accrediting agency recognized by the Alabama State Board of Education shall be considered a non-accredited school for the purpose of transfer of class/grade credit. Core courses shall be defined as English, mathematics, science and social studies.

- A. The transfer of credits and/or appropriate placement shall be as follows:
  1. Credit for elective courses shall be transferred without validation.
  2. Non-contested credit for core courses shall be transferred as follows:
    - a. Using all official records and nationally standardized tests, the principal or his designee shall determine placement and notify the student and the parent/guardian.
    - b. If the parent/guardian agrees with the placement decision, the student shall be placed.



- c. Following placement, for any initial core courses successfully completed, transfer of previous credit earned at a non-accredited school(s) in that subject area shall be accepted without further validation.
- 3. Contested credit for core courses shall be transferred as follows:
  - a. If the parent/guardian disagrees with the placement decision, the principal or his designee shall supervise the administration of the school's most recent semester test for each prerequisite core courses in which the parent/guardian is requesting enrollment. For each test the student passes as determined by the school's grading scale, the student shall be placed in the next level core courses and credit shall be transferred for prerequisite courses.
  - b. For any test failed, placement shall be made as originally recommended by school officials and no credit shall be transferred for the prerequisite course(s) in that subject.
- B. In the event of controversial records/transcripts or the absence of records, the student shall take placement tests consisting of the school's previous semester tests for the core courses.

All transfer students must meet the State mandated and local Board graduation requirements.

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**AUTAUGA COUNTY BOARD OF EDUCATION  
OFFICE OF THE SUPERINTENDENT  
Excellence in Education**

**1<sup>st</sup> SEMESTER RETENTION LETTER**

January \_\_\_\_\_

Dear \_\_\_\_\_:

We have concluded the first semester of the \_\_\_\_\_ school year. This letter is to notify you that your child, \_\_\_\_\_, is showing weakness in the subject area (s) listed below which could result in retention in the \_\_\_\_\_ grade. Specifically, he/she is having difficulty with:

Subject Area with Failing Grade \_\_\_\_\_

Failing Grade In Course \_\_\_\_\_

Weakness contributing to course failure \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I feel that it would be beneficial for us to confer in order to discuss these weaknesses and how you can help \_\_\_\_\_ at home. We can meet during my planning time, or I can meet with you after school at 3:15. I will contact you as to a convenient date and time. Please sign and return this letter indicating that you have read it. Thank you for your cooperation.

Sincerely,

Teacher's Signature

\_\_\_\_ Yes, I do request a conference and await teacher contact to schedule it.

\_\_\_\_ No, I do not request a conference at this time.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date



**AUTAUGA COUNTY BOARD OF EDUCATION  
OFFICE OF THE SUPERINTENDENT  
Excellence in Education**

**THIRD NINE WEEKS RETENTION LETTER**

March \_\_\_\_\_

Dear \_\_\_\_\_:

We have concluded the **3<sup>rd</sup> Nine Weeks** of the school year. This letter is to notify you that your child, \_\_\_\_\_ is showing weakness in the following subject area, which could result in retention in the \_\_\_\_\_ grade. Specifically, he/she is having difficulty with:

- Subject Area with Failing Grade \_\_\_\_\_  
Failing Grade in Course \_\_\_\_\_  
Weakness Contributing to Course Failure \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I feel that it would be beneficial for us to confer in order to discuss these weaknesses and how you can help \_\_\_\_\_ at home. We can meet during my planning time, or I can meet with you after school at 3:15 p.m. I will contact you as to a convenient date and time. Please sign and return this letter indicating that you have read it. Thank you for your cooperation.

Sincerely,

Teacher's Signature

\_\_\_\_ Yes, I do request a conference and await teacher contact to schedule it.  
\_\_\_\_ No, I do not request a conference at this time.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date



**AUTAUGA COUNTY BOARD OF EDUCATION  
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**END OF THE YEAR RETENTION LETTER**

May \_\_\_\_\_

Dear \_\_\_\_\_:

After careful consideration of \_\_\_\_\_'s academically needs, his/her teacher and I concur that it would be in your child's best interest to be afforded the opportunity to spend another year in \_\_\_\_\_ grade. This extra year will provide \_\_\_\_\_ the time he/she needs to acquire the skills in the areas with gaps. This will enable \_\_\_\_\_ to be successful when he/she enters \_\_\_\_\_ grade.

Sincerely,

Principal's Signature

\_\_\_\_ Yes, I do request a conference and await teacher contact to schedule it.  
\_\_\_\_ No, I do not request a conference at this time.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date