



THE SCHOOL DISTRICT OF
PHILADELPHIA



2017 – 2018

AMENDED MARKING GUIDELINES

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Grades

9 - 12

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Note: These Amended Marking Guidelines are streamlined to provide quick, relevant information for consistent grading.

The School District of Philadelphia has implemented a PA 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 based data and observations. Ultimately, it is expected that teachers use this guide as a tool in their professional decision-making while assigning marks, supported by evidence of daily formal and informal observations.

SRC 215 – Promotion and Retention

Purpose

The School District of Philadelphia is committed to excellence in student accomplishment and recognizes the contribution of a System-Wide Student Promotion Program toward moving all schools to models of achievement. Such a program shall recognize that the personal, social, academic, and physical growth varies with the individual student and, accordingly, each shall be placed in the educational setting most appropriate to his/her current needs.

Authority

The Superintendent shall have the responsibility to develop and maintain a System Wide Student Promotion Program based on uniform achievement standards for each grade.

Guidelines

Provisions of this program shall be published in an official guide which shall be placed in each school and in other appropriate offices. Promotion and/or retention of students shall occur annually at the close of the school year. In regard to the timing of such action, exceptions to this guideline can be made by the principal after consultation with the teacher(s) and with the approval of the district superintendent. Successful completion of course requirements through attendance at a School District summer school shall be given credit in making promotion decisions.

Legal References 1. State School Code: Sections 1531, 1611, 1613
Related Information 1. Board of Education Resolution 3/25/85

SRC 217 – Graduation Requirements

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Legal References 1. State School Code: Sections 1531, 1611, 1613
Related Information 1. Board of Education Resolution 3/25/85

Graduation Requirements

A 12th grade student shall graduate if he/she:

- Successfully completes a Multidisciplinary Project or a Service Learning Project
- Earns 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 International Baccalaureate course or an Advanced Placement course. Schools or programs may predetermine specific subject area elective credits.

English Learners (EL)

English Learners cannot be given a failing mark based on their entering, beginning, developing, or expanding level of English proficiency. For any failing marks, teachers must provide documentation that instruction and assessment were modified appropriately and parents must be notified.

Grading in all subjects must follow the same procedures outlined in these marking guidelines. However, grades must be determined based on modified instruction and assessment. Teachers must use the WIDA Can Do Descriptors, available at www.wida.us/standards/CAN_DOs/, to modify instruction and assessments.

High school students with six years of documented instruction in their native language will receive a waiver for the World Language graduation requirement. Documentation includes official report cards from schools or language programs which specify instruction in a language other than English.

Promotion Policy

Promotion from grade to grade should be 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

Policy Statement

The School District requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.

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 in Infinite Campus, the Student Information System. It is suggested 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 grades. Students whose final average falls below a 60 will receive a failing grade on their final report card and will not earn credit for the course.

GPA Calculation

A new GPA calculation is being phased in with the class of 2022. The following GPA rules apply to all students regardless of graduation year:

- Courses are assigned weights in the form of a multiplier based on their difficulty:
 - General courses = 1.00 multiplier
 - Honors courses = 1.15 multiplier
 - AP, IB, and core Dual-Enrollment = 1.20 multiplier
- Courses that are retaken after being failed (Credit Recovery) are calculated into the GPA with a numeric score of 65 / 1.0 GPA points.

GPA Calculation, Continued

- 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.

GPA Calculation for students graduating before 2022:

$$\text{WeightedNumAve} = \frac{\sum(\text{NumGrade} * \text{CourseCredit} * \text{CourseWeight})}{\sum \text{AttemptedCredits}}$$

$$\text{UnweightedNumAve} = \frac{\sum(\text{NumGrade} * \text{CourseCredit})}{\sum \text{AttemptedCredits}}$$

Numerical average is converted to a GPA using the following table:

120	4.20	110	4.10	100	4.00	90	3.70	80	2.70	70	1.70
119	4.19	109	4.09	99	3.97	89	3.60	79	2.60	69	1.50
118	4.18	108	4.08	98	3.94	88	3.50	78	2.50	68	1.30
117	4.17	107	4.07	97	3.91	87	3.40	77	2.40	67	1.20
116	4.16	106	4.06	96	3.88	86	3.30	76	2.30	66	1.10
115	4.15	105	4.05	95	3.85	85	3.20	75	2.20	65	1.00
114	4.14	104	4.04	94	3.82	84	3.10	74	2.10	64	0.80
113	4.13	103	4.03	93	3.79	83	3.00	73	2.00	63	0.60
112	4.12	102	4.02	92	3.76	82	2.90	72	1.90	62	0.40
111	4.11	101	4.01	91	3.73	81	2.80	71	1.80	61	0.20
										≤60	0.00

GPA Calculation for students graduating in or after 2022:

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

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

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.

Summer Programs

A student in grade 12 who does not meet the graduation criteria, and who is within 2 credits of the required number for graduation, shall be assigned to a Summer Program and shall be retained if he/she does not attend or if he/she does not pass the Summer Program.

A student in grade 12 who is missing 3 or more credits shall be assigned to Summer Program to earn up to 2 credits and shall be retained for the remainder of the credits.

A student passing Summer Program courses shall have the appropriate credits added to his/her transcript and shall be promoted to the next grade, or shall graduate, if the new credit total meets required total.

A student shall be retained in his/her grade if:

- He/she did not attend an accredited Summer Program
- He/she did attend an accredited Summer Program but did not pass the courses taken in the Summer Program
- He/she did not accumulated sufficient credits in an accredited Summer Program for promotion or graduation

Assistant Superintendents, in consultation with principals, shall make the final decision on awarding credit for classes taken if there is any dispute.

Partial Credit Courses

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 should be sent to the Office of School Organization.

Partial Credit Courses, Continued

Opportunity Network

Due to the accelerated nature of the Opportunity Network, students will be able to accrue credit in half credit intervals. Partial credit course codes will be granted on a school-by-school basis by the Office of School Organization, in consultation with the Assistant Superintendent and principals.

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. Partial credit course codes will be granted on a school-by-school basis by the Office of School Organization, in consultation with the Assistant Superintendent and principals.

The School Reform Commission

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