



This Secondary Grading and Reporting Policy rescinds and supersedes all previous policy, memoranda, and/or guidance promulgated by DCPS on this subject matter.

Chancellor Approval: \_\_\_\_\_  
 Effective: August 6, 2021

# Grading and Reporting Policy

## I. PURPOSE AND SCOPE

The District of Columbia Public Schools (DCPS) is committed to ensuring every student feels loved, challenged, and prepared to positively influence society and thrive by providing rigorous and inclusive learning environments for all students. DCPS is focused on accelerating growth for students of all identities and abilities by ensuring equitable access to opportunity and removing barriers to learning. This policy conveys DCPS requirements related to grading and reporting on student academic progress.

DCPS believes that grades are in the service of ongoing learning, provide timely feedback for personalized instruction, while making a record of growth and achievement for a student's career. As such, grades are a measure of a state of skill and knowledge of content that is taught, learned and demonstrated based on the DCPS curriculum and are transparent and consistent among all schools, within set parameters. Grades are based on standards-based evidence of student learning demonstrated in foundational course engagement, assignments, and assessments that are accessible and available for revision and improvement throughout the term. Grades are not a mechanism used to sort students or perpetuate opportunity gaps. Grades are not a mechanism used to sort students or perpetuate opportunity gaps.

	<ul style="list-style-type: none"> <li>- 5-B DCMR § 2200 Reporting</li> <li>- 5-B DCMR § 204 t Graduation Status of Students</li> </ul> <p>Original Title 5</p> <ul style="list-style-type: none"> <li>- 5-E DCMR § 2201 t Promotion</li> <li>- 5-E DCMR § 2602 Challenge to Contents of Official Records</li> <li>- 5-E DCMR § 2608 Protection of the Right to Privacy and Student Records</li> </ul>
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### III. KEY TERMS AND DEFINITIONS

**Advanced Placement** means college-level courses following The College Board guidelines and testing system.

**Dual Enrollment Program** means high school students enroll in approved college courses on a college campus, and earn both high school and college credit.

**Excused Absence** means when a school-aged student is absent from school with a recognized valid excuse in alignment with the District of Columbia Municipal Regulations (DCMR) and Attendance and Truancy Policy.

**Grade Point Average (GPA)** means an average of a student's grades accumulated during the term or school year.

**High School Transcript** means the official record of the courses, grades, and GPA of any student pursuing a high school diploma.

**Honors** means courses which cover more content in greater depth than general courses in the same subject.

**International Baccalaureate** means the program of study following requirements of the International Baccalaureate Organization.

**Late Entry** means when a student enters into a course after 5% of the instructional time has passed.

**Parent** means a natural parent, adoptive parent, step parent, other primary caregiver, or any person who has legal custody.

Unexcused Absence means when a compulsory aged school-aged student is absent from school without a recognized valid excuse in alignment with the DCPS Attendance and Truancy Policy<sup>8</sup> with or without parental approval.

## IV. REQUIREMENTS

### A. Grading

Teachers shall have primary responsibility for evaluating the work of the student<sup>10</sup>

All students shall receive instruction leading to the achievement of DCPS content standards. English learners (ELs) and students with disabilities shall receive dedicated instruction leading to the development of English language skills and the mastery of academic content. A student's grade in the content area shall not reflect the student's acquisition of English language skills but rather achievement of the content standards.<sup>12</sup> Individualized Education Program (IEP) team<sup>Section 504</sup> shall determine appropriate accommodations and curricular modifications where necessary. A student's grade shall not reflect that accommodations have been made<sup>13</sup>

#### 1. Grade Entry

Teachers must record a minimum of two (2) grades for every five (5) school days in which the course meets.<sup>14</sup> This requirement is intended as a floor, not a ceiling and teachers are encouraged to regularly return graded work to provide ongoing, timely feedback to students and parents. Teachers are also encouraged to record a mix of Student Engagement, Student Practice & Application, and Assessment grades to provide varied feedback to students and parents throughout the term.

In the gradebook, assignments may have possible point values of 10, 20, 25, 50, or 100 points depending on their significance (e.g., a homework assignment may be worth only 10 points while a test may be worth 100 points). Gradebooks will be monitored weekly for the timely recording of assignment grades. Teachers are prohibited from entering a term grade if they have not submitted at least nine (9) assignments for the term.

Teachers must assign a minimum grade of "F" (calculated at 63%) on assignments in which a student began an assignment and submitted original work. If a student did no work on an assignment or did not turn it in, the assignment should be graded as "U" (calculated at 50%). To receive a "U" rather than a "F", the submitted assignment must include evidence of student input, response, effort, or attempt at the task, however minimal it may be. All assignments graded as "U" should be viewed as incomplete, so that the student can revise and resubmit the assignment.

<sup>8</sup> Available at <https://dcps.dc.gov/page/dcpspolicies>

<sup>9</sup> See 5-A DCMR § 2102.

<sup>10</sup> 5-B DCMR § 2200.4.

<sup>11</sup> 5-B DCMR § 200.5.

<sup>12</sup> 5-B

Students must have the opportunity to revise substandard work, and teachers should provide feedback to students to support their improvement as they revise assignments. All Required Curricular Tasks from the Canvas Course Companions are subject to revision, and teachers should follow standard grading procedures and timelines when recording revised grades in the gradebook. Grades for revised work may constitute a separate grade or be added to the original grade. In either case, it should be included in a way that allows students and families to see the impact of the revised work on the original grade, and schools must have a single policy for all courses that is shared with students and parents at the beginning of the school year.

## 2. Grading Scales

At the secondary level (i.e., sixth (6th) grade through twelfth (12th) grade) grades of A through F shall be assigned by the teacher to indicate the degree of achievement by a student of the content standards in each course.<sup>45</sup> Final grades are the average of all term grades, with no additional weighting for midterm or final exams.<sup>46</sup>

Grades will be as follows<sup>47</sup>

Grades	Numerical Equivalent	Credit	GPA	Grade Point Value			Additional Comments
				On Grade (Unweighted)	Honors		



these tasks, they receive specific qualitative feedback to revise the tasks, raise the grade, and demonstrate increased proficiency. Work in this area should increase in complexity over the course of a unit, building toward cumulative assessments. These assignments are completed in class or outside of class. These assignments can be supported by teachers, peers, or resources.

Assessment (40%): This category includes all formal evaluations of individual student skills, knowledge, progress, and proficiency. Assessments in the Required Curricular Tasks in the Canvas Course Companion which are included in this category range from traditional tests and quizzes to performance-based tasks that demonstrate student skill and knowledge of an entire unit. Assessments are completed independently, within a set amount of time, honoring accommodations, in a formal testing environment. They can be administered by the district by teachers. Students who do not demonstrate proficiency on assessments receive specific qualitative feedback on revision and revise the assessment to raise the grade and demonstrate increased proficiency.

school days after the end of the term.

#### 4. Parent/Teacher Conferences

Parent/teacher conferences are scheduled meetings between the parent of the student and the teacher of the class, course, or subject in which the student is enrolled. It is best practice to include the student at these conferences. These meetings or conferences are designed for the parent and student to be partners in developing plans for student success. Topics to be discussed at a conference can include academics, attendance, and behavior. Parent/teacher conferences must be held within two weeks of report card distribution for students who receive an F for the term. If a student has an F in multiple classes, teachers can hold a joint conference with the parent.

#### 5. Supports for Students with Failing Grades

Instructional support plans must be developed for all students with failing grades. These plans should identify what each student needs to do to improve his/her grade. Students with an IEP or those on a 504 plan can also have a support plan. Instructional support plans will range in duration and intensity and should be aligned with current school practices, intervention planning, and the SST process.

While all plans are to be documented and approved by teachers, students should be given the opportunity to draft their own plans. Teachers must also maintain written documentation of all efforts taken to communicate the plan with the student and parent. Copies of plans should be provided to the student and parent.

Each adult student, or the parent of a student who is a minor, shall be informed in writing no later than 10 business days after the end of the term. Progress reports and report cards will be used to share this information and notify students and parents.

Teachers must provide written communication to students at the beginning of the course regarding the schoolwide makeup work policy.

D. Failure Due to Absence





Instructional Superintendent within ten school days of receipt of the appeal to review and consider all submitted evidence and issue a final determination in writing. The following procedural guidelines shall apply:

- { The burden to show why the grade(s) in question should be changed shall be on the student or his or her parent; and
- { Strict rules of evidence shall not apply.

F. Students Who Transfer After a Course Has Begun or Leave Before It Is Complete

It is important to actively collect and analyze data for students who transfer to ensure that student progress is not disproportionately impacted by high mobility. It is the responsibility of the current school to ensure that the student's academic record is accurate upon enrollment.

DCPS is committed to serving every student with equity, excellence, transparency, and accountability. Questions or concerns regarding this policy should be directed to the DCPS Office of Secondary Schools or Office of the Chief Integrity Officer. For any concerns about or violations of this directive, contact the Chief Integrity Officer by completing the Online Referral Form<sup>49</sup> or sending an email to [dcps.cio@dc.gov](mailto:dcps.cio@dc.gov)

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<sup>49</sup> Available at <https://dcps.dc.gov/page/officointegrity>.