

GRADING/ASSESSMENT SYSTEMS

Code **IKA** Adopted **5/18/2000** Latest Revision **3/21/2024** Latest Review **3/21/2024**

Students respond more positively to the opportunity for success than to the threat of failure. The district seeks, therefore, through learner objectives and its instructional program, to make achievement both recognizable and possible for students. The district should emphasize achievement in its process of evaluating student performance.

The district's grading system is intended to accurately reflect students' actual performance on required assignments. The district will not adopt or implement any grading system that requires teachers to assign a minimum grade or score higher than what a student has actually earned on required assignments.

Regularly issued report cards, combined with scheduled parent-teacher conferences, serve to promote a process of continuous evaluation of student performance. This process informs students and their parent/legal guardian and provides a basis for bringing about change in student performance if such change seems necessary.

Statewide Uniform Grading Scale

The district will follow the statewide uniform grading scale as approved by the State Board of Education. This uniform grading scale and the system for calculating grade point averages (GPAs) and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

The uniform grading scale is as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	59 and below

All report cards and transcripts will use numerical grades for courses carrying Carnegie units.

Cf. IKAB, IKF

Adopted 5/18/00; Revised 4/19/12, 5/19/16, 3/21/24

Legal References:

- A. S.C. Code of Laws, 1976, as amended:
 1. Section 59-5-68 - Uniform grading scale.
 2. Section 59-18-310(B) - Development or adoption of statewide assessment program to measure student performance.
 3. Section 59-18-320 - Review of field test; general administration of test; accommodations for students with disabilities; adoption of new standards.
 4. **Section 59-29-250 – Public school grading practices.**
 5. Section 59-38-10 - South Carolina Education Bill of Rights for Children in Foster Care.

B. S.C. State Board of Education Regulations:

1. R43-232 - Defined program grades 6-8.
2. R43-234 - Defined program grades 9-12 and graduation requirements.
3. R43-262 - Assessment program.
4. R43-274 - Student attendance.
5. R43-273 - Transfers and withdrawals.

Administrative Rule

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Code IKA-R *Latest revision:* April 2026

Grading Scales

Student progress in grades kindergarten through 12 is reported for all subjects as follows:

<u>Letter Grade</u>	<u>Numerical Average</u>
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

In determining a marking period grade, the student will receive a grade which incorporates the following:

40% = major tests or project grades

60% = daily work (quizzes, assignments, classwork, homework- no more than 10%) State Uniform Grading Scale

Numerical breaks for letter grades, weightings for specified courses, and a conversion chart for computing grade point ratios follow.

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
100	A	5.000	5.500	6.000
99	A	4.900	5.400	5.900

98	A	4.800	5.300	5.800
97	A	4.700	5.200	5.700
96	A	4.600	5.100	5.600
95	A	4.500	5.000	5.500
94	A	4.400	4.900	5.400
93	A	4.300	4.800	5.300

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South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
92	A	4.200	4.700	5.200
91	A	4.100	4.600	5.100
90	A	4.000	4.500	5.000
89	B	3.900	4.400	4.900
88	B	3.800	4.300	4.800
87	B	3.700	4.200	4.700
86	B	3.600	4.100	4.600
85	B	3.500	4.000	4.500
84	B	3.400	3.900	4.400
83	B	3.300	3.800	4.300
82	B	3.200	3.700	4.200
81	B	3.100	3.600	4.100
80	B	3.000	3.500	4.000
79	C	2.900	3.400	3.900
78	C	2.800	3.300	3.800
77	C	2.700	3.200	3.700
76	C	2.600	3.100	3.600
75	C	2.500	3.000	3.500
74	C	2.400	2.900	3.400
73	C	2.300	2.800	3.300
72	C	2.200	2.700	3.200
71	C	2.100	2.600	3.100
70	C	2.000	2.500	3.000
69	D	1.900	2.400	2.900
68	D	1.800	2.300	2.800
67	D	1.700	2.200	2.700
66	D	1.600	2.100	2.600
65	D	1.500	2.000	2.500
64	D	1.400	1.900	2.400
63	D	1.300	1.800	2.300
62	D	1.200	1.700	2.200
61	D	1.100	1.600	2.100

60	D	1.000	1.500	2.000
59	F	0.900	1.400	1.900
58	F	0.800	1.300	1.800
57	F	0.700	1.200	1.700
56	F	0.600	1.100	1.600
55	F	0.500	1.000	1.500
54	F	0.400	0.900	1.400
53	F	0.300	0.800	1.300
52	F	0.200	0.700	1.200
51	F	0.100	0.600	1.100
South Carolina Uniform Grading Scale Conversions				

Numerical Average	Letter Grade	College Prep	Honors	AP/IB/Dual Credit
0-50	F	0.000	0.000	0.000
50	WF	0.000	0.000	0.000
50	FA	0.000	0.000	0.000
-	WP	0.000	0.000	0.000
-	P	0.000	0.000	0.000
-	NP	0.000	0.000	0.000
-	AU	0.000	0.000	0.000

When a student successfully recovers the credit for a failed course, a “P” will be recorded as the letter grade. When a student fails to recover the credit for a failed course, an “NP” will be entered as the letter grade. When a student is allowed to audit a course, an “AU” will be recorded for the letter grade. The course and grade information will be displayed on the student’s transcript.

Conversion Process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken. The grading scale will be printed on the report card.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student’s record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student’s record:

$$A = 95 \ B = 85 \ C = 75 \ D = 65 \ F = 50$$

If the transcript indicates that the student has earned a passing grade in any course with a numerical average lower than 60, the average will be converted to a numerical grade of 65.

If the transcript shows that the student has earned a grade of “P” (passing) or “F” (failing), that grade will be converted to a numerical grade based upon information secured from the sending institution as to the approximate numerical value of the “P” or the “F.”

If no numerical average can be obtained from the sending institution, the receiving school will calculate the student’s cumulative transfer GPA and the corresponding number equivalent will be assigned to replace the “P.”

If no numerical average can be obtained from the sending institution on the “F,” the grade entered will be a 50.

The district will consider a student’s transcript along with additional supporting evidence such as course syllabi, lesson plans, schedules, textbooks, or other instructional resources to validate course credits from homeschools.

For international students, the district will attempt to gather as much course information as possible from the sending school, including course syllabi, standards, end-of-course assessment results, or other instructional resources to determine the course credits that are the best match.

The district will allow a student to audit a course for no grade. The student must obtain permission before taking the class and must agree to follow all school and classroom attendance, behavior, participation, and course requirements. The course will be marked for “no credit” and “not included in GPA” at the student level. Students should not take the end-of-course examination in an audited class.

End-of-Course Testing

In courses requiring state end-of-course testing, the district will apply the mandatory 20 percent weighting of the end-of-course test to the student’s final grade. The student will be allowed to take the examination only once, at the end of the regular course duration and not at the end of an extended period granted through the credit recovery option. The school will treat students who repeat the course as though they were taking the course for the first time and all requirements will apply.

Honors Courses

Honors courses are intended for students exhibiting superior abilities in the particular course content area. The honors curriculum places emphasis on critical and analytical thinking, rational decision-making, and inductive and deductive reasoning. Honors courses should not encourage a student to graduate early but should extend course opportunities at the high school level.

The district may designate honors courses and give the assigned weighting under the following conditions:

- An honors course must have a curriculum that extends, accelerates, and enriches the College Preparatory (CP) course study in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.
- Instructional practices for advanced learners must demonstrate appropriate differentiation that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.

- Assessments must align with the honors level curriculum and instructional best practices, to include pre-assessment, formative assessment, and summative assessment.

One-half of a quality point (.5) will be added to the CP weighting for honors courses that meet all three criteria listed above. These criteria apply to all courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state- school accredited under the board of education of that state or the appropriate regional accrediting agency. This is applicable even if the district does not offer the course being transferred.

Transfer Courses

Home school, private school, or out-of-state non-public school students will have the opportunity to provide evidence of work to be considered for honors weighting when transferring to a public school. The district will evaluate evidence provided by the parent/legal guardian or students before transcribing the course at honors weight. The receiving school may use the South Carolina Honors Framework criteria to evaluate and will make the final decision on whether to award the honors weighting.

Advanced Placement (AP) and International Baccalaureate (IB) Courses

The following criteria apply to the College Board's Advanced Placement (AP) courses and to International Baccalaureate (IB) courses, including those offered online and in other nontraditional settings, as well as those recorded on a transcript from an out-of-state-school accredited under the board of education of that state or the appropriate regional accrediting agency:

- Only AP or IB courses can be awarded a full quality point above the CP weighting. Seminar or support courses for AP or IB may be weighted as honors but not as AP or IB courses.
- An AP course can carry only one credit with the quality point above the CP weighting.
- A standard-level (SL) IB course can carry only one quality point weighting per course. However, two quality points of IB credit can be granted for higher-level (HL) courses in the IB program that require a minimum of 240 hours of instruction.

Dual Credit Courses

Dual credit courses, whether the course is taken at the school site where the student is enrolled or at a post-secondary institution, are defined as those courses for which the student has received permission from his/her home school to earn both Carnegie units and college credits for those particular courses. One quality point will be added to the CP weighting for dual credit courses that are applicable to baccalaureate degrees, associate degrees, or certification programs that lead to an industry credential offered by accredited institutions.

Students who are enrolled in dual enrollment classes must earn a 70 or higher to continue enrolling in dual enrollment classes. If a student scores below a 70, the student/parent will be responsible for paying for the course.

College remediation and orientation classes for dual credit will be weighted as CP.

All dual credit courses earned in South Carolina should be transcribed with the 1.0 quality point weight when the student transfers to a new school. Dual credit courses earned out of state may or may not carry quality point weightings. When a student transfers, the weight applied at the sending institution according to that state's regulations will be applied to the student's transcript. The district will not change the weight of a dual credit course to match South Carolina's process.

Grade Point Averages (GPA)

The uniform grading scale and system for figuring GPA and class rank will apply to all courses carrying Carnegie units, including units earned at the middle/junior high school level.

As applicable, the district will recalculate GPAs already earned by students based on the three-decimal-point scale as outlined in this administrative rule.

Grade point averages will be figured uniformly in all schools using the following formula. The formula will yield each student's GPA which can then be ranked from highest to lowest rank in class. Computations will be rounded to the third decimal place as outlined in the state's uniform grading policy. All diploma candidates are included in the ranking.

$$\text{GPA} = \frac{\text{sum (quality points x units)}}{\text{sum of units attempted}}$$

The board will determine the criteria for determining honor graduates, to include valedictorian or salutatorian. The following will be used: the third nine weeks of the senior year when determining a rank for any local purpose; to be eligible for valedictorian or salutatorian have completed two junior year semesters and two senior year semesters of residency in the respective school. However, class rank for LIFE Scholarships is determined at the conclusion of the spring semester of the senior year.

Course Withdrawals

With the first day of enrollment as the baseline, students who withdraw from a course within three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will do so without penalty.

Students who withdraw from a course after the specified time of three days in a 45-day course, five days in a 90-day course, or 10 days in a 180-day course will be assigned a WF and the F (as a 50) will be calculated in the student's overall grade point average.

The three, five, and 10-day limitations for withdrawing from a course without penalty do not apply to course or course level changes approved by the administration of a school. Students who withdraw with administrative approval will be given a WP. The district will establish withdrawal limitations for distance learning courses.

Students who drop out of school or are expelled after the allowed period for withdrawal, but before the end of the grading period, will be assigned grades in accordance with the following:

- The student will receive a WP if he/she was passing the course. The grade of WP will carry no Carnegie units and no quality points to be factored into the student's GPA.
- The student will receive a WF if he/she was failing the course. The grade of WF will carry no Carnegie units but will be factored into the student's GPA as a 50.

If a student fails a course due to excessive absences and is unable to successfully make up the work or demonstrate proficiency in the course, the school will record an FA on his/her

transcript. The grade of FA will carry no Carnegie units but will be factored into the student's GPA as a 50.

Retaking a Course

Students in grades nine through 12 may retake a course at the same level of difficulty if they earned a D or F in that courses. The student's transcript will reflect all courses taken and the grades earned. However, only one course attempt and the highest grade earned for the course will be calculated in the GPA.

The student may retake the course either during the current school year or during the next school year but no later than the next school year. In addition, the student must retake the course before he/she has enrolled in the next sequential course (unless granted approval by the administration to do so).

A student who has taken a course for a Carnegie unit prior to his/her ninth-grade year may retake that course regardless of the grade earned. A student who retakes a high school credit course from middle school must complete it before the beginning of the second year of high school. In this case, only the highest grade will be used in figuring the student's GPA.

Grading Assessments and Assignments

- Students should experience frequent and ongoing assessment and feedback throughout each quarter. Students should receive continual feedback on the quality of work as it relates to the course objectives. Teachers are required to record a minimum of 10 grades over the course of each quarter, returned, and reviewed promptly with the student. Teachers are expected to grade each • Quizzes, tests, examinations, essays, homework, or papers are evaluated and/or graded, assignment and post grade to the electronic gradebook within seven school days after the due quality feedback. If more time is required to provide feedback, teachers will communicate date with the understanding that major projects/papers may require additional time to ensure and notify students in advance of the project due date.
- Grades recorded in the gradebook must be percentages. Daily grades are a function of teacher evaluation and take into account the fact that numerical grades cannot be assigned to grades in order to give students feedback. However, the teacher will explain all symbols and every piece of work. Teachers may employ letters, numbers, or other symbols for daily weighting of class work in the required beginning of year communication.
- Additional Opportunities to Demonstrate Proficiency
 - For major assessments, at least one new opportunity to demonstrate proficiency shall be provided to any student who scores below a 60 percent and completes corrective action determined by the teacher. The teacher may extend the opportunity to all students in the class at his/her discretion. The teacher will determine all guidelines for reassessment and communicate them through the course syllabus. This may take the form of a retake, completion of test corrections, revision of work, or other similar type opportunity.

- If the opportunity to reassess is only available to students who score below a 70 percent, then the eligible student's highest score up to 70 percent should be entered into the gradebook. If the opportunity is open to all students, then the student's highest score should be entered into the gradebook.
- Late Work
 - Late work will be accepted to document learning/mastery.
The teacher must set reasonable guidelines for accepting late work to encourage work completion by their students. If a student misses an assignment, a placeholder (such as "I" for incomplete) should be entered into the gradebook.
 - The teacher may choose to apply a penalty when work is turned in after the due date. Though if a student has made a reasonable attempt to complete work, the teacher is encouraged to assign a grade no lower than 60 percent.
 - If a student has been given multiple opportunities to complete work and has not done so, and parent contact has been made for major assessments, quizzes or tests (tasks weighted more than 10%), a 50 percent may be entered in the gradebook in accordance with the reasonable late work policy established by the teacher.