

ADMINISTRATIVE PROCEDURE 7.33 GRADING SYSTEMS

In accordance with administrative policy, the following grading systems have been approved for use in the school system at the various levels.

(1) ELEMENTARY GRADES K3-8

a) Within the approved student information system (SIS) electronic grade book, the following performance levels will be used to record student achievement and to present the growth that has taken place in grade-level appropriate state or national academic standards which have been assessed during each marking period:

- AD Advanced, exceeding grade-level expectations
- PR Proficient, meeting grade-level expectations
- BA Basic, just below grade-level expectations
- MI Minimal, far below grade-level expectations
- O No Evidence

Blank indicates an area that is not assessed during this mark period.

(b) The grade for each mark period indicates a performance level for expectations at that point in the school year. The K3/K4 and some areas of the K5 report card also use the frequency scale to show developmental progress: 1 = Seldom, 2 = Sometimes, 3 = Usually, 4 = Always/Exemplary.

(c) Students and parents/guardians of record will have full access to their students' proficiency on grade level-appropriate state or national academic standards on the Student/Parent Portal in the student-information system. K-8 Teachers must keep their electronic gradebooks updated in a timely manner in order for students and parents to stay informed on their students' progress.

(d) Montessori report cards will reflect Montessori principles and philosophy. Their grading scale will be:

- EX: Exceeds
- MA: Mastered
- PA: Practiced
- NM: Needs More
- IN: Introduced

(2) SECONDARY LEVEL

(a) Within the approved student information system (ISIS) electronic grade book, the following performance levels will be used to record student achievement and to present the growth that has taken place in grade-level appropriate state or national academic standards which have been assessed during each marking period:

- AD Advanced, exceeding grade-level expectations
- PR Proficient, meeting grade-level expectations
- BA Basic, just below grade-level expectations
- MI Minimal, far below grade-level expectations
- O No Evidence

Blank indicates an area that is not assessed during this mark period.

(b) Within the limitations listed below, students will be allowed to enroll in courses as Pass/Fail courses, with the understanding that their accomplishments in those courses will be evaluated either as successful (passing) or unsuccessful (unsatisfactory). For a successful completion of a Pass/Fail course, a grade of P will be given to students and entered on their permanent records. For unsuccessful

performance, the standard grade of U will be assigned. The ability to take a Pass/Fail course will be available in all senior-high schools (grades 9 through 12) under the following conditions:

1. For encouraging upperclassmen to take higher-level courses, a student may opt to take a course as Pass/Fail under the following criteria:
 - a. This option will be open only to juniors or seniors who have earned at least half the number of units needed for graduation.
 - b. This option may be used for a maximum of one unit per year.
 - c. Parents/guardian of record of students exercising this option should be apprised of and involved in the decision. Local schools shall design a procedure to accomplish this.
 - d. Students will decide to exercise this option at subject-selection time. Final adjustment will be completed by the end of the second week of classes.
 - e. Retake guidelines:
 - (i) High-school students may elect to retake a course previously failed (U) or almost failed (D).
 - (ii) The most recent attempt at the course shall appear on the official transcript and shall be calculated into the cumulative GPA, thereby replacing the former grade.
 - (iii) The National Collegiate Athletic Association (NCAA) maintains its own policies for repeating a course. It is the responsibility of the student, parents, or guardian of record to consult with athletic coaches for updated guidelines.
2. For all high-school students in remedial courses:
 - a. Certain courses will be determined by the district to be remedial courses for grade 9-12 students. These courses will meet graduation requirements only as electives.
 - b. The district will determine the exact course codes that can qualify as Pass/Fail remedial courses.
 - c. Each school will communicate the alternate grading method to parents in writing.
3. For all high school students in internships, youth apprenticeships, and work study:
 - a. Courses will be Pass/Fail
 - b. The district will determine the amount of hours per internship or apprenticeship and the total credit unit equivalence
 - c. Students in work study may earn 1 credit per semester upon meeting all criteria for the work study
4. Specific alternative programs identified by the district may grade on a Pass/Fail basis
5. Students have the potential to earn more than one Pass/Fail credit unit per year per the guidelines listed above

(c) Incorporating the above into the standard grading practice in the secondary schools will make it possible for students to earn the following grades:

- P — Passing (successful accomplishment) — not computed into grade-point average.
- A — Excellent (outstanding)
- B — Above average (good)
- C — Average (satisfactory)
- D — Below average (passing)
- U — Unsatisfactory (unsuccessful performance)
- I — Incomplete. (This is a temporary grade that must be replaced by the actual achievement grade by the end of the following semester).

(d) Milwaukee Public Schools will use a weighted grades system with students who began freshmen year in 2014-2015. All Advanced Placement (AP), International Baccalaureate Diploma Program (IBDP), and selected college and Project Lead the Way (PLTW) courses will be weighted using the following scale:

Letter Grade	A	B	C	D	U
Grade Point for AP/IB DP & Selected PLTW courses	5.0	4.0	3.0	1.0	0
Regular High-school Courses	4.0	3.0	2.0	1.0	0

(e) Students’ transcripts shall show the weighted grade and GPA as well as the non-weighted grade and GPA. Every high-school course catalog and academic-and-career planning guide has more specific information about accommodating students’ varying needs, interests, and abilities.

(f) Students can audit courses for which no credit is earned — for example, new students who arrive prior to the end of the semester but have already earned credits elsewhere.

(g) High School teachers must keep their electronic gradebooks updated in a timely manner in order for students and parents to stay informed on their students’ progress.

1. For missing evidence, students will have a set amount of time to submit missing evidence against course standards for work never completed in accordance with the teacher’s policy. Teachers will outline their policy in a course syllabus. Teachers are not obligated to accept missing evidence beyond two weeks from the original due date in a nine-week (quarter) course and three weeks from the original due date in an 18-week (semester) course. All students will have a final opportunity to provide evidence on course standards at the end of the semester during the final evidence of proficiency.
2. For submitted evidence, students will have the opportunity to resubmit any evidence within a reasonable timeframe according to the teacher’s syllabus. All students will have a final opportunity to provide evidence on course standards at the end of the semester during the final evidence of proficiency.

History: Approved prior to 1976; Revised 5-7-74, 3-29-12, 2-23-17; 10-26-17; 12-20-18; 04-22-21
Cross Ref.: Admin. Policy 7.33 Grading Systems

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