



2022-2023

Grading Guidelines

Revised August 5, 2022

LA FERIA ISD ADMINISTRATION	
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PURPOSE

La Feria I.S.D. Vision Statement

The mission of the La Feria Independent School District is to develop learners for a global society.

La Feria I.S.D. Mission Statement

La Feria Independent School District is committed to excellence through a system of family, community, and educational values where learners are empowered to become leaders that will positively impact the world.

La Feria I.S.D. Motto

The district motto, "**Every Student, Every Day**" relates the belief that high expectations are essential for students and staff to be able to achieve and excel. High expectations yield high performance.

Introduction

The district believes that it is essential that we offer educational opportunities which provide excellence and equity for all students. To meet our goals, we, as professional educators, must dedicate ourselves to developing the unique gifts and talents of all of our students. Working collaboratively with teachers, administrators, board members, and community, we can assure that all students will have equal access to quality instructional programs which will enable them to develop to their full potential.

The curriculum of La Feria I.S.D. includes the Texas Essential Knowledge and Skills, adopted by the State Board of Education. In order to provide a more consistent and effective educational foundation for our students, the La Feria ISD believes we need clear expectations not only for the instructional components but the grading and reporting components as well.

These guidelines shall ensure that grading reflects student achievement and that a sufficient number of grades are taken to support the average grade assigned.

Texas Essential Knowledge & Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated District objectives. **(EIA-LOCAL)**

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. **(EIE-LOCAL)**

Standards for Mastery

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately. Mastery of at least 70 percent of the objectives shall be required. **(EIE-LOCAL)**

Progress Reports

A progress report will be sent home at the end of the three-week period. The progress report reflects both satisfactory and unsatisfactory student progress. All students will receive a progress report after the three-week period. Conferences may be requested by a teacher or parent as needed.

Report Cards

The district shall issue grade reports/report cards every six weeks on a form approved by the superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE. Report cards must be signed by the parent and returned to the school.

Academic Dishonesty

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students. **(EIA-LOCAL)**

Curriculum-Based Assessments/Benchmarks

Curriculum-based assessments and benchmarks will be administered throughout the school year to assess the attainment of TEKS, as they are taught. The assessments may be recorded in the grade book for all students at the discretion of each of the departments per campus. Assessment data will be analyzed by teacher, department, and campus, in order to guide the implementation of intensive interventions. Campus principals and Curriculum & Instruction will set guidelines for this analysis.

Credit Recovery Guidelines (High School)

The credit recovery program is designed to allow students an opportunity to recover high school credit for courses they have not successfully completed in the past. La Feria High School is offering a "Credit Recovery Program" using a system called Edgenuity/A+. The program is intended to help students recover credit through a flexible, time-efficient, educational service in order to help them succeed academically and ultimately graduate.

Credit by Examination with Prior Instruction

EHDB (LOCAL)

The principal or designee or the attendance committee, as applicable, shall have authority to offer a

student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in the district from a non-accredited school [see FD];
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences [see FEC].

Examinations shall assess the student's mastery of the essential knowledge and skills and shall be administered according to established District procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate district employee shall review the student's educational records to determine whether the student has had prior instruction in the subject or course. The student will be eligible to take the end of course assessment when necessary.

Credit by Examination without Prior Instruction

EHDC (LOCAL)

The superintendent or designee shall be responsible for the development or selection of tests a student may use to earn course credit or accelerate to the next grade level without prior instruction in a course or grade level. Each examination shall thoroughly test the essential knowledge and skills in the applicable course or grade level.

The Superintendent or designee shall establish a schedule of dates, in accordance with law, when examinations for acceleration shall be administered and shall ensure that the dates are published in appropriate District publications or on the District's Web site. A student will not be eligible to take the end of course assessment under these criteria.

There are four testing windows in which students can earn credit through acceleration:

July 25-July 29

December 12-December 16

January 9-January 13

June 5-June 9th

The district may deny a parent's or student's request for an alternative examination or alternative date.

The district shall not charge for an examination for acceleration administered on the published dates or alternative dates. However, the student's parents shall pay for an alternative examination approved by the district.

The superintendent or designee shall award course credit or approve acceleration on the basis of an examination for acceleration in accordance with State Board rules.

Kindergarten

The Board shall approve procedures developed by the superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.

Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate district personnel.
2. Recommendation of the kindergarten or preschool the student has attended
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Grade 1 -5

The District shall accelerate a student in grades 1-5 one grade level if the student meets the following requirements:

1. The student scores 80 percent or above on a criterion-referenced test for the grade level to be skipped in each of the following areas: language arts, mathematics, science, and social studies.
2. A district representative recommends that the student be accelerated; and
3. The student's parent or guardian gives written approval of the acceleration.

Grades 6-12

The District shall give a student in grades 6-12 credit for an academic subject in which the student has received no prior instruction if the student scores:

1. A three or higher on a College Board advanced placement examination that has been approved by the Board for the applicable course;
2. A scaled score of 6- or higher on an examination administered through the College-Level Examination Program and approved by the Board for the applicable course; or
3. Eighty percent or above on any other criterion-referenced test approved by the Board for the applicable course.

If a student is given credit in a subject on the basis of an examination on which the student scored 80 percent or higher, the District shall enter the examination score on the student's transcript and the student is not required to take an end-of-course (EOC) assessment instrument under Education Code 39.023 © for the course.

Pre-AP, AP, Honors, and Dual Enrollment Grading Policy

Secondary

Grades for these classes are explained in the syllabus provided by the teacher and will be given to students within the first week of entering a course

Penalties for late work and missed tests, projects, or oral presentations with a missing group member, etc., will be stated in the syllabus. For Pre-AP and AP Courses, late work will be accepted one day after the due date with penalty except under extenuating circumstances approved by the campus principal. All Pre-AP and AP classes will follow the same guidelines with late work.

Students enrolled in AP classes will be required to take the AP exam(s) in their respective area(s) of study.

Dual enrollment will follow criteria set by the university.

Students planning to participate in any of the Dual Enrollment Program must comply with college admission requirements and need to submit all necessary documentation to the Dual enrollment counselor.

Students who fail to submit all necessary documents by the **LFHS deadline** will have to wait for the following semester to register for dual enrollment courses.

Dual enrollment grades are considered true grades for a student's university transcript. The following will be used for high school course grades

Dual Enrollment:

1. Texas Southmost College

- a. Texas Southmost College will give numerical grades for the 2022-2023 school year at the end of each semester.

2. Texas State Technical College

- a. TSTC grades will be converted using the chart below.

******All final Dual Enrollment grades will be at the discretion of the professor.******

The following conversion table will be used for students that enter the district with letter grades on their transcripts.

LFHS GRADE CONVERSION TABLE

TSTC	LA FERIA ISD GRADE	TRANSFER	LA FERIA ISD GRADE
A	95	A	95
B	85	B	85
C	75	C	75
D	65	D	65
F	50	F	50

A = 90-100 B= 89-80 C= 79-10 D= 69-60 F= 59 and below

Students will abide by the conversion table grade unless a numerical grade is provided by the institution or prior district.

Grades

Instructional personnel are to utilize numerical grades in marking papers, tests, and other

assignments completed by students.

Pre-Kinder/Kinder Use

E= (90-100)

S= (80-89)

NI= (70-79)

U= (69-

below)

Grades 1-12 Use

Numerical Grades

All grades must be based on a 100% scale. Only dual enrollment courses can use the point system for calculating grades. The percentage used for tests, daily work, homework, etc., must be consistent by campus or department and must be approved by the campus principal.

Grade Requirements/Honor Roll

Classroom teachers will assign a grade that reflects the student's relative mastery of an assignment. There should be a minimum of ten grades per six weeks for secondary campuses and the elementary core classes. The grade that the student receives will be the grade that is recorded in the grade book for daily and test assignments, as well as in the report card. A minimum grade may not be assigned to any daily grade, test assignment, or report card.

Grades K-5 will not include physical education and fine arts grades in the calculation of the failure report or honor roll status. Grades 6-12 will include electives in calculation of failure and honor roll. PE and fine arts at the elementary level will earn a letter grade of E for Excels, U for Unsatisfactory or N for Needs Improvement.

"A" honor roll is awarded to students who make a 90 or above in all courses listed above each six weeks. "A/B" honor roll is awarded to students who make an 80 or above in all courses listed above each six weeks with a minimum of one "A" (grade of 90 or above) in a core academic class. Final averages will not be used for Honor Roll purposes, only individual six weeks grades are used to determine honor roll.

Grades will be based solely on daily class work, assignments (homework, etc.), quizzes, major tests, and teacher observation. If teacher observation is used, a rubric must be developed to base the grade for the observation. **No extra credit may be given.** Campus administrators will monitor that there is representation of a variety of sources for grades. The campus administrator has the discretion to specify a minimum number of grades per category.

Administrative Policy #15

Pursuant to FM (Legal), the district considers the courses listed in Administrative Policy #15 as additional exempt honors courses under Education Code 23.081, subject to the following conditions:

- a. A student may not claim an exemption more than one time per course per year, and
- b. A student may not claim an exemption for more than two (2) courses per grading period.

7th Grade

Honors Reading Language Arts
 Honors Math
 Honors Social Studies
 Honors Science

8th Grade

Honors Reading Language Arts
 Honors Algebra I
 Honors Social Studies
 Honors Science

La Feria High School

Honors Algebra I
 Honors Pre-Calculus
 Honors Geometry
 Honors World Geography
 Honors Spanish II
 Pre-AP Algebra II
 Pre-AP Biology
 Pre-AP Chemistry
 Pre-AP English I
 Pre-AP English II
 AP Computer Science Principles
 Dual Enrollment Music Appreciation 1306
 Dual Enrollment Speech 1315

These conditions apply regardless of participation in UIL at the time of the failure. These conditions do not apply to the courses listed under FM (Legal).

Posting of Grades

Grades shall be inputted weekly (by the Monday of the following week) with the exception of projects and papers which may require an extended period of time. At least one grade per week shall be entered to ensure a student's relative mastery of an assignment. A minimum of 5 grades must be posted by the Progress Report deadline. A minimum of ten grades shall be posted every six weeks.

Failing Grades

Teachers are required to show the following documentation for students receiving a 69 or below on progress reports and six week grades:

- Parent contact log showing a minimum of 2 phone calls with a parent or guardian (not attempts)
- Provide evidence of content remediation support
- Provide one parent conference by zoom or in persons

Rubrics

Rubrics must be provided to the student when a project or activity **is assigned**. The evaluation of projects or such activities must adhere to the rubric that was created and provided to the students. Deadlines should be included in the rubric and only individual grades will be awarded.

Homework

Homework assignments must provide reinforcement of classroom instruction. Homework assignments must be reasonable in view of the student's home resources. Homework assignments must be properly evaluated; feedback must be given. The length and difficulty of an assignment shall be directed by the teacher and should depend on grade level, student needs, content, purpose, and type of assignment. Assignments should be appropriate to the developmental and ability levels of the students. Homework is a tool used as an extension and reinforcement of classroom instruction and therefore will not be used as a grade in Pre-K through 12th grade. Advanced Academic courses including : Honors, Pre-AP, AP, and Dual Enrollment will be an exception to the no homework policy and may be used as a grade. The purpose of homework is for students to practice the skills and content..

Re-teaching

Re-teaching is an integral part of the instructional process and must occur as needed. Re-teaching must be accompanied with a different instructional strategy from the original presentation. When re-teaching is necessary, the teacher will indicate this in the lesson plan by writing "Re- teaching." Re-teaching will occur in any area where a student has not demonstrated mastery.

Re-teaching is required for an entire class when the results from the assignment show that more than 40% of the students failed the assignment. The teacher must reteach a skill and utilize the **highest grade** as attained by the student.

Make-up Work

Absences

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time as per their absences.

Students shall be permitted to take tests administered in any class missed because of absence. For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher. Students will have an equal number of days to make up assignments missed (3 days absent = 3 days to make up assignments). Make-up work for students with excessive absences will be determined by the administration. Dual enrollment students will need to follow the professor's syllabus for make up work procedures.

Late Work

Teachers may assign a late penalty to any project or assignment turned in after the due date in accordance with previously established guidelines disseminated to students. The late assignment/late work penalties apply only to students who are in attendance on the due date and have periodically received the

assignment.

In elementary, all late assignments will be deducted no more than 10 points each day the assignment is late.

For the secondary campuses, all late assignments will be deducted no more than 10 points each day the assignment is late with the exception of Accelerated, Honors, Pre-AP, AP, and Dual Enrollment Courses.

Retesting

La Feria ISD shall allow a student a reasonable opportunity to make up an examination or quiz in which the student received a failing grade. Retesting must occur within a 5-day period, except under extenuating circumstances. If the student scores higher than a 70 on the retest, a 70 will be recorded. For students who retest and score below 70, the grade recorded will be the higher of the two test grades. Six weeks tests, curriculum based assessments, and benchmarks do not qualify for retesting when the grade is not recorded. If the test is reviewed during class prior to retest, a different assessment instrument must be designed. If the retest occurs prior to reviewing the test, the same assessment may be used for retesting. Dual Enrollment students are not covered under the district's retesting policies.

Online Records – Parent Portal

1. Parents/guardians may also access student progress information through the student/parent grade-book portal.
2. The student/parent grade-book portal displays Progress Report averages, Report Card averages, and individual assignment grades in the teacher grade book.
3. Teachers will post grades weekly so the student parent portal helps students and parents stay informed of ongoing progress
4. Parents/guardians may contact the school for access information

Schedule for Sending Report Card Home

Report cards will be sent home on Wednesday after the close of the grading period unless there are extenuating circumstances. Report cards are also available to parents and students on the Skyward parent portal.

Breaking a Tie for Valedictorian/Salutatorian

In case of a tie, the valedictorian/salutatorian shall be chosen according to the following criteria:

1. The student with the most AP (core area) courses shall be considered first.
2. However, if a tie still remains, the student with the highest numerical grade average of all AP (core area) courses taken shall be the valedictorian/salutatorian.

Class Ranking (High School/Academy)

The District desires to develop a class rank policy that supports the District's goals of providing students a more challenging curriculum and increasing the number of students completing the higher-level

graduation programs. The policy shall be fair to all students.

Due to the COVID-19 pandemic and school closure during the spring semester of the 2019–2020 school year, the spring semester grade used in the calculation of class rank shall only include grades earned for eligible high school courses during the fourth six- weeks grading period for students in the graduating classes of 2021, 2022, 2023, and 2024. Grades from the fifth and sixth six-weeks grading periods shall not be used in the calculation of the semester average for 2019-2020. Class rank shall be calculated by accumulated grade points divided by the number of eligible courses for which final grades were given. The numeric semester average shall earn grade points according to the District’s weighted grade point scale. Class rank shall be calculated at the end of the fifth six-week grading period of the senior class. Class rank and GPA shall include only coursework in English, mathematics, science, and social studies taken in grades 9–12 as well as any high school courses in these subjects taken at junior high or middle school campuses. In case of a tie in weighted grade averages among the top- ranking students, the weighted grade average shall be computed to a sufficient number of decimal places until the tie is broken.

La Feria ISD will abide by the Foundation High School Plan - DLA in order to meet the TEA graduation requirements for all students. La Feria ISD will only recognize core subjects (ELA, Math, Science, and Social Studies) for GPA and ranking purposes. These courses must align to the FHSP credits as seen on the TEA Graduation ToolKit. Dual Enrollment courses in core content areas may be used towards ranking if the course serves as the same credit as the required high school course. Students will only receive one credit per course. If two courses that count for the same credit are taken, the first course will be used towards GPA/ ranking purposes. Additionally, Dual Enrollment courses will only be recognized towards ranking if they are taken with a La Feria ISD affiliated partner and are taken during the academic year.

The following courses shall be excluded when determining the GPA for class rank: correspondence courses, credit by examination with or without prior instruction, summer school courses, elective dual enrollment courses, dual enrollment courses that are not affiliated with La Feria ISD, courses for which only a pass/fail grade was given, credit for courses not recognized by TEA, distance learning courses, and courses with credit awarded in a non- accredited instructional setting. In addition, no credit earned in physical education, band, athletics, and as a teacher aide, office aide, counselor aide, or library aide shall be included in the GPA ranking calculation.

For purposes of class rank, courses designated as Gifted and Talented, Pre-Advanced Placement (Pre-AP), Honors, and Advanced Placement (AP) shall not earn the same number of grade points as regular courses [see WEIGHTED GRADE SCALE, below].

For Junior High class ranking, please refer to the W.B. Green Junior High Student Handbook.

Courses shall be divided into Accelerated, Pre-AP, Honors, AP, Dual and Regular on the weighted grade scale, as follows:

Grade	Accelerated, Pre-AP/Honors/ AP, <u>Dual</u>	Regular
100	6.0	5.0
99	5.9	4.9
98	5.8	4.8
97	5.7	4.7
96	5.6	4.6
95	5.5	4.5
94	5.4	4.4
93	5.3	4.3
92	5.2	4.2
91	5.1	4.1
90	5.0	4.0
89	4.9	3.9
88	4.8	3.8
87	4.7	3.7
86	4.6	3.6
85	4.5	3.5
84	4.4	3.4
83	4.3	3.3
82	4.2	3.2
81	4.1	3.1
80	4.0	3.0
79	3.9	2.9
78	3.8	2.8
77	3.7	2.7
76	3.6	2.6
75	3.5	2.5
74	3.4	2.4
73	3.3	2.3
72	3.2	2.2
71	3.1	2.1
70	3.0	2.0

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A	95
B	85
C	75
D	65
F	50

State of Texas Assessment of Academic Readiness (STAAR) & End-of-Course (EOC)

The State of Texas Assessment of Academic Readiness (STAAR) is administered to students in grades 3-8th grade in reading, mathematics, writing, science, and social studies.

STAAR EOC assessments are administered to students who are enrolled in the following high school courses: Algebra I, Biology, English I, English II, and United States History. Students must pass all five of these EOC exams to be eligible to graduate from a Texas public high school. Students will be required to retake any EOC assessment for which the student did not meet the minimum standard in order to meet graduation requirements.

Scores on STAAR assessments are used to determine levels of performance as follows:

- **Masters:** Masters Grade Level - Shows mastery of the course content -- student is on track for college and career readiness.
- **Meets:** Meets Grade Level - Shows strong knowledge of course content -- student is prepared to progress to the next grade.
- **Approaches:** Approaches Grade Level - Shows some knowledge of course content but may be missing critical elements -- student may need additional support in the upcoming year.
- **Did Not Meet:** Did Not Meet Grade Level - Shows a lack of basic understanding of course content -- student needs significant support in the coming year.

HB4545 Accelerated Instruction is required for students who did not meet grade level on any STAAR grades 3-8 exam or any STAAR EOC end-of-course exam. Students will need to complete an additional 30 hours of accelerated instruction for every subject area they did not meet the minimum passing standard. This instruction is required after results of each STAAR/EOC exam are released.

Partial Credit

Secondary

When a student earns a passing grade in only one semester of a two-semester course and the combined grade for the two semesters is lower than 70, the district shall award the student credit for the semester with the passing grade. The student shall be required to retake only the semester in which he or she

earned the failing grade.

Promotion

(EIE-LOCAL)

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory/accelerated services. [See EHBC] In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.

Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final examinations or may be administered separately.

Mastery of at least 70 percent of the objectives shall be required.

In grades 1–7, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in four of the following core subject areas of reading, language arts, mathematics, social studies, and science.

Any student failing to score 70 or above in two of the above-mentioned areas shall be recommended to attend summer school.

In grade 8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in four of the following areas: English language arts, mathematics, science, and social studies.

Any student failing to score 70 or above in two of the above-mentioned areas shall be recommended to attend summer school.

Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI] Promotion standards and appropriate assessment and acceleration options, as established by individualized education programs (IEP) or grade-level classification of students eligible for special education, shall be determined by the ARD committees.

Ranking for Junior High

In determining a student's ranking in their class, only the core classes will be averaged. These classes include Math, Writing, Reading, Language Arts, Reading, Science and Social Studies. Class rank will be calculated by accumulated grade points divided by the number of core classes for which final grades are given.

Categories

Honors prepares students for AP level course work. AP classes are college level classes which prepare students for college credit examinations. W.B. Green offers Honors Algebra I, Honors Reading, Honors Language Arts, Honors Science and Honors Social Studies.

Courses will be divided into two categories: Honors and Regular, The following classes will not be included in the ranking procedures: Electives, Band, P.E., Art, Athletics,

Weighted Grade

Grade Honors Regular

100	6.0	5.0
99	5.9	4.9
98	5.8	4.8
97	5.7	4.7
96	5.6	4.6
95	5.5	4.5
94	5.4	4.4
93	5.3	4.3
92	5.2	4.2
91	5.1	4.1
90	5.0	4.0
89	4.9	3.9
88	4.8	3.8
87	4.7	3.7

86	4.6	3.6
85	4.5	3.5
84	4.4	3.4
83	4.3	3.3
82	4.2	3.2
81	4.1	3.1
80	4.0	3.0
79	3.9	2.9
78	3.8	2.8
77	3.7	2.7
76	3.6	2.6
75	3.5	2.5
74	3.4	2.4
73	3.3	2.3
72	3.2	2.2
71	3.1	2.1
70	3.0	2.0

Top Ten Students

- The top ten students for the **seventh grade** will be determined by the students with the highest grade point average for their seventh grade year up to the end of the fifth six weeks. In order to be eligible, the students must be enrolled by the last class day in the month of October of their seventh grade year.
- The top ten students for the **eighth grade** will be determined by averaging all of their seventh grade year and up to the end of the fifth six weeks of their eighth grade year. Students must have attended at least half of their seventh grade year and all of their eighth grade year in order to be eligible.

Valedictorian and Salutatorian

To qualify for Valedictorian and Salutatorian honors: a student must have attended William B. Green Jr. High School for two years. Students must have attended all of their eighth grade year and at least half of their seventh grade year in order to be eligible. These two honors are achieved by attaining the highest two grade point averages for the two years while attending W.B. Green Jr. High School.

Breaking Ties

In case of a tie, it will be broken according to the following criteria:

1. The student with the most Honors courses shall be considered first.
2. However, if a tie still remains the student with the highest numerical grade average of all Honors courses taken shall be chosen.

[For further information, see policy EIC.]

3.

