

# Richmond Middle and High School Grading Handbook- 2026-27



## **Purpose of RMHS Grading Handbook**

“Grading/scoring serves many purposes; communicating to parents and students about the students’ strengths, weaknesses, and achievement status; determining promotion and graduation; helping students make educational and vocational plans, and clarifying learning goals. In order for grading to fulfill these numerous purposes with validity, reliability, and fairness, a set of guiding principles and procedures has been chosen.” (Reeves, 2011).

The purpose of this handbook is to lay out a set of agreed-upon guidelines for grading at RMHS. The intended audience includes teachers, students, parents, and community members.

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## **Effective Grading/Scoring**

- Grading is
  - An accurate reflection of what has been learned at a given moment in time;
  - Based on clearly articulated levels of achievement as defined by rubrics or other scoring criteria;
  - Not be used to punish behavior (such as violations of class rules), but habits of work (timeliness, study habits, participation in class) may ultimately impact a student's grade in a class;
  - A means of communication to all parties, including students, families and other teachers; and
  - A means for teachers to reflect on instruction.
- In order to give timely feedback, grades must be in the grading system in a timely manner (within one week) after an assessment is received by the teacher.
- Students will have the opportunity to replace/revise/retake missing summative work or summative work that is not passing.

## **Assessment**

- Formative assessments:
  - Occur while instruction is ongoing. Examples include discussions, homework, bellringers, learning games, and other class activities;
  - Provide feedback to teachers and students;
  - May or may not be recorded in the gradebook; and
  - Should be no more than 25% of a student's overall grade at the high school level, and no more than 40% of the overall grade at the middle school level.
- Summative assessments:
  - Are used at the end of instruction to determine whether a learner has learned the content the instructor has finished teaching. Examples include essays, tests, lab reports, performances, and projects;
  - Are allowed to be retaken by students who did not pass the assessment initially (and meet the criteria outlined in "Replacement Assessments"); and
  - Should make up at least 75% of a student's final grade for a class (not including the final exam) for the high school, and at least 60% for the middle school.
- Final Exams and Midterms
  - All courses at the high school level will have a midterm and final exam (or an alternative assessment that has been approved by administration).

- Midterms will be weighted 10% of the semester 1 grade. Final exams will be weighted as 10% of the final grade.

### **Replacement\* Assessments**

\*A replacement assessment may include a retake, corrections, or an alternative assessment. The format of the reassessment is at the discretion of the teacher.

Students will have the opportunity for a replacement assessment, given the following criteria:

- Students show that they are prepared (homework, classwork, class conversation, regular attendance, etc.) prior to taking the replacement assessment.
- Students have demonstrated an understanding of a learning target prior to being allowed to retake the assessment.
- Students complete and submit a request to retake (see page 9)

Below are additional important notes regarding retake assessments:

- The score on the replacement assessment will replace the original score, not be averaged (provided the score on the replacement is higher).
- Primary responsibility for initiating remediation lies with the student.
- Remediation may need to include instructional strategies that are different from the original instruction.
- The student may earn no more than an 80 on a retake assessment.
- The final grade should honestly show what the student knows/can do.
- The student has two weeks to complete the reassessment.

Form for Reassessment- Page 9

### **Late/Incomplete Work**

- Work is considered late if it is not fully completed and ready to be submitted by the start of the period it is due, unless otherwise noted by the teacher.
- Late work will be recorded as missing and scored as a zero until submitted.
- A student with late/incomplete work will need to confer with the teacher and may be given an academic detention.
- Late work may suffer a penalty of up to 10 points (or 10 percent for an assignment not based on 100 points) for each school day beyond the due date the assignment is late. If a student has an excused absence the date the assignment is due, that student will be given an extra class to complete their

assignment without penalty. If a student is absent during a period after students have been given the assignment but before the day it is due, extending the deadline will be at the teacher's discretion and must be requested by the student in advance of the deadline.

### **Grading Scales for Reporting Student Performance- Grades 6-12**

Teachers of students in grades 6-12 will use the following grading scales to report student performance on summative assessments as well as for assigning an overall grade.

| <b>Letter</b> | <b>Percentage*</b> | <b>Grade Point</b> |
|---------------|--------------------|--------------------|
| A+            | 98.5-100           | 4.0                |
| A             | 92.5-98            | 4.0                |
| A-            | 89.5-92            | 3.7                |
| B+            | 87.5-89            | 3.3                |
| B             | 82.5-87            | 3.0                |
| B-            | 79.5-82            | 2.7                |
| C+            | 77.5-79            | 2.3                |
| C             | 72.5-77            | 2.0                |
| C-            | 69.5-72            | 1.7                |
| D+            | 67.5-69            | 1.3                |
| D             | 62.5-67            | 1.0                |
| D-            | 59.5-62            | 0.7                |
| F             | Below 59.5         | 0.0                |

**\*The 0-100 numerical score is what will be reported on students' transcripts/report cards. Grades will be rounded to the nearest whole number. The 0-4.0 scale will be used for calculating GPA.**

### **Determining a Final Course Grade**

A student's final grade in a course shall be the average of their grades from semester one and semester two. Each semester will be weighted equally. The final exam will count as ten percent of a student's overall grade.

$$\underline{(.90 \times \text{Semester 1} + \text{Midterm} \times .10) + \text{Semester 2} \times .90 + \text{Final Exam} \times .10} = \text{Final Grade}$$

Report cards will be sent out each quarter, with quarter 1 and quarter 3 being progress reports.

Within each semester, at least 75% of a student's grade must be the average of the student's summative assessment scores. The average of formative assessments will be no more than 25%.

### **Co-curricular Eligibility**

Students must maintain a passing grade in all classes to be eligible to participate in co-curricular activities (including both athletics and non-athletic activities). Eligibility will be determined on a biweekly basis. A student determined to be ineligible will be given a two-week period to return to passing in all classes. If the student is still not passing after that time, they will be ineligible to participate in co-curricular activities for the remainder of the current season.

### **Weighted Grades (Policy IKAB)**

#### **Weighted Grades**

Courses designated as “Honors” or completed at an honors level will be multiplied by a factor of 1.05. This only applies to core courses/experiences in the following content areas (English/Language Arts, Mathematics, Science/Technology, and Social Studies). The course/experience will be reflected on the transcript as an “honors” level course/experience.

To recognize demonstrated proficiency in courses/learning experiences that are a) dual enrollment courses through a local college, b) college courses, or c) AP courses, the numerical proficiency grade in any course so designated will be multiplied by a factor of 1.10.

#### **Additional Rules for weighting grades (Added 11/18/24)**

- The weighting shall be applied to the 0-100 score at the end of each semester for courses taught at RHS.
- The weighted score of “final grade” will be used for the conversion to the 4.0 GPA scale.
- For dual enrollment classes taught at RHS, students will be graded on the RHS 0-100 scale for RHS purposes (scores reported to the college may be different depending on the requirements of the college program). Weighting will be added to each quarter/semester for the purpose of determining honor roll and then to the end of the course for determining the weighted final grade. The weighted “Richmond High School Final Grade” will be used to convert the student’s GPA to the 4.0 scale. For externally taught courses, the grade will be converted to a 0-100 scale, weighting will then be added, and the score will determine GPA

calculated based on this. Transcripts will show the actual grade given by the institution.

- Semester-long (non-dual enrollment) courses will count as ½ credit and carry half the weight of a full credit course for the purpose of determining GPA.
- Only dual enrollment classes that have been approved by RHS will count towards a student's GPA (if you register for classes through the ExploreEC portal, those classes are approved through that process). Any dual enrollment classes approved by us and taken at another institution must have a final transcript submitted to RHS.
- CATC programs will count as 4 credits and will be given a weight of 4 for calculating GPA. If some part of the program consists of dual enrollment courses, the 4 credits will be divided up between the dual enrollment portion of the program and the CATC credits (for example, a program that offers 2 dual enrollment credits would be recorded as 2 CATC credits and 2 dual enrollment credits).
- If a student repeats a failed course, the original failing grade will be given a weight of zero but will still be listed on the transcript.
- Senior grades for the purpose of calculating top ten and graduation honors (valedictorian/salutatorian) will be calculated on a date before the end of the fourth quarter, set forth in the student handbook. Only official college grades from completed college courses will be included in this calculation. For CATC, semester 1 grades will be used for this purpose. Students may continue to work on their courses and GPA after this date, but it will no longer affect their class rank.

## **Honor Roll Designations**

A student who earns an overall average of 93 (“A”), with no grades below an 85, shall earn the designation of High Honors

A student who has earned an average at least 83 (“B”) with no grades below an 80 will receive the designation of Honors.

Honor roll will be determined for the first and second semesters of the school year.

## **Students with Special Needs**

Assessment accommodations and alternate assessments will be provided for identified students by their Individualized Education Plan (IEP), 504 Plan, or Limited English Proficiency Plan, and the school system’s local Assessment System (Policy IK).



# Request to Reassess

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## Student Information

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Assessment Information

Assessment Title: \_\_\_\_\_

Score: \_\_\_\_\_

In your own words, why did you not do well on the previous assessment:

Activities I will do to improve my understanding of the assessed standard(s) (i.e. homework, classwork, studying class notes, Kahoot/Gimkit review, etc) :

*Before retaking the assessment, you will need to submit evidence that you have completed the activities listed above.*

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Reassessment Deadline: \_\_\_\_\_