
Grading and Progress Reports

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Grading and Progress Reports

I. High School

Grade point averages for courses eligible for high school credit will be calculated in the following manner:

A. Each student's "grade point average" will be the sum of the point values, of all the marks/grades received for all courses attempted divided by the sum of the credits for all courses attempted. The grade point value will be calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.

It is the intent of the Spokane School Board that students enrolled in high school courses receive grades and credits in a manner that is understandable, accurate, and consistent across the District.

Table #1: Spokane Public Schools Official High School Grading Scale

Percentage **	Letter Grade	Grade Point*	Honors Class Rank Weighting **	AP/IB Class Rank Weighting **
93-100	A	4.0	4.5	5.0
90-92	A-	3.7	4.2	4.7
87-89	B+	3.3	3.8	4.3
83-86	B	3.0	3.5	4.0
80-82	B-	2.7	3.2	3.7
77-79	C+	2.3	2.8	3.3
73-76	C	2.0	2.5	3.0
70-72	C-	1.7	2.2	2.7
67-69	D+	1.3	1.8	2.3
60-66	D	1.0	1.5	2.0
Below 60	F	0	0	0

* Based on [WAC 392-415-050](#)

**[WAC 392-415-050](#) does not assign percentages or class rank weighting; these columns are SPS-determined. Percentages will be rounded to the nearest whole number. For example, 81.4% rounds to 81%, 81.5% rounds to 82%.

Withdrawn (W), ungraded (U), satisfactory (Waiver) (S), passing (P), and nonpass (N) marks may also be used. These marks have no grade point value, will be clearly identified, and are excluded from the calculation of grade point average.

Table #2: Spokane Public Schools Additional Options for High School Grading

Letter Grade	Description	Credit Attempted	Credit Earned	Grade point Value (GPA)
P	Pass	Yes	Yes	No

N	Non Pass	Yes	No	No
S	Satisfactory (Waiver)	No	Yes	No
U	Unsatisfactory	Yes	No	No
W	Withdraw	Yes	No	No

B. Marks/grades for each course taken will be included in the calculation of grade point averages. Only the highest mark/grade for a class/course taken more than once to improve a mark/grade will be included in the calculation of grade point averages. Marks/grades for recurring classes will all be included in the calculation of grade points. Grade point averages will be rounded to the third decimal place and reported for each trimester/semester or other term and for the cumulative credits earned for all courses attempted in high school. A student's official Grade Point Average (GPA) will be based on the grade point scale as outlined in WAC 392-415-050, will be calculated according to the rules written here and outlined in WAC 392-415-055, and will be based on the grade point scale column outlined in Table #1 above.

C. Weighted Grade Class Rank Information

1. Weighted grading will be used to determine class rank. This will not affect a student's official cumulative Grade Point Average (GPA) as outlined by [WAC 392-415-050](#).

2. Class rank is not part of the Washington State official transcript and is a local decision.

a. Many colleges, universities, and scholarship programs, however, ask for class rank on their applications. Spokane Public School employees providing class rank to outside organizations will use the weighted class rank.

b. Spokane Public Schools will use quality points so that the rank will reflect the rigor of classes taken.

- AP, College in the High School, and Running Start: 1 quality point
- Honors: .5 quality point

c. Advanced course options: The Board of Directors recommends that students, families, and counselors work together to make decisions about which advanced courses are taken. The goal is an appropriately balanced schedule that considers individual student interests and strengths.

d. Starting in the fall of 2017, Spokane Public Schools will report student class rank to outside organizations using the decile ranking system. Each high school will have its class divided into ten equal groupings called deciles. A student's decile ranking will be calculated in PowerSchool. For example, students in the top ten percent of students will be reported in the first decile, students between 10 and 20% will be reported in the second decile, etc....

D. Classroom and District Grading Procedures

1. Classes taken after September 1, 2015, will use the uniform 11-point grading scale that includes plus (+) and minus (-) grades.

2. Courses taken prior to September 1, 2015, will be entered on a 5-point scale as outlined under previous policy and procedure and will not be assigned plus (+) and minus (-) marks.

3. Running start grades earned after September 1, 2015, will be entered with plus (+) and minus (-) marks if post-secondary institutions provide them to SPS in that manner. Grades from Running Start courses follow the grading scale of the institution where the credit was obtained. Grades will be posted as provided and will not be subject to the Spokane Public Schools official grading scale as outlined in Table #1.

E. Grading and Credit Changes

A grade and/or credit change can only be made by the teacher of record for the specific course at issue or by the principal of the school where the course was taken, and the change is being requested due to either a math error or bias. If the student has left the school where the course at issue was taken, any grade and/or credit change by either the teacher of record or the principal must be reviewed and approved with signature by the Director of Secondary Schools.

F. The standardized high school transcript will contain:

1. The student's name (last name, first name, and middle names or middle initials);
2. The student's birth date;
3. The student's identification number (if applicable);
4. The student's current address, address at graduation, or address at withdrawal from school (street, city, state, zip code);
5. The name of parent(s) or guardian(s) if available;
6. The school's name;
7. The school's address (street, city, state zip code, and telephone number);
8. The dates of the student's entry, reentry, withdrawal, and graduation (if applicable) related to the school issuing the transcript;
9. The student's academic history for high school (grade level and date of course completion, course titles, marks/grades earned, credits attempted, and grade point average);
10. A list of previous high schools attended (school name, city, state, and month and year of entrance and exit);
11. A notation that the high school and beyond plan graduation requirement was met or not met by the student;
12. A notation that the certificate of academic achievement graduation requirement was met or not met by the student (if applicable);
13. A notation that the certificate of individual achievement graduation requirement was met or not met by the student (if applicable);

14. A designation of courses, for which college credit can be earned, will be listed on the transcript with the following designation coding:

- a. Courses completed and credits earned through running start shall be noted with an "R" designation.
- b. Courses completed and credits earned through advanced placement shall be noted with an "A" designation.
- c. Courses completed and credits earned through college in the high school shall be noted with a "C" designation.
- d. Courses completed and credits earned through an international baccalaureate program shall be noted with an "I" designation.
- e. Courses completed which earn college credit through tech prep and/or the corresponding credits or certification earned shall be noted with a "T" designation.
- f. Courses that meet or satisfy higher education coordinating board core course requirements shall be noted with a "B" designation.
- g. Courses completed and credits earned through an honors option shall be noted with an "H" designation.

15. The signature and/or seal of the authorized school official (name, title, and date).

G. Supplement to the Standard Transcript

Washington State law outlines a standard template for transcripts. It also allows school districts to provide supplemental information to the transcript. Spokane Public Schools will use the supplemental transcript to implement the weighted grade and class rank which are local decisions. Students who desire the supplemental transcript and would like to submit it to colleges, universities, or other entities can request this at their high school. Each high school will maintain one form that allows students to request an official transcript and/or supplemental transcript.

II. Middle School

It is the intent of the Spokane School Board that students enrolled in middle school courses receive grades and credits in a manner that is understandable, accurate, and consistent across the district. Towards that end the following grading scale will be used.

Table #3: Spokane Public Schools Official Middle School Grading Scale

Percentage	Letter Grade	Grade Point*
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93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0
Below 60	F	0

* Based on [WAC 392-415-050](#)

Withdrawn (W), ungraded (U), satisfactory (Waiver) (S), passing (P), and nonpass (N) marks may also be used. These marks have no grade point value, will be clearly identified, and are excluded from the calculation of grade point average.

Table #4: Spokane Public Schools Additional Options for Middle School Grading Scale

Letter Grade	Description	Credit Attempted	Credit Earned	Grade point Value (GPA)
P	Pass	Yes	Yes	No
N	Non Pass	Yes	No	No
S	Satisfactory (Waiver)	No	Yes	No
U	Unsatisfactory	Yes	No	No
W	Withdraw	Yes	No	No

Grades for courses at the middle school that are not equivalent to high school courses will not affect high school grade point averages.

III. Elementary School

It is the intent of the Spokane School Board that students enrolled in elementary school receive grades and credits in a manner that is understandable, accurate, and consistent across the district.

1. Types of Grades:

a. Grades K-3 – Progress will be reported in the core content areas three times per year at the end of each trimester using the following progress indicators and achievement criteria:

4 - Above Standard at This Time – Student consistently demonstrates exceptional skills and knowledge at grade level expectations.

3 - Meeting Standard at This Time – (EXPECTED OUTCOME) Student consistently demonstrates grade level skills and knowledge.

2 - Approaching Standard at This Time - Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times, showing lack of understanding or ability to apply the concept or skills.

1 - Beginning Work Toward Standard at This Time

X - Not Graded at This Time

b. Grades 4-6 – Progress will be reported three times per year at the end of each trimester using the following progress indicators and achievement criteria:

4 - Above Standard at This Time – Student consistently demonstrates exceptional skills and knowledge at grade level expectations.

3 - Meeting Standard at This Time – (EXPECTED OUTCOME) Student consistently demonstrates grade level skills and knowledge.

2 - Approaching Standard at This Time - Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times showing lack of understanding or ability to apply the concept or skills.

1 - Below Standard at This Time

X - Not Graded at This Time (This may only be used if designated in trimester focus documents or by special circumstances that are discussed in collaboration with the building principal)

c. Elementary Health and Fitness, Fine Arts K-6 – Progress will be reported three times per year at the end of each trimester using the following progress indicators and achievement criteria:

M - Meeting Standard at This Time

W - Working Toward Standard

N - Not Meeting Standard at This Time

X - Not Graded at This Time/Half-Day K

K-6 Library will be reported three times per year at the end of each trimester for student participation within the work habits criteria.

d. Work Habits and Social Development – Work habits and social development criteria will be reported three times at the end of each trimester using the following progress indicator:

3 - Consistently

2 - Sometimes

1 - Rarely

Grading for elementary school students will be communicated to parents/guardians in three grading periods (trimesters). Staff will use the district elementary report card and grading criteria outlined on the report card to communicate academic progress. Additional comments and student's data may also be communicated through the report card and parent/guardian conference.

IV. Notice of Lack of Academic Progress

1. Secondary (7-12) – Notice of a possible failing grade or unsatisfactory progress must be reported to parents/guardians no later than the fifth week of the quarter or as soon as this is determined by the teacher.

2. Elementary (K-6) – In the event a student is not meeting standards in each content area or a teacher has achievement concerns for a student, parents/guardians will be notified. Documentation of this notification should be kept.

Conferences will be held as outlined by the district calendar and/or at the request of parents/guardians to discuss academic progress of students, to develop plans for acceleration and/or intervention, and/or review student work samples that document academic progress.

V. Make-Up Work

A reasonable amount of time shall be allowed for students with excused absences, including short-term suspensions, to make up work missed.

VI. Maintaining Grades and Student Records

Grade Book:

a. Secondary Grade Book (7-12) – Teachers shall provide their grade books and appropriate documents (or electronic records) to the school office at the end of the school year or upon request of the principal. Principals are responsible for ensuring teachers are maintaining accurate records and student documents for grading purposes.

b. Elementary Record Book (K-6) – Teachers are responsible for maintaining formative and summative assessment data in the electronic grade book through those electronic record books. In addition, supporting evidence of student learning will be maintained by the teacher in a portfolio and made available.

VII. Reporting Progress for Special Education Students

The same student progress report will be used for regular and special education students. The progress report will clearly indicate when grades have been modified for special education students.

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Superintendent:	Dr. Adam Swinyard