



**Policy: 9.02**

**SUBJECT:                    MARKS, PROMOTION AND GRADUATION**

**Supersedes:**

**Effective:**                    September 8, 2008

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**Approved by:**                Detroit Board of Education

## **1.0    Policy**

### **PUPIL MARKS**

#### **1.    TEACHERS' MARKS FOR PUPIL REPORT CARDS AND SCHOOL RECORDS**

- a. The mark of a teacher is the record of the teacher's evaluative judgment of the work of a pupil. This record is not to be changed by another person.
- b. It is the responsibility of principals and other administrative and supervisory officers to assist, advise, and discuss with teachers general and specific information which will help teachers evaluate and mark the work of pupils so that there is consistency among teachers as far as it is possible in their marking practices.
  - (1) Consistency of marking standards is important for maintaining good working relationships and mutual understanding between schools, pupils, and parents.
  - (2) No minimum or maximum limitations shall be set on the number who pass or fail.
- c. It is entirely proper for a mark to be questioned by a pupil, parent, principal, or other administrative officer. The teacher must maintain a record of student performance and be able to produce accurate records upon request.
- d. Principals and other administrative officers will support the teacher's right to record the mark he/she determines.
- e. No mark may be changed unless the teacher and principal (or designee) agree on the reason for change and the new mark. Teachers must

document the reason for the change. Marks may be changed only during the audit period following each marking period.

## **2. MARKING SYSTEM**

The generally accepted purpose of marking students is to provide students, parents, school officials, college admission officers, employers, and others with some indication of the student's academic achievement. No system has yet been devised that is completely standardized or objective; consequently, in the final analysis, the individual teacher's professional competence must be relied upon to make judgments concerning marks.

Generally, the five letter marks currently used in most schools (vocational schools use an A-B-C-F scale) have the meanings indicated below:

A – Superior. This mark indicates that the student has given evidence of a genuine interest in the subject and has done work in quantity and quality far in excess of the standards set forth for a satisfactory passing mark.

B – Excellent. This mark indicates that the student has given evidence of an awakening intellectual interest by doing work in quantity and quality above the standards set forth for a passing mark.

C – Medium or average. This is a satisfactory passing mark. It indicates that the student has acquired the necessary ability to proceed in the subject and can use the ability where applicable.

D – Inferior work, but passing. This mark indicates that the student has not acquired the necessary ability to work efficiently at the next task in the subject or to use the ability efficiently in other situations where applicable. It is the lowest passing mark and usually indicates that the student will fail in the subject if he/she continues it another semester with no greater success.

F – Failure. This mark indicates that no credit is given toward graduation or progress in the curriculum. Failures are recorded on the student's permanent record.

Grading scales may vary among schools and among different subjects; consequently, the following is only a guide:

### GRADING SCALE

90 – 100 = A

80 - 89 = B

70 - 79 = C

$\frac{65 - 69 = D}{\text{Below } 65 = F}$

When a student has failed an academic course or wishes to repeat an academic course to improve the original mark, both marks must be reported on the transcript, but only the higher mark and the credits earned by the higher mark will be utilized for the grade point average.

Two summer school terms (totaling 25 credit hours) are equated to one semester of day school. Students may graduate before their graduating class if they have met all requirements with good academic achievement and secure the permission of the principal.

Students' marks are generally determined by:

- a. Tests
  - (1) Written
  - (2) Oral
  - (3) Skills
- b. Independent Studies
- c. Homework
- d. Classroom Participation
- e. Special Projects
- f. Attendance is factored into the mark, as classroom discussion, lectures, etc. are part of the learning process. Absence of a student for 10% of the class time in one semester is considered critical and most students who have had a record of such poor attendance are likely to experience failure in their classes.

It is the student's responsibility to request make-up work if he/she has presented a valid written excuse to the teacher for absence(s). The student must make this request immediately after returning from an absence. The teacher will determine the period of time to be given the student to complete work and pass it in for evaluation.

### **3. PROCEDURE FOR REPORTING STUDENT PROGRESS TO PARENTS**

#### **a. Report Cards**

A report card is issued to high school students every six weeks.

#### **b. Progress Reports**

- (1) If the student's academic performance is unsatisfactory, progress reports may be sent to parents prior to a report card

marking. However, a progress report must be sent if a failing mark is contemplated for the final card marking period. This notification lets the parent know that the student may receive a failing mark if his/her performance does not improve.

- (2) Requests for a progress report may be initiated by a counselor, parent, or student any time during the school year.

**c. Parent Teacher Conferences**

Parent Teacher Conferences offer another opportunity for parents to closely examine their child's academic performance. Such interaction between the teacher, parent and/or student can produce a positive effect on the student's attitude toward learning. Scheduled Parent Teacher Conferences occur two times a semester and individual Parent Teacher Conferences can also be requested any time during the school year.

A student's marks earned in Grades 9-12 become a part of his/her permanent school record and are used for recommendations for further education and employment.

**4. CUMULATIVE MARKING POLICY**

- a. The scholarship marks in the successive marking periods during a single semester (or year, with annual promotion) are always to be cumulative.
- b. Cumulative marking means:
  - (1) Each mark represents total achievement in the class from the beginning of the semester or year up to that point.
  - (2) The last scholarship mark given by a teacher in a given subject is to reflect the student's total achievement from beginning to end of the course. The last scholarship mark at the end of the semester or year is the final mark for the permanent record.
- c. When days absent or times tardy are shown at each marking period, they, too, are cumulative.

**5. MARKS OF STUDENTS IN HONORS COURSES AND SCIENCE AND ARTS CURRICULA**

Marks in honors courses and in science and arts curricula should be based on the following assumptions:

- a. Students have been selected on the basis of several criteria, such as desire, achievement, and recommendation, as well as capacity as indicated by test scores.
- b. If the selection process has been adequate, students in these classes should receive marks of “A” and “B” with few exceptions.
- c. Counseling of students who receive marks lower than “B” is extremely important. A mark lower than “B” indicates the need for a conference of teacher, student, counselor, and parent.
- d. Enrollment in honors classes is sufficiently flexible to enable qualified students to enter and the under-achievers to be released at any grade level.

## **PROMOTION AND GRADUATION REQUIREMENTS**

### **1. Promotion Requirements**

Students must earn 25 credit hours every semester (50 credits per year) in order to pass from one grade level to another.

To be admitted to the 10<sup>th</sup> grade (sophomore year), a student must earn 50 credit hours.

To be admitted to the 11<sup>th</sup> grade (junior year), a student must earn 100 credit hours.

To be admitted to the 12<sup>th</sup> grade (senior year), a student must earn 150 credit hours.

To graduate from a Detroit high school, a student must earn 200 credit hours. One hundred forty-five of these credit hours are required courses.

### **2. Course Requirements**

The Detroit Board of Education requires each student to earn at least 200 credit hours in order to graduate from high school.

#### **a. Required Courses**

Every student must complete the following common core courses which provide 145 credit hours. College entrance requirements vary, but usually

include additional advanced math and science courses and two years of a foreign language.

Courses	Semesters	Hours
English 1-8	8	40
Mathematics	4	20
World History 1 & 2	2	10
American History 1 & 2	2	10
Science	4	20
Government	1	5
Economics	1	5
Computer Literacy	1	5
Physical Education	1	5
Personal Health Management	1	5
Vocational Education (Business Education or Fine Arts will also Satisfy this requirement)	2	10
Outside-of-Class Learning Experience	200 clock hours	10 _____
	Total:	145

**b. Elective Courses**

In addition, every student must complete at least 55 credit hours of elective courses in order to satisfy the 200 credit-hour graduation requirement. Approximately eleven elective courses will provide the 55 credit hours.

Elective courses may be selected in the following areas:

- |   |                                 |
|---|---------------------------------|
| Art   | Mathematics                     |
| Business Education  | Military Science (JROTC)        |
| Foreign Language  | Science                         |
| Health and Physical<br>Education  | Social Studies                  |
| Language Education  | Vocal and Instrumental<br>Music |
| Vocational Education – including the specialized courses offered at the five vocational/technical centers: Breithaupt, Crockett, Davis, Golightly, and Randolph |                                 |

Elective course choices should be made with the assistance of counselors and should be consistent with the Four-Year Plan of Work.

**c. Outside-of-Class Learning Experience**

Every student must complete 200 clock hours in a paid or voluntary, in-school (i.e., student assistant or student aide) or out-of-school (i.e., hospital, restaurant, office co-op assignment), Outside-of-Class Learning Experience. Upon completion of the 200 clock hours, the student receives a maximum of 10 credit hours toward the 200 credit hours required for graduation.

Counselors will assist students in the development of the outside-of-class learning experience. Ideally, each student's experience should be consistent with the student's individual educational and career goals.

### **3. Special Education**

Special Education students reenrolled in high schools meet the same graduation requirements as other students.

Whenever academically possible, special education students are "mainstreamed" and take required courses in both the general education and vocational education programs. Special education teachers provide instruction in the academic course when the needs of students require such specially trained educators.

### **4. High School Proficiency Examination**

This examination measures student mastery of fundamental skills in reading, writing, and mathematics. The diploma and permanent record of students who pass all three test areas include an endorsement indicating that this academic requirement was completed.

Students take the examination first in Grade 10. Those who do not pass the tests in all three areas are provided remedial instruction and are able to take the tests in the areas not passed in Grade 11, and, if needed, in Grade 12.

## **RESPONSIBILITY FOR AN IMPLEMENTATION OF POLICY – PROCESS AND PROCEDURES**

### **1. Division of Educational Services**

- a. Develops student reporting through a Standing Committee on Reporting Forms at the secondary level with responsibility to indicate whatever information is required for uniform statistical purposes. The purview of this committee includes report cards, pupil attendance records, testing information forms, and any other forms on which pupil data are recorded.

- b. Determines needs regarding pupil forms in reporting to parents for the uniform reporting of statistical data.

2. **General Superintendent**

- a. Examines alternative ways of reporting pupil progress to parents, with analysis of strengths and weaknesses of each method.
- b. Recommends method of reporting student progress to parents after the General Superintendent, on the advice of the Deputy Superintendent for Educational Services, has determined the information to be required for uniform statistical purposes.

**Attachments to Policy 9.02:** None

**See also:** None

**Legal References:** MCLA 380.1282  
OAG 5879, 1981-82

**Labor Contract References:** None