

Understanding Grading Practices at Central Academy:

A primer for parents and students

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Scoring by Target

Central Academy

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SCORING vs. GRADING

Scoring by target in a Standard Referenced Grading (SRG) system is different from grading by assignment in a traditional grading system. Grading by assignment historically meant collecting points for completing assignments, like getting paid for doing work, instead of specifying the knowledge and skills that needed to be learned. Students and parents knew the subject a student was studying, like “Biology”. But the specific knowledge and skills required to master that subject often varied widely from teacher to teacher and school to school.

Scoring by target is about being specific about what we want students to demonstrate that they know and can do. To organize this information, the subject of a class is broken into major topics of study. Within each topic of study are specific learning targets for students to master over the course of the semester. In content-based classes like Science and Mathematics, the topics are sequential—learn this set of ideas before learning the next set. But in skills-based classes such as Languages and Humanities, the topics are parallel—students develop skills simultaneously in reading, writing, speaking, and listening, for example, and continue to work on these skills throughout the semester and from year to year.

At Central Academy, semester grades accurately predict how well students will do on standardized tests such as Advanced Placement exams (AP tests), college placement exams (ACT), or other measures of achievement (PSAT, ISASP). It used to be, when we graded by assignment, that a student’s grade on the first assignment was a good predictor of a student’s grade for the entire semester. Now, when we score student progress on specific learning targets, the scores on early assignments do not necessarily predict the semester grade. So, while the semester grade is accurate, parents aren’t always certain DURING the semester how their child is progressing. We have been clarifying our learning targets and our topics of study so that student progress is easier to understand and strive to give timely feedback so students can see which ideas and skills they need to work on during the semester.

TOPICS, TARGETS, & SCALES: THE VOCABULARY OF SRG:

A scale is an articulation of the learning targets within a topic of study for a subject. In the example below, the subject is Algebra I, the topic is “One-Variable Statistics”, and the learning targets are listed as LT1A and LT1B. Below the target, the scale describes the progression of specific skills that must be demonstrated.

Topic 1: One-Variable Statistics: IM Unit 1, Lessons 1,2,4,5, 9-14	
Topic 1	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria are provided below each target.
One-Variable Statistics	LT1A- Represent and Describe a distribution of data. (S-ID.A.1) Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"><input type="checkbox"/> I can create a dot plot, box-plot, histogram, and five-number summary to represent data. (Lesson 2)<input type="checkbox"/> I can describe the shape of a distribution using statistical terminology. (Lesson 4)<input type="checkbox"/> I can calculate the interquartile range, mean, and median for a data set. (Lesson 5)
	LT1B- Analyze a distribution of data. (S-ID.A.2,3) Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"><input type="checkbox"/> I can describe how an extreme value will affect the mean and median. (Lessons 10-14)<input type="checkbox"/> I can use the shape of a distribution to compare the mean and median. (Lessons 10-11)<input type="checkbox"/> I can use IQR and standard deviation to describe the variation of a data set. (Lessons 10, 12, 13)<input type="checkbox"/> I can find outliers, describe their impact on statistical measures, and figure out what to do with them. (Lesson 14)

Topics and Targets show up differently in the grade book. Topic Scores are whole and half numbers 4.0, 3.5, 3.0, 2.5, 2.0, etc. and are used when scoring MULTIPLE targets. The letters, ET, AT, PT, NM, and M are used when scoring discrete targets.

TOPIC SCORES: Scoring MULTIPLE targets	Score
Student demonstrated proficiency (AT) in all learning targets and success at level 4 tasks that go beyond those targets	4.0
Demonstrates proficiency (AT) in all targets and partial success in level 4	3.5
Demonstrates proficiency (AT) in ALL targets	3.0
Demonstrates proficiency (AT) in at least half of targets	2.5
Demonstrates some success (PT) towards ALL targets	2.0
Demonstrates some success (PT) towards SOME of the targets	1.5
Does not yet meet minimum criteria for the targets	1.0
Produces no evidence appropriate to the learning targets at any level	0

Scoring ONE target	Score
Exceeding the Target	ET
Achieving the Target	AT
Progressing towards Target	PT
Target Not Met	NM
Missing Evidence	M

The letters specify progress in each target. But numbers show where a student is within the entire scale for the topic. Teachers use their judgement to determine how well a student has met the targets within each topic and assigns a topic score. Infinite Campus is programmed to average all the topic scores together to determine semester grades. Averaging Topic Scores together is something Infinite Campus does automatically.

SEEING THE BODY OF EVIDENCE FOR STUDENT PROGRESS

When you open your child's grades, the first screen you see is the overview of all the topics in each semester. Right now, these are mostly blank. However, if you click on "Details" under the course name, you can see the body of evidence the teacher has recorded.

Grading Task Summary					
Legend: Final Grade In-Progress Grade Future In-Progress Grade Grade Not Available Yet					
Semester 1			Semester 2		
Semester			A 3.00%		
1 Limits and Continuity Detail					
Category: TOPIC SCORE					
Name	Due Date	Assigned Date	Score	Turned In	Comments
Topic Score	01/17/2024	08/23/2023	3		
Category: BODY OF EVIDENCE					
Name	Due Date	Assigned Date	Score	Turned In	Comments
Target A: Limits	09/20/2023	09/20/2023	AT		
Target B: Continuity	09/20/2023	09/20/2023	AT		
Target C: Theorems from Chapter 2	09/20/2023	09/20/2023	AT		

Class	Task	Semester 1	Semester 2
Legend: Final Grade In-Progress Grade Future In-Progress Grade Grade Not Available Yet			
MTH501A-21 *AP Calculus AB S1 MARCKETT, MICHAEL J	Limits and Continuity	3.0 3.00%	
	Derivatives		
	Application of Derivatives		
	Definite Integrals		
	Application of Integrals		
	Semester	A 3.00%	
MTH502A-21 *AP Calculus AB S2 MARCKETT, MICHAEL J	Limits and Continuity		
	Derivatives		
	Application of Derivatives		
	Analytical Applications of Differentiation		
	Definite Integrals		
	Application of Integrals		
	Semester		

Body of evidence

GENERATING EVIDENCE AND COMPLETING ASSIGNMENTS:

The assignments that teachers give are very important because they allow students to demonstrate the skills they are developing. Assignments are the way that students generate evidence of their learning. In the grade book, teachers have two sections to report student progress for each Topic. The top part is where the Topic Score is entered. In the second part, “Body of Evidence”, teachers will report on each learning target. Most teachers list the assignments below the learning targets.

1 One-Variable Statistics Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Target 1A: Represent & Describe data distribution	09/22/2023	08/23/2023				
Target 1B: Analyze a distribution of data	09/22/2023	08/23/2023				
Cool Down Lesson 3	08/28/2023	08/28/2023		✓		
Check Your Readiness Unit 1 Algebra 1 1 Var Stats	08/24/2023	08/23/2023		✓		

Especially early in the semester, when students haven’t generated enough evidence to show they meet specific learning targets, often the only thing reported is if assignments are turned in. Soon target scores (ET, AT, PT, NM, M) will be added and finally the topic score (4.0, 3.5, 3.0, 2.5, etc.) will be determined.

One assignment, multiple targets.

Some teachers add details to assignments to describe how well students did on specific assignments. In this example, the topic is “Key Concepts”. KC 1 – 5 are the learning targets. Below the targets, the assignments are listed. The teacher added comments to describe how the student did on the assignment and noted in the comments that both assignments are tied to learning target KC1.

1 Key Concepts Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
* KC1 Renaissance and Exploration	01/12/2024	08/23/2023			Renaissance quiz ET, monarchs AT	
* KC2 Age of Reformation	01/12/2024	08/23/2023				
* KC3 Constitutionalism and Absolutism	01/12/2024	08/23/2023				
* KC4 Scientific Philosophic and Political	01/12/2024	08/23/2023				
* KC5 Conflict Crisis and Reaction	01/12/2024	08/23/2023				
* Renaissance Quiz	01/12/2024	08/23/2023		✓	ET	
* Meet the Monarchs Presentation	01/12/2024	08/23/2023		✓	AT	
* Unit 1 Assessment	01/12/2024	08/23/2023				

Additionally, sometimes a single assignment might allow students to demonstrate skills in more than one topic.

For example, the Renaissance Quiz assignment is scored as “ET” for the Key Concepts topic

and an “AT” for the Comparison and Contextualization topic. Because these two topics are looking for different skills, the quiz’s score may be rated differently based on how well the student did in each skill the quiz was assessing.

1 Comparison and Contextualization Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
* MHC-A Comparison	01/12/2024	08/23/2023			Renaissances AT	
* MHC-B Contextualization	01/12/2024	08/23/2023			Renaissance quiz AT	
* Italian and Northern Renaissance Comparison	01/12/2024	08/23/2023		✓	AT	
* Historical Perspectives on Race and Slavery	01/12/2024	08/23/2023				
* Renaissance Quiz	01/12/2024	08/23/2023		✓	AT	

(You can also see in the comments column that the quiz was measuring the Contextualization learning target for this topic.)

1 Listening Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
na and introductions (video) with grid	09/06/2023	09/06/2023	PT			

1 Reading Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
cartes d'identite (key words and phrases)	09/06/2023	09/06/2023	PT		*Missing Incomplete	

1 Speaking Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Interpersonal Speaking (subtopic)	01/18/2024	09/06/2023				
Greetings/Salutations	09/06/2023	09/06/2023	AT			
Presentational Speaking (subtopic)	01/18/2024	09/06/2023				

1 Writing Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Interpersonal Writing (subtopic)	01/15/2024	08/28/2023				
Presentational Writing (subtopic)	01/15/2024	08/28/2023				
PW Montreal library card app	09/06/2023	09/06/2023	AT			
Dialogue Journal Writing (practice)	01/15/2024	08/28/2023				

The gradebook order of targets and assignments.

Some teachers place the **assignments** and **targets** in chronological order instead of separating the targets from the assignment. In this example, the student is working on all four **topics** at the same time: Listening, Reading, Speaking, and Writing.

In the Speaking Topic, you can see that the targets and assignments are listed based on when the teacher entered the data.

You can also see that the student has done assignments in all four **topics**. At this point in the semester, the student only has scores listed for **assignments**. Soon, the teacher will have enough evidence to enter scores for the **Learning Targets**.

In the Speaking Topic, the Topic Score, circled in orange, is still blank as are the target scores, circled in blue. But the assignment score circled in green has been entered.

This example is from an English class. Can you identify the learning targets? In the Acquisition & Application Topic there are 2 targets, A and B. There are also 2 assignments—the student got an ET on one assignment and an NM on another assignment.

In the Analysis and Detail Topic, there are 3 targets, A, B, and C and 3 assignments that are scored. In this case, it is not as clear in the gradebook to which target each assignment is related. However, the teacher explains that as part of the assignment in class.

No topic or target scores have been entered yet because it is still early in the semester. After several target scores are entered, the teacher will determine the topic score.

Multiple Opportunities and deadlines.

Because students work on both topics all semester long, the students will have additional opportunities to demonstrate their improved skills and revise their topic scores as the semester progresses. The ET and the NM scores will NOT be averaged into a PT. The teacher will examine the entire body of evidence and determine the level of skill the student demonstrates at the end of the semester when finalizing grades. There

1 Acquisition & Application Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Acquisition and Application A	08/23/2023	08/23/2023				
Word Within the Word Quiz 1	09/06/2023	09/06/2023	ET			
Acquisition and Application B	08/23/2023	08/23/2023				
Topic and Target Quiz	08/30/2023	08/30/2023	NM			

1 Analysis Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/17/2024	08/23/2023				
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Analysis A	08/23/2023	08/23/2023				
Analysis B	08/23/2023	08/23/2023				
Teacher Biography	08/28/2023	08/28/2023	AT			
Movie Theme Statement	09/06/2023	09/06/2023	AT			
Analysis C	08/23/2023	08/23/2023				
Teacher Biography	08/28/2023	08/28/2023	PT			

are deadlines for individual assignments. The teacher may recommend that a student demonstrate the skills on the next assignment rather than re-doing a particular assignment over and over.

This next example is from later in the semester in an English class. The Speaking and Listening Topic, shown here, is something that students work on all semester long. All the world language classes have semester-long topics.

1 Speaking & Listening Detail				
Category: TOPIC SCORE				
Name	Due Date	Assigned Date	Score	
Topic Score	01/18/2023	08/24/2022	3	
Category: BODY OF EVIDENCE				
Name	Due Date	Assigned Date	Score	
Speaking and Listening A	08/24/2022	08/24/2022		
Introduction to CA	08/25/2022	08/25/2022	AT	
Interest Survey	08/29/2022	08/29/2022	PT	
Marigolds	09/22/2022	09/22/2022	AT	
Short Story Group Presentation	10/10/2022	10/10/2022	PT	
Short Story Presentation Listening Log	10/24/2022	10/24/2022	AT	
About Me Presentation	01/19/2023	01/19/2023	ET	
Speaking and Listening B	08/24/2022	08/24/2022		
Short Story Group Presentation	10/10/2022	10/10/2022	PT	
The House on Mango Street Discussion ?s Pgs. 45-85	12/06/2022	12/06/2022	PT	
About Me Presentation	01/19/2023	01/19/2023	PT	

One characteristic of semester-long topics is that as the semester progresses, the topic gets increasingly complex. Learning to say, “Hello my name is...” in Japanese may be a satisfactory interpersonal greeting in the Speaking topic at the start of the semester, but by the end of the semester we expect students are able to have interpersonal conversations that go substantially beyond this.

The increasing complexity can sometimes result in AT scores early on when the work is simpler, and PT scores later when the topic is more complex.

This is why doing the earlier work is so important—getting practice when the work is simpler helps students build foundational skills they need later in the semester when the cognitive complexity of the task increases. Later assignments weave together the skills learned earlier in the semester. More complex assignments provide additional opportunities to demonstrate learning in the topic because students can show their skill in the previously assessed material as well as the current skill the student is working on. Missing an earlier assignment is really a missed opportunity for feedback and skill development students need later.

1 Kinematics Constant Acceleration Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/18/2023	08/24/2022	2.5			
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Target A: Constant Acceleration	10/14/2022	09/16/2022	AT			
Target B: Constant Acceleration	10/14/2022	09/16/2022	AT			
Target C: Constant Acceleration	10/14/2022	09/16/2022	PT			
Target D: Constant Acceleration	10/14/2022	09/16/2022	PT			
Quiz 1: Constant Acceleration A and C	10/05/2022	10/05/2022		✓		
Quiz 2: Constant Acceleration A, B, C	10/14/2022	10/14/2022		✓		
Quiz 3: Constant Acceleration D	10/26/2022	10/26/2022		✓		
Additional Opportunity CA Student Initiated	10/26/2022	10/26/2022		✓	additional evidence provided Target A: AT Target B: AT Target C: PT, Target D: PT, Target C: PT, Target D: PT	

In this next example, also from later in the semester, the teacher has set up the gradebook to separate targets from assignments.

At the top are the targets, A, B, C and D. Students have copies of the scale, so they have the exact language of each target. Below the targets are the assignments, Quizzes 1, 2, and 3.

Because the student has not yet achieved all the targets in the topic, the overall topic score is a 2.5. Even though the student is meeting expectations in targets A and B, they have not yet mastered target C

and D. This student has completed all 3 quizzes, which have provided several opportunities to demonstrate all four learning targets, and the student has initiated reassessments of all four targets and Targets C and D were reassessed twice. After each reassessment, the teacher changed the target score and, if necessary, the topic score.

It should be noted, that unlike the previous example from an English class, this class will not be focused on Kinematics and Constant Acceleration for the remainder of the semester. Primary instruction in this class has moved on to the next topic in the sequence even as this student is reassessing targets of this topic. There is a deadline for completing the reassessments and this topic will not be open for reassessments all semester.

Calculating the semester grade.

Here is an example from the end of a semester. Under the topic “Comparison and Contextualization”, we see that this student has demonstrated skills that Exceed the Target (ET) on both targets. The student didn’t need to do the last two assignments because they already demonstrated skills above the target.

In the next topic “Historical Source Interpretation” the student met both topics and earned a topic score of 3. But in “Key Concepts” this student was proficient (AT) in about half of the targets and earned a 2.5.

At the end of the semester this student had this set of topic scores:

Standards Summary		
Legend: ■ Final Grade ■ In-Progress Grade ■ Future In-Progress Grade ■ Grade Not Available Yet		
Grading Task	Semester 1	Semester 2
Chronological Reasoning	3.5 3.50%	
Comparison and Contextualization	4.0 4.00%	
Historical Source Interpretation	3.0 3.00%	
Key Concepts	2.5 2.50%	
Writing for AP	3.0 3.00%	

Grading Task Summary		
Legend: ■ Final Grade ■ In-Progress Grade ■ Future In-Progress Grade ■ Grade Not Available Yet		
Grading Task	Semester 1	Semester 2
Semester	A 3.20%	

The computer averaged these topic scores together and assigned the semester grade of A because the average was a 3.0 or higher (3.20 average in this case).

Our semester grades are accurate—they generally predict how a student will do on a standardized assessment such as an AP test; now we are working to make student progress during the semester more transparent, so students and families know where to focus their efforts.

GRADE POINT AVERAGE

As scores for the broad topics of study in a course are entered by the teacher, the computer averages them and assigns a semester grade for the class according to the conversion table to the right. In the example above, the student has scores for all 5 topics of study: 3.5, 4.0, 3.0, 2.5, 3.0 for an average of 3.20 across all the topics which is an “A” for the semester.

The Grade Point Average (GPA) is a way to express the student’s semester grades across many classes and all semesters. So, an A in one class is averaged with semester grades from other classes to create the student’s GPA.

1 Comparison and Contextualization Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/18/2023	08/24/2022	4			
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
* CC-A Comparison	01/13/2023	08/24/2022	ET		Colonies ET, Revolution AT, transition ET	
* CC-B Contextualization	01/13/2023	08/24/2022	ET		Bacon letter AT, 7 Years War AT, presentation AT, Revolution ET, Marshall ET, Union victory missing	
* Colonial Comparison Assignment	10/14/2022	09/14/2022		✓	ET	
* Peaceful Transition of Power	11/22/2022	11/01/2022		✓	ET	
* Women in the Revolution SAQ	10/21/2022	10/14/2022		✓	AT, ET	
* Bacon Letter	10/14/2022	09/19/2022		✓	AT	
* 7 Years War DBQ Practice	11/22/2022	10/13/2022		✓	AT	
* Marshall Court Analysis	11/22/2022	10/27/2022		✓	ET	
* Mexican-American War SAQ	01/08/2023	12/05/2022			*Missing	
* Union Victory Assignment	01/08/2023	12/15/2022			*Missing	

1 Historical Source Interpretation Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/18/2023	08/24/2022	3			
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
* HSI-A Analyzing a Source	01/13/2023	08/24/2022	AT		Presentation PT, Jackson AT, Nat Turner AT	
* HSI-B Analyzing Multiple Sources	01/13/2023	08/24/2022	AT		Presentation PT, Constitution AT, Jackson AT	
* Nat Turner Historical Marker	01/09/2023	12/01/2022		✓	AT	
* Interpretations of the Constitution	11/22/2022	10/19/2022		✓	AT	
* Jackson Primary Sources	11/22/2022	11/11/2022		✓	AT, AT	
* Mexican-American War SAQ	01/08/2023	12/05/2022			*Missing	

1 Key Concepts Detail						
Category: TOPIC SCORE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
Topic Score	01/18/2023	08/24/2022	2.5			
Category: BODY OF EVIDENCE						
Name	Due Date	Assigned Date	Score	Turned In	Comments	
* KC1 European Contact 1491-1607	01/13/2023	08/24/2022	AT		Periods 1-2 exam PT, top 40 quiz AT	
* KC2 Age of Colonies & Conquest 1607-1764	01/13/2023	08/24/2022	PT		Terms quiz AT, periods 1-2 exam PT	
* KC3 Creating a New Nation 1754-1800	01/13/2023	08/24/2022	AT		Presentation AT, terms quiz ET, period 3 exam PT	
* KC4 Antebellum America 1800-1848	01/13/2023	08/24/2022	AT		Terms quiz ET, period 4 exam PT	
* KC5 Civil War & Reconstruction 1844-1877	01/13/2023	08/24/2022	PT		Nat Turner ET, terms quiz PT, period 5 exam PT	

Grade	Normal Conversion Range Average of Topic Scores
A(H)	3.50 – 4.00
A	3.00 – 3.49
B	2.50 – 2.99
C	2.00 – 2.49
D	1.50 – 1.99
F	0.00 – 1.49

How do semester grades convert into a Grade Point Average?

In many high school classes, each letter grade is assigned points—more points for higher grades. Any A or A(H) grade is worth 4 points, B = 3 points, C = 2, D = 1, F=0. So, if a student earns an A for English, a B in Math, an A(H) in Science, and a B in Social Science, their GPA for the semester is 3.5.

Course	Grade	Points
English	A	4
Math	B	3
Science	A(H)	4
Soc. Sci	B	3
	Total points	14
	Total Semester grades	4

The high school GPA is cumulative each year. So, in the first year of high school, if a student takes 7 classes in the first semester and 7 in the second semester, they have earned 14 grades. So, the grades are converted to points (A(H) or A = 4, B = 3, C = 2, D = 1, F = 0) and divided by 14 total classes to find the GPA.

$$\text{GPA} = 14 \text{ points} / 4 \text{ grades} = 3.5$$

The next year the student takes another 14 classes for a grand total of 28 classes. Now the total for all the points earned—last year and this year—are divided by 28 classes to get the GPA. Every time the student takes additional classes, the sum of all points earned is divided by a larger number of classes. The more classes a student has under their belt, the more stable the GPA because each individual grade has a smaller influence on the average.

For example, an A and a C average to 3.0 $((4 + 2)/2 \text{ classes} = 3.0)$.

But the average for A, C, A, A = 3.5 $((4 + 2 + 4 + 4)/4 = 3.5)$.

The C has a smaller impact on the GPA in the second example because there are more classes that are being averaged.

But what about weighted classes?

Any class that earns College Credit and/or is an AP class is weighted in the GPA. You can tell if a class is weighted because the course name starts with an asterisk (*). For example, *AP Physics 1 is weighted.

Weighted grades earn more points than unweighted grades. Now, an A = 5 points, B = 4, C = 3, D = 2, F = 0. The GPA is calculated the same way as before, except passing grades in weighted classes earn an extra point. In the example above, if the last A was weighted, the GPA is higher. A, C, A, *A = $(4 + 2 + 4 + 5)/4 = 3.75$.

Do middle school grades count in students' GPA?

Middle school grades do not count in the student's GPA UNLESS the student is taking a high school level class. All the courses in our 8th grade Academy earn high school credit except for Academy Math 8, which is an accelerated version of the middle school course.

Students earn 0.5 high school credit for EACH of the high school academic courses taken at Academy during the semester. These credits will be on the student's high school transcript. Parents have two choices as to how the passing grades will appear on the high school transcript: the **regular letter grade** (calculated in high school GPA) OR **pass/no pass** (NOT calculated in high school GPA)

Parents must register the decision with the school within a month after the end of the semester. At Academy, we send out a survey link to collect parent's decisions. If parents don't make a decision, we will include A's and B's in students' GPAs and not C's, D's and F's by default.