



TITLE: MARKING PRACTICES AND PROCEDURES
IN SECONDARY SCHOOLS

NUMBER: BUL-1353

ISSUER: Ronni Ephraim, Chief Instructional Officer
Office of Instruction

DATE: October 25, 2004

POLICY: In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards.

MAJOR CHANGES: This Bulletin replaces Bulletin No. M-23 (Rev.) of the same subject, issued by the Office of the Associate Superintendent, Instruction, dated August 23, 1999, and reflects changes in policy in accordance with the Education Code and with the developing technology in the District.

GUIDELINES: The following guidelines apply:

I. BACKGROUND

In 1998, the Los Angeles Unified School District adopted the California content standards for grades kindergarten through twelve. The standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the *Content Standards for California Public Schools*, define what students should know and be able to do throughout the school year and serve as the basis for assessments. Adoption of the standards signals a change in the perception concerning the ability of students who can learn at high levels.

Educators use grades to:

- Give students and their families feedback about the student's progress and mastery of the content standards,
- Provide guidance to students about future course work,
- Provide guidance to teachers for instructional planning, reteaching, and intervention,
- Provide information useful to plan for student matriculation, retention, and future course work, and

ROUTING
Local District
Superintendent
Local District Administrator
of Instruction
Principal
Assistant Principal, SCS
Counselors
Teachers



- Plan for professional development.

As the District moves from the Secondary Student Information System (SSIS) to the Integrated Student Information system (ISIS), some of the procedures will change to accommodate the new software. School personnel will receive the new procedures during training for the implementation of ISIS.

II. MARKING PRACTICES

- A. The Board of Education has the authority to adopt rules and regulations governing a marking system. The principal has the responsibility for implementing Board policy.
- B. Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.
- C. Standards-based instruction and the concept of mastery of standards leads to a marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are few available high grades in each course to a system in which all students are expected to master the content standards.
- D. Marks reflect a student's individual achievement toward mastering the standards. At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks (Attachment A) in the appropriate language.
- E. The classroom teacher shall determine the mark given to each student in the class based upon the Criteria for Marks (Attachment A); and in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence, that mark shall be final. (California Education Code Section 49066)
- F. The determination as to whether mistake, fraud, bad faith, or incompetence exists in relation to a course mark is to be made by the school principal or designated administrator.



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- G. Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
- H. For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class-hours of instruction is to be recorded in the Roll Book. (California Education Code Section 48205)
- I. Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining “reasonable time” might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark.
- J. Meaningful homework is an extension of the class work and is aligned to the standards for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.
- K. Marking practices that place a major emphasis only upon specific assessments may minimize the value of daily classroom instruction and experiences, at least insofar as that instruction is reflected in an academic mark.
- L. A disproportionate number of Fails or D’s for any reporting period or for a single assignment immediately signals the need for revising the instructional program to include in-class and out-of-class interventions. Interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students.
- M. A systematic process will be established that will be used by all schools in the District to identify students experiencing difficulty mastering the standards. Parents and students will be informed of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods.



- N. Teachers are encouraged to send parents positive notes such as the District form, “Complimentary Report to Parents”, regarding exceptional student performance and student improvement in addition to the regularly scheduled required mark reports.
- O. Students in Gifted/Talented Programs generally far exceed mastery of content standards or exhibit advanced mastery of content standards by performing two or more years above grade level. The academic mark must fairly reflect mastery of content standards. Students not demonstrating exemplary or advanced level of mastery of content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.
- P. English Learners are expected to demonstrate mastery of the California content standards. The academic mark must fairly reflect mastery of content standards. Students falling below proficient progress toward the targeted content standards should receive additional teacher assistance. Intervention measures should be planned with the student and/or parents or guardians as necessary.

III. EXPLANATION OF MARKING TERMS

Three separate marks – subject, cooperation, and work habits – are issued for all secondary school courses. See Attachment A for a complete interpretation of Academic Marks, Work Habits Marks and Cooperation Marks.

IV. CRITERIA FOR MARKS

- A. Teachers are to be thoroughly familiar with the standards addressed in courses and with Criteria for Marks (Attachment A).
- B. Students and parents are to receive the course description, the content standards, and the Criteria for Marks (Attachment A) in the appropriate language.
- C. The final mark is an overall rating of the student’s work and performance that demonstrates mastery of the California content standards for the entire duration of an authorized course.



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- D. The marks of “Pass/Fail” and “Credit/No Credit” are not to be used.
- E. A mark with a plus or minus sign is not to be used. Two marks with a slash are not to be used (for example: C/D or E/S).
- F. The terms “Incomplete” (**Inc** if written or **I** in SSIS) and “No Mark” (**NM** if written or **N** in SSIS) may be used only under the following conditions:
 - 1. Incomplete (**Inc** or **I**) is given only when a student has been absent during the latter part of the semester for which a report card is issued. Incomplete is given only if the student was passing when present. When it is necessary to report that work is incomplete, the nature of the work to remove the Incomplete must be fully stated in a “Letter to Parents Regarding Incomplete Work” (Form 34-H-20). Incomplete work must be made up by a specific date prior to the next marking period, either the midterm or final marking period, whichever occurs first.
 - 2. No Mark (**NM** or **N**) may be used only if a student has been enrolled (E) in a class without having work from the student’s previous class that can be included in calculating the mark. The student is expected to make up a reasonable amount of the work missed. If the teacher determines that it is not possible for the student to complete a sufficient amount of course work to master the content standards and earn credit for the course, a No Mark (**NM** or **N**) may be entered and no credits issued. Marks are to be given in Work Habits and Cooperation. The entire course must then be repeated and satisfactorily completed before credits and a mark can be issued.
- G. Partial credit may not be granted. A reduction of course credits for any reason, including unexcused absences, tardies, or late enrollment is not permitted. (California Education Code Section 49067) However, District procedures for enrolling and granting credit for students living in out-of-home care will follow Assembly Bill 490 as outlined in Bulletin BUL-787, “Guidelines for School Enrollment of Students in Out-of-Home Care.”
- H. A concurrent student enrolled in an Adult Education course who has not completed a course by the end of a marking period will not receive a mark. When all work for the course is completed and the standards are met, a mark and credits will be issued. Once the course is completed, the



District course number, course title, the subject mark, and the school name are entered into the TR01 electronic transcript. All work must be completed within a one-year period of time or a new contract must be initiated.

V. RECORDING MARKS

- A. All marks on the summary page of the Roll Book are to be entered in blue or black ink. A computerized mark summary sheet may be substituted. Schools using ISIS may substitute the Teacher Verification Report. Marks for individualized assignments may be recorded in other colors of ink.
- B. When a student enrolls in the school after the start of the semester, the academic mark earned in a corresponding course at the previous school should be recorded in the Roll Book (paper or electronic) and given proportionate consideration by the teacher in determining the final mark. This procedure also applies when a student transfers from one class to another within the school once the semester has begun.
- C. When a student officially withdraws from school, a dated report card or a clearance card must be circulated showing marks earned to date of leaving. "Marks to date of leaving" are not to be converted to final marks unless all specified course work, including the final examination or culminating project, is completed.
- D. Occasionally, a student has the opportunity to attend a special program that begins prior to the end of the semester. When a student must leave school for legitimate reasons such as this prior to the end of the semester, the teacher may finalize the academic mark upon the approval of the Principal, or designated administrator.
- E. Marks may be posted on cumulative records and on the electronic transcript only from official transcripts. Hand-carried documents are unofficial transcripts. If it is necessary to use an unofficial transcript, schools should contact the District Office of High School Programs or Middle School Programs for approval.



- F. Once a mark has been issued, other than an incomplete, it may not be changed by the teacher without just cause. The Principal, or administrative designee, must approve a change of mark. Proper documentation must be kept on file. (See Attachment B.)

VI. RECORDING ATTENDANCE

Please refer to Bulletin BUL-1292, "Attendance Procedures for Elementary and Secondary Schools" for information and procedures for recording attendance.

VII. RELATIONSHIP OF ATTENDANCE TO MARKING

The District holds that it is the rigorous experiences implemented by the teachers in which students are engaged in active reasoning about concepts that assists students in mastering the content standards. Students must attend school regularly to take advantage of these learning opportunities. Making up an assignment or educational experience does not offer the same value as participating in the experience with student peers. However, in the interest of helping students progress toward mastery of the standards and learn course content, teachers shall provide opportunities to complete missed class work and tests or other appropriate equivalent assignments that can reasonably be provided.

- A. Attendance, work habits, and cooperation may not be used as a part of any rigid formula for assigning subject marks, e.g., a set number of tardies or absences may not result in the automatic lowering of a mark or loss of class credit. (California Education Code Section 49607)

The District policy on the relationship of a student's attendance, which includes absences and tardies, is described in the Office of the Associate Superintendent, Bulletin No. M-10 (Rev.), December 17, 1984, "Marking Practices in Relation to Attendance, Grades 7-12."

- B. Students with excused absences, absences for justifiable personal reasons, and absences due to suspensions shall be afforded the opportunity to complete missed classroom work and tests or other appropriate equivalent assignments that can reasonably be provided by the teacher. The teacher shall determine what assignments are to be made up and in what period of time the student must complete such assignments. The tests and assignments shall be



reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

- C. Students who are truant or absent without verified justifiable personal reasons or students who have returned to school without a note need not be afforded the opportunity to complete class work and tests missed. Such opportunities may be, but are not required to be, provided by the teacher.

VIII. REQUIRED MARKING REPORTS

- A. Marking reports enable parents, students, and staff to identify subject areas where improvement is needed and where the student is in danger of not meeting the standards for those subjects. All schools must notify parents and students of concerns regarding student progress as early as possible but no later than the intervals corresponding to progress reporting periods. Parents, students, and staff will work cooperatively to ensure that the student has every opportunity to achieve the grade-level standards for promotion as identified in the *Secondary Guidelines for Instruction*. All schools must issue the second, third, and fourth marking reports listed below. Principals and staff will decide together on the option of issuing the first marking report. The three required marking reports apply to all secondary schools whether report cards are printed by computer or filled in by hand.

1. First Marking Report (Optional) – This progress report is issued at the end of the first five weeks of the semester in schools on traditional calendars and the equivalent for schools on year-round schedules. Progress Reports are interim reports that are intended to indicate deficiencies. Thus, only marks of D or Fail in academic progress are indicated, or Us in Work Habits and Cooperation. Satisfactory progress is indicated by a straight line (-). Cumulative attendance is reported.
2. Second Marking Report (Required) – This mid-term report card is issued at mid-semester in schools on traditional calendars and the equivalent for schools on year-round schedules. All cumulative subject marks, marks for cooperation and work habits, and cumulative absences, and tardies must be recorded.
3. Third Marking Report (Required) – This progress report is issued in the fifteenth week for schools on traditional calendars and the



equivalent for schools on year-round schedules. For homeroom or record room, cumulative absences and tardies must be recorded. Teachers have the option of reporting straight lines (-) for students receiving a “C” or better in the subject mark and an “S” or better in work habits and cooperation. All cumulative absences and tardies must be reported.

4. Fourth Marking Report (Required) – This is the final report card for the semester. All cumulative subject marks, marks for cooperation and work habits, and cumulative absences, and tardies must be recorded.
- B. In senior high schools and middle schools, computer-generated report cards are required for the second marking report (mid-term report) and for the fourth marking report (final semester report). Senior high schools and middle schools have the option of issuing a computer-generated report or handwritten report card for the first and third marking reports.
- C. Reference Guide REF-1059, Instructional Support Services, “Dates for Required Reports of Marks in Secondary Schools,” provides schools with specific dates for issuing marking reports. This reference Guide is issued annually.
1. The following is a recommended timeline for reporting marks at secondary schools in accordance with the marking schedules indicated in Reference Guide REF-1059.
 - a. Prior to day one, teachers verify the accuracy of their class rosters.
 - b. On day one, teachers complete mark roster forms and submit them to the office.
 - c. On day two, the office staff inputs marks into the computer.
 - d. In the morning on day three, the staff provides teachers with mark verification rosters.
 - e. In the afternoon on day three, teachers verify marks and return the forms to the office.
 - f. In the morning on day four, the staff inputs corrected marks into the computer.
 - g. In the afternoon on day four, the staff prints the report cards.
 - h. On day five, staff sorts and prepares report cards for distribution.
 - i. Staff mails or otherwise distributes report cards on this day or



on day six. When this day falls just prior to a vacation/holiday, please make a special effort to take report cards to the Mail Unit or your Local District for mail pick up.

- j. On day six, staff prints eligibility roster and makes it available to those supervising extracurricular or cocurricular activities.

2. Teachers are to report marks on the first day of the schedule indicated in Reference Guide REF-1059. Teachers are not required to submit marks until the scheduled date.

IX. REQUIREMENTS FOR NOTIFICATION OF POSSIBLE FAILURE

- A. California Education Code, Section 49067, requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.
- B. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
 1. Marking a "Fail" in the subject area on the fifth or fifteenth week in traditional calendar schools, or the equivalent for year-round school, is considered sufficient notification for issuing a "Fail" on the midterm or final report. A mark of "D" on the fifth or fifteenth week marking report is not adequate warning of failure to the parent or guardian. However, a "D" on the report, with the written comment "In danger of failing" can be considered adequate notification to the parent or guardian.
 2. A "Special Report to parents—Unsatisfactory" issued prior to the marking period as identified above is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.
- C. Work habits and cooperation marks are closely tied to the achievement mark; therefore, teachers should notify the parent of a decline in these



marks or the possibility of an unsatisfactory mark. The same procedures described above for notification of possible failure should be followed for a decline in work habits and/or cooperation marks.

- D. Without assistance from the parent or guardian, it is often impossible to prevent failure. In addition to the above requirements of notification of possible failure, the teacher is encouraged to hold a conference with the parent or guardian as soon as possible as it becomes apparent that the student would benefit from additional help at home or intervention at the school site.

X. CONDITIONS OF PARTICIPATION IN EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

In order to participate in extracurricular activities, students must meet the District eligibility requirements as outlined in Bulletin No. BUL-767, January 21, 2004, "Participation in Extracurricular and Cocurricular Activities."

- A. Students may use summer school or intersession courses to become eligible for extra/cocurricular activities. Marks received in summer school shall not be the basis for any loss of eligibility. If the exact class is repeated in summer school or intersession, the higher mark may be substituted for the lower mark in computing the "grade-point average" (GPA) for the purpose of determining eligibility for participation in extra/cocurricular activities.
 - 1. In the subject areas of mathematics, science, and foreign language only, marks in higher-level classes taken in summer school or intersession may be substituted for marks in lower level classes in the same academic area. For example, a "C" in Geometry A can be substituted for a "Fail" in Algebra 1A.
 - 2. For the purpose of substitution, different languages are considered to be different academic areas and likewise, biological sciences and physical sciences are considered to be different academic areas. Thus, a mark in French cannot be replaced by a mark in Spanish. A mark in Biology can be replaced by a mark in Marine Biology, but not by marks in Chemistry or Physics, for example.
 - 3. If a student takes a class in intersession or summer session that



does not meet the requirements for substitution as listed above, the class may be added to the number of courses taken during the previous grading period, with the total divided into the number of “grade points” earned (including the summer session or intersession points), to determine the GPA.

- B. A student enrolling from a school inside or outside the District is eligible only after the student’s grade-point average can be established.
 - C. Students may be placed on notice but without loss of eligibility on the basis of failing marks or below average performance at the fifth and fifteenth week reporting periods, or the equivalent for schools on year-round schedules. It is recommended that students be encouraged by staff and parents to take advantage of available counseling, tutoring, intervention programs, and/or other assistance in improving achievement and effort.
 - D. Student eligibility for performance in extra/cocurricular activities is determined on the mid-semester report card and semester marks. In year-round schools, student eligibility may be on a more variable schedule because of the difference in marking periods.
 - E. When feasible, and with the principal’s approval, a student in a five- credit course who is doing failing work after being enrolled 20 days may be given a change of program to another class in the same department. If this is not feasible, the student may receive a change of program to an academic elective. The receiving teacher must take into consideration the mark earned in the class from which the student transferred when computing the midterm and final mark. A student who drops a course with a failing mark after being enrolled 20 days is not to be transferred into another class and will be considered as receiving a failing mark at both the midterm and final reporting periods.
- XI. PARTICIPANTS IN GIFTED/TALENTED AND SPECIAL EDUCATION PROGRAM
- A. Evaluating progress of secondary students in Gifted/Talented Programs



In general, an “A” or “B” mark is considered to be the usual mark for students identified gifted who are highly able learners. These students generally perform two years or more above grade level and receive such marks when they are performing beyond their age-grade peers and beyond the District standards for a designated grade. Please note that students are identified gifted in various categories; therefore, individual performance assessments are necessary.

Students not maintaining an “A” or “B” should receive teacher assistance, i.e., practice in understanding the rubrics for assignments and assessment and instruction in content area and skill gaps.

Intervention measures should be planned with the student and/or parents as necessary. Special counseling for the student and notification of parent and/or guardian is recommended.

The final grade:

1. Must fairly reflect the composite strength of the student using the work of an average student or grade level standard as a benchmark. Punitive grading practices should be avoided.
2. Must contain fair mark value for enhanced, modified learning beyond the regular program.
3. Must yield a satisfactory ranking of the gifted student among his age-grade peers who do not participate in more advanced, fast paced, modified curriculum.

B. Evaluating Progress of Secondary Students with Disabilities

1. Report Card Procedures

General and special education teachers work collaboratively to determine grades for students with disabilities. Teachers must consider the individual needs of each student with disabilities as described in the student’s Individualized Education Program (IEP) when evaluating student performance. All teachers of students with disabilities, including teachers in general education, shall implement the accommodations or modifications for instruction, assessment



and/or evaluation written in the IEP. Before grading a student with disabilities, teachers should consider whether the accommodations and/or modifications in the IEP have been provided throughout the period of instruction in the subject area/course.

Most students with disabilities will be held to the same content standards as their nondisabled peers. The IEP team will make this determination based upon assessments of the student's skills and abilities.

2. Special Education Report of Progress Toward IEP Goals

The Individuals with Disabilities Education Act (IDEA) requires parents of students with disabilities to be regularly informed as to the progress toward IEP goal mastery at least as often as the parents of nondisabled peers. Teachers of students with disabilities meet this requirement by completing the Report of Progress found on the goal pages of the IEP. Schools are required to report progress at least three times during the school year (the fourth time will be at the IEP meeting). Schools may select a common time for reporting progress towards goals or align it with the report card schedule. Parents must be notified of the dates for reporting of progress toward goals (this can be done through monthly school calendars or in the beginning of the year newsletter). The No Child Left Behind Act requires that all accountability measures be aligned. As you select your reporting dates you will want to consider how they align with accountability benchmarks.

AUTHORITY: This is a policy of Los Angeles Unified School District Board of Education.

RELATED The following documents may be used as references:
RESOURCES: Bulletin BUL-767, "Participation in Extracurricular and Cocurricular Activities", dated January 21, 2004.
Bulletin M-10 (Rev.), "Marking Practices in Relation to Attendance, Grades 7-12.", dated December 17, 1984.
Bulletin BUL-787, "Guidelines for School Enrollment of Students in



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Out-of-Home Care”, dated July 1, 2004.
Reference Guide REF-1059, “Dates for Required Reports of Marks in
Secondary Schools”, dated June 7, 2004. (Will be revised each year.)
Cumulative Record Handbook for Secondary Schools, dated August 2004.

ASSISTANCE: For assistance or further information please contact Bud Jacobs,
Director High School Programs, at 213-241-6895 or Jeanie
Leighton, Director, Middle School Programs, t (213) 241-6040.



CRITERIA FOR MARKS

Academic Mark	A	B	C	D	FAIL
Quality of Work	Demonstrates an exemplary level of understanding of content standards and tasks.	Demonstrates a thorough understanding of the content standards and tasks.	Demonstrates an understanding of the content standards and tasks.	Demonstrates a limited understanding of the content standards and tasks.	Demonstrates an inability to understand the content standards and tasks.
Interpretation and Application	Demonstrates exceptional and fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates fluent skills in analyzing, synthesizing, and drawing inferences from observations and other data or information.	Demonstrates satisfactory skills in analyzing, synthesizing, and drawing inferences from observations and data or information.	Demonstrates a limited ability to analyze, synthesize, and draw inferences from observations and other data or information.	Demonstrates an incomplete and/or inaccurate analysis of data or information that has been collected.
Thinking and Reasoning Skills	Demonstrates an insightful and thorough use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates an insightful use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates use of prior knowledge and skills to create innovative ideas, products or performances in a variety of contexts.	Demonstrates limited use of prior knowledge and skills to create innovative ideas, products or performances.	Demonstrates incomplete use of prior knowledge/skills to create innovative ideas, products or performances.
Quantity of Work	Produces extra work in addition to assigned work, of both teacher-generated and self-initiated toward achieving standards for the course.	Produces extra work in addition to all assigned work, usually teacher-generated and self-initiated toward achieving standards for the course.	Produces the assigned work in achieving standards for the course.	Demonstrates a need to improve in the amount of work completed and effort expended toward achieving standards for the course.	Demonstrates no improvement of the work completed and in the effort expended toward achieving standards for the course.

WORK HABITS	E	S	U
Effort	Demonstrates exceptional determination in accomplishing tasks and mastering standards.	Demonstrates determination in accomplishing tasks and mastering standards.	Demonstrates little determination in accomplishing tasks and mastering standards.
Responsibility	Accepts complete responsibility for personal actions and demonstrates honesty, fairness, and integrity.	Accepts responsibility for personal actions and frequently demonstrates honesty, fairness, and integrity.	Accepts little responsibility for personal actions.
Attendance	Maintains excellent attendance record by consistently avoiding unnecessary absences or tardies.	Maintains a satisfactory attendance record by avoiding unnecessary absences or tardies.	Makes little effort to maintain a satisfactory attendance record; is frequently absent or tardy without excuses.
Evaluation	Makes explicit effort to examine work using both teacher-generated and self-generated criteria.	Makes effort to examine work using teacher-generated criteria.	Makes use only of teacher-generated criteria to examine work on an inconsistent basis.

COOPERATION	E	S	U
Courtesy	Maintains courteous relations with the teacher and other students and consistently works without disturbing others.	Demonstrates courteous relations with the teacher and other students and generally works without disturbing others.	Demonstrates discourteous behavior towards the teacher and other students and consistently lacks consideration for others.
Conduct	Obeys rules, respects public and personal property and actively promotes the general welfare.	Obeys rules, respects public and personal property and supports the general welfare.	Shows disregard for rules; has little respect for public and personal property and often opposes the general welfare.
Improvement	Assumes responsibility for personal improvement and rarely needs correction.	Tries to improve and usually accepts corrections in an objective manner.	Makes little attempt to improve and shows indifference or resistance to corrections.
Class Relations	Demonstrates leadership ability to work with others in a variety of situations to set and achieve goals.	Demonstrates ability to work with others in a variety of situations to set and achieve goals.	Demonstrates little ability to work with others in a variety of situations to set and achieve goals.



CHANGE OF FINAL MARK FORM

Date: _____

I request that the mark of: _____
(Print) Student's Last Name, First Grade Birthdate

be changed in: _____
Course Title Period Semester Year

From:	Academic mark	Work Habits	Cooperation
To:	Academic mark	Work Habits	Cooperation

Reason for change _____

Teacher's Signature

The teacher must submit this request to the APSCS in the counseling office personally.

Approved: _____
Assistant Principal, SCS Date

The teacher must also change the mark in the **roll book**. Mark changed and initialed in roll book:

Teacher's Signature Date Verified by: Counseling office staff

Route To: Computer (MR04 & TR01): _____
Computer Operator Date

Counselor: _____ Date: _____

Individual(s) Responsible for Eligibility: _____

Cumulative Record Changed : _____
Credit Clerk Date

FILE THIS FORM WITH STUDENT'S CUMULATIVE RECORD WHEN COMPLETED.