

# A Comparison of Grading Policies at the High School Level During COVID-19

## Methodology

### EAB Researchers Reviewed Publicly Available Information on Grading Policies at the High School Level

EAB researchers identified publicly available information on grading policies from districts in the Washington Area Board of Education (WABE) and from the 10 largest school districts in the U.S. (by enrollment, according to the [U.S. Census Bureau](#)). Specifically, this report focuses on how administrators plan to assign Quarter 3, Quarter 4, and final grades for credit-bearing courses at the high school level.

- WABE districts comprise **Alexandria City Public Schools** (VA), **Arlington Public Schools** (VA), **Fairfax County Public Schools** (VA), **Falls Church City Public Schools** (VA), **Loudoun County Public Schools** (VA), **Manassas City Public Schools** (VA), **Manassas Park City Schools** (VA), **Montgomery County Public Schools** (MD), **Prince George's County Public Schools** (MD), and **Prince William County Public Schools** (VA).
- The 10 largest school districts in the U.S. (in order) comprise **New York City Department of Education (DOE)** (NY), **Los Angeles Unified School District** (CA), **Chicago Public Schools** (IL), **Miami-Dade County Public Schools** (FL), **Clark County School District** (NV), **Broward County Public Schools** (FL), **Houston Independent School District (ISD)** (TX), **Hillsborough County Public Schools** (FL), **Orange County Public Schools** (FL), and the **School District of Palm Beach County** (FL).

### Six Profiled Districts Have Not Yet Communicated a District-wide Grading Policy for High School Students

At six profiled districts, administrators had not published—as of May 12, 2020—a district-wide grading policy for high school students during distance learning. Administrators at two of these profiled districts give individual schools the discretion to determine their own grading policy. As such, EAB researchers did not include these six profiled districts in discussions of Quarter 3, Quarter 4, and final grades in this report.

- At **Broward County Public Schools**, district administrators allow teachers in grade-level and course-specific teams to determine whether they should adjust the district's existing grading criteria.
- At **Houston ISD**, administrators state that "individual schools have discretion for class assignments and grading." That said, administrators state that schools "have been asked to be flexible and understanding of the burdens and limitations that COVID-19 has placed on students and families."

- At **Los Angeles Unified School District**, administrators state that no student will receive failing grades but do not specify whether this applies to Quarter 3, Quarter 4, and/or final grades. While administrators communicate that no student's grades will drop below what they had in March before schools closed, administrators do not appear to mandate a district-wide grading policy.
- At **Manassas Park City Public Schools**, administrators did not provide a district-wide grading policy as of May 12, 2020.
- At **Miami-Dade County Public Schools**, administrators did not provide a district-wide grading policy as of May 12, 2020 but note that "teachers will allow students to make up any missed work throughout the grading period." Administrators do not provide a specific date by which students may submit missed work.
- At **Orange County Public Schools**, administrators state that "school grades may not be issued." Administrators do not provide further detail on whether this applies to Quarter 3, Quarter 4, and/or final grades.

## Quarter 3 Grades

### Use Traditional Grading System to Calculate Quarter 3 Grades Based on Assignments Completed Before School Closure

Administrators should calculate Quarter 3 grades as normal (i.e., using the district's existing grading system) based on work assigned up through the last day of in-person instruction. Given that not all students have equal access to distance learning, administrators should not factor in work assigned *after* school closure into Quarter 3 grades.

Of the ten profiled districts that have communicated a district-wide approach for calculating Quarter 3 grades—**Alexandria City Public Schools, Clark County School District, Fairfax County Public Schools, Falls Church City Public Schools, Loudoun County Public Schools, Manassas City Public Schools, Montgomery County Public Schools, New York City DOE, Prince George's County Public Schools**, and **Prince William County Public Schools**—no district indicates that they will change their existing grading system (e.g., traditional A-F system) to calculate Quarter 3 grades. Of these ten profiled districts, administrators at **Fairfax County Public Schools, Falls Church City Public Schools, Loudoun County Public Schools**, and **Prince William County Public Schools** explicitly state that they will not incorporate work assigned after the last day of in-person instruction into Quarter 3 grades.

### Offer Students Additional Time to Submit and/or Rettempt Quarter 3 Assignments

Administrators should grant a blanket extension for all students to submit missed assignments and/or reattempt assignments from Quarter 3 to increase opportunities for students to raise their Quarter 3 grades. Administrators at all ten profiled districts mentioned above—with the exception of **Montgomery County Public Schools**—have granted such extensions.

- At **Alexandria City Public Schools** and **Loudoun County Public Schools**, administrators allowed students to submit missed assignments, redo

assignments, and/or retake assessments from Quarter 3 through April 24, 2020. Administrators at **Loudoun County Public Schools** add that teachers worked with individual students to offer “reasonable alternatives” for those who may not possess the necessary materials to complete missing assignments.

- At **Fairfax County Public Schools** and **Manassas City Public Schools**, administrators allowed students to make up Quarter 3 assignments and assessments through May 1, 2020.
- At **Clark County School District**, students may submit missed assignments, reattempt assignments, and complete test corrections for Quarter 3 up until the end of the 2019-2020 school year.

When offering extensions, administrators at **New York City DOE** and **Prince George’s County Public Schools** consider that students may need access to at-school resources (e.g., devices, teacher support) to satisfactorily complete outstanding assignments. At **New York City DOE**, administrators thus allow students to complete outstanding classwork (e.g., remote term papers, presentations, exams) until January 2021. Similarly, at **Prince George’s County Public Schools**, administrators will extend the grade-change window for both Quarter 3 and Quarter 4 to January 1, 2021.

## Quarter 4 Grades

### Establish a “Hold Harmless” Grading Policy for Quarter 4 Such as “Pass/No Pass”

Given that students have varying levels of access to distance learning for a range of reasons (e.g., access to devices, Internet, adult supervision), administrators should implement a “hold harmless” grading policy for Quarter 4. Under a “hold harmless” grading policy, students cannot receive grades lower than what they earned before school closure. Administrators at all eight profiled districts that communicate information on Quarter 4 grading policies—**Alexandria City Public Schools, Clark County School District, Fairfax County Public Schools, Falls Church City Public Schools, Loudoun County Public Schools, Manassas City Public Schools, Montgomery County Public Schools**, and **Prince George’s County Public Schools**—have established “hold harmless” policies.

Of these eight profiled districts, four will implement a blanket “Pass/No Pass” policy for students. A “Pass/No Pass” system, in which a student receives course credit only if they earn a “Pass,” does not impact the student’s overall GPA.

## Advantages of “Pass/No Pass” Grading System

### Mitigate Student Stress During Challenging Pandemic Circumstances



- When administrators apply a “Pass/No Pass” grading system, administrators encourage students to focus on learning outcomes instead of a letter grade, which may help ease pressure amidst the stress of the COVID-19 pandemic.
- Recent articles (e.g., April 3, 2020 [article](#) by U.S. News, April 7, 2020 [article](#) by PBS) discuss how many institutions of higher education allow their students to take “Pass/Fail” classes to help mitigate stress during the pandemic. Administrators at Grinnell College (IA) state that this grading approach “benefits students in this moment by providing more agency and flexibility to students within an ever-shifting set of circumstances that few people saw coming” (U.S. News article).



### Minimize Impact of School Closure on Students’ Academic Trajectories

- Some education experts claim that using a “Pass/No Pass” system could help minimize the impact of school closure on students’ academic trajectories (e.g., admission to institutions of higher education), as discussed in this April 21, 2020 [article](#) by Ed Source.
- The article reports that the California State University and University of California systems—as well as many Ivy League schools—will accept “Pass/No Pass” high school grades during the pandemic.

The graphic below outlines Quarter 4 grading policies at **Alexandria City Public Schools, Clark County School District, Fairfax County Public Schools, Falls Church City Public Schools, Loudoun County Public Schools, Manassas City Public Schools, Montgomery County Public Schools, and Prince George’s County Public Schools.**

### Quarter 4 Grading Policies at Profiled Districts

1

#### Assign “Pass/No Pass” Grades

- **Alexandria City Public Schools:** A student receives a “Pass” if they complete at least 60 percent of assigned work. A student receives a “No Grade” if they complete less than 60 percent of assigned work.
- **Falls Church City Public Schools:** A student receives a “Pass” or “Fail” based on their “level of mastery of learning, work completion, active participation, and engagement in online learning.”
- **Montgomery County Public Schools:** A student receives a “Pass” or “Incomplete” based on their assignment completion, demonstration of learning, engagement with teachers, and “teacher’s professional judgment.”
- **Prince George’s County Public Schools:** A student receives a “Pass” or “Incomplete.” Administrators do not provide specific criteria for determining if a student earns a “Pass” or “Incomplete.”

2

#### Use Quarter 3 Grade as Quarter 4 Grade

- **Clark County School District:** A student receives the same grade for Quarter 4 that they earned for Quarter 3.

### 3

#### Do Not Assign Quarter 4 Grades

- **Fairfax County Public Schools:** Administrators will assign “No Mark” for all Quarter 4 grades. Students will still receive formative feedback from teachers such as comments on quality of work and guidance for improvement.
- **Loudoun County Public Schools:** Administrators will not provide Quarter 4 grades. Teachers will still provide formative feedback on student work to maintain continuity of learning, monitor progress, and cultivate a growth mindset for students.
- **Manassas City Public Schools:** Administrators will not provide Quarter 4 grades. Students will still receive formative feedback from teachers.

The below chart indicates specific criteria for how administrators at **Falls Church City Public Schools** and **Montgomery County Public Schools** plan to determine “Pass/No Pass” for Quarter 4. At **Montgomery County Public Schools**, a student must meet requirements in at least two of the four presented categories—assignment completion, demonstration of learning, engagement with teachers, and teachers’ professional judgment—to earn a “Pass” for Quarter 4.

#### Criteria for Determining “Pass/Fail” for Quarter 4 at Profiled Districts



##### Assignment Completion

- At **Montgomery County Public Schools**, a student must have completed at least 50 percent of assignments.
- At **Falls Church City Public Schools**, a student must have completed assignments on time. Administrators do not specify the percentage of assignments students must have completed on time.



##### Demonstration of Learning

- At **Montgomery County Public Schools**, a student must have demonstrated “understanding of concepts or application of skills” on completed assignments.
- At **Falls Church City Public Schools**, students must have demonstrated some understanding of course learning targets.



##### Engagement with Teachers

- At **Montgomery County Public Schools**, a student must have demonstrated consistent engagement, such as attending scheduled teacher check-ins, communicating with the teacher on a regular basis, or participating in other activities (e.g., contributing to discussion boards online).
- At **Falls Church City Public Schools**, a student must have responded to messages, emails, and posts in a “timely manner.” In addition, the student must have applied teacher feedback to make improvements on assignments.



##### Teachers’ Professional Judgment on Student’s Holistic Performance and Circumstances

- At **Montgomery County Public Schools**, teachers may use their professional judgment of a student—“based on the body of evidence and a holistic view of a student’s performance within the context of their circumstances caused by the pandemic”—to positively impact the student’s grade.

### 11 Profiled Districts Communicate a Final Grade Policy for Year-long and/or Semester-long Courses

At nine profiled districts, administrators have communicated a district-wide final grade policy for year-long courses. These districts comprise **Alexandria City Public Schools, Arlington Public Schools, Fairfax County Public Schools, Falls Church City Public Schools, Loudoun County Public Schools, Manassas City Public Schools, New York City DOE, Prince George's County Public Schools,** and the **School District of Palm Beach County**.

At six profiled districts, administrators have communicated a district-wide final grade policy for semester-long courses. These districts comprise **Arlington Public Schools, Chicago Public Schools, Fairfax County Public Schools, Manassas City Public Schools, Montgomery County Public Schools,** and the **School District of Palm Beach County**.

In this section of the report, EAB researchers first discuss grading policies for year-long courses, then discuss grading policies for semester-long courses.

### If Using "Pass/No Pass" for Quarter 4, Translate a "Pass" into an Increased Final Letter Grade

By rewarding students who earn a "Pass" for Quarter 4 with an increased final course letter grade, administrators reward student work and engagement during distance learning.

For example, at **Alexandria City Public Schools**, administrators enter a "Pass" for Quarter 4 as "100" on a 100-point grading scale when calculating the final course grade. Administrators then average the student's grade for each of the four quarters, weighted equally. At **Prince George's County Public Schools**, administrators calculate the final grade by first averaging Quarter 1, 2, and 3 grades at equal weights. If a student earns a "Pass" for Quarter 4, administrators then add three points, on a 100-point grading scale, to the student's final grade.

In contrast, at **Falls Church City Public Schools**, administrators do not factor Quarter 4 grades into final course grades. Instead, administrators assign students the same grade for Semester 2 that they earned for Quarter 3. Administrators then average Semester 1 and Semester 2 grades to calculate each student's final grade. By using this approach, administrators give more weight to student performance during an interrupted Quarter 3 than do administrators at **Alexandria City Public Schools** and **Prince George's County Public Schools**.

In the table on the next page, "quarter" and "semester" are represented as "Q" and "S," respectively.

## Three Approaches to Calculate Final Grades for Year-long Courses When Using “Pass/No Pass” Quarter 4 Grades

### Alexandria City Public Schools

#### Student Receives a “Pass” for Quarter 4

A student receives a “Pass” for Q4. When calculating the final grade, administrators enter “100” as the Q4 grade. Administrators average Q1, Q2, Q3, and Q4 grades at equal weights (i.e., 25 percent each).

##### Example:

- A student receives the following grades: 94 percent for Q1, 82 percent for Q2, and 79 percent for Q3. The student receives a “Pass” for Q4.
- Administrators calculate the final grade to be  $(94 + 82 + 79 + 100) / 4 = 88.75$ .

#### Student Does Not Receive a “Pass” for Quarter 4

A student receives a “No Grade” for Q4. Administrators do not factor a Q4 grade into the final grade. Administrators average Q1, Q2, and Q3 grades at equal weights (i.e., 33 percent each).

##### Example:

- A student receives the following grades: 94 percent for Q1, 82 percent for Q2, and 79 percent for Q3. The student receives a “No Grade” for Q4.
- Administrators calculate the final grade to be  $(94 + 82 + 79) / 3 = 85$ .

### Prince George’s County Public Schools

A student receives a “Pass” for Q4. Administrators thus add three points to their final grade on a 100-point grading scale. First, administrators calculate the initial final grade by averaging Q1, Q2, and Q3 grades at equal weights. Then, administrators add the three points.

##### Example:

- A student receives the following grades: 94 percent for Q1, 82 percent for Q2, and 79 percent for Q3. The student receives a “Pass” for Q4.
- Administrators calculate the final grade to be  $(94 + 82 + 79) / 3 = 85$ .
- Administrators add 3 points: **88**.

A student receives an “Incomplete” for Q4. The student receives the opportunity to make up work to earn a “Pass” when classes resume for the 2020-2021 school year. Through this make-up opportunity, students may then earn the three points added to their 2019-2020 final grade.

### Falls Church City Public Schools

A student receives a “Pass” for Q4. Administrators use the student’s Q3 grade as their S2 grade. Administrators average S1 and S2 grades at equal weights to calculate the final grade (i.e., 50 percent each).

##### Example:

- A student receives the following grades: 94 percent for Q1, 82 percent for Q2, and 79 percent for Q3. The student receives a “Pass” for Q4.
- Administrators calculate the S1 grade to be  $(94 + 82) / 2 = 88$ . Administrators set the S2 grade at **79**. Administrators calculate the final grade to be  $(88 + 79) / 2 = 83.5$ .

Administrators do not explicitly communicate how they would calculate the final grade if a student were to receive a “Fail” for Q4. Administrators may still use the same calculation as if a student earned a “Pass.”

## **If Not Using “Pass/No Pass” for Quarter 4, Calculate the Final Letter Grade Using Multiple Methods and Choose the Highest Resulting Grade**

At **Fairfax County Public Schools** and **Loudoun County Public Schools**, administrators use multiple, distinct methods to calculate a student’s final grade. Administrators ultimately select the calculation method that yields the most favorable grade for the student. Administrators at **Loudoun County Public Schools** plan to calculate each student’s final grade through three different processes: taking the average of Quarter 1, Quarter 2, and Quarter 3 grades; taking the average of Semester 1 and Quarter 3 grades; and providing two distinct grades: one letter grade for Semester 1 and one “Pass/Fail” grade for Semester 2. Administrators at **Fairfax County Public Schools** plan to choose the higher resulting final grade from two different calculations: taking the average of Quarter 1, Quarter 2, and Quarter 3 grades versus using the Semester 1 grade as the final grade. Note that calculating different versions of final grades would require additional work from administrators.

The graphic on the next page demonstrates policies for final grades at **Arlington Public Schools, Fairfax County Public Schools, Loudoun County Public Schools, Manassas City Public Schools, New York City DOE**, and the **School District of Palm Beach County**.



## Approaches to Calculate Final Grades for Year-long Courses at Profiled Districts that Do Not Assign “Pass/No Pass” Quarter 4 Grades

### Average of Q1, Q2, and Q3 Grades

Administrators use the following calculation:  $(Q1 + Q2 + Q3) / 3$

*Example:*

A student receives the following grades: 94 percent for Q1, 82 percent for Q2, and 79 percent for Q3.

$$(94 + 82 + 79) / 3 = 85$$

*Used by:*

- **Fairfax County Public Schools**
- **Arlington Public Schools**
- **Loudoun County Public Schools**
- **Manassas City Public Schools**

### Average of S1 and Q3 Grades

Administrators use the following calculation:  $[(Q1 + Q2) / 2 + Q3] / 2$

*Example:*

A student receives the following grades: 94 percent for Q1, 82 percent for Q2, and 79 percent for Q3.

$$[(94 + 82) / 2 + 79] / 2 = [88 + 79] / 2 = 83.5$$

*Used by:*

- **Loudoun County Public Schools**

### Two Grades: One for S1 and One for S2

Student receives an S1 grade and a “Pass/Fail” for S2.

*Used by:*

- **Loudoun County Public Schools**

### S1 Grade

Student receives the same grade for their final grade that they earned for S1.

*Used by:*

- **Fairfax County Public Schools**

### No Change from Traditional Grading Policy Except for Omission of S2 Final Exam

Administrators assign the following weights:

- Q1 grade: 22 percent
- Q2 grade: 22 percent
- S1 final exam: 12 percent
- Q3 grade: 22 percent
- Q4 grade: 22 percent

*Used by:*

- **School District of Palm Beach County**

### “Pass/Fail” Grade (Optional)

Administrators use existing grading scales to calculate final letter grades.

- If a student earns a passing final letter grade (i.e., “D” or above), they can choose to convert this letter grade to a “Pass.”
- If a student does not earn a passing final letter grade, they can choose to convert this letter grade to “Course in Progress.” The student would then have the option to complete the course during the summer or 2020-2021 school year.

*Used by:*

- **New York City DOE**

## Allow Students to Earn Grade Distribution Increases on Final Grades to Reward Students for Quarter 4 Efforts

Administrators should provide opportunities for grade-distribution increases on final grades based on student engagement and/or performance in distance learning during Quarter 4. At six profiled districts—**Arlington Public Schools, Fairfax County Public Schools, Hillsborough County Public Schools, Loudoun County Public**

**Schools, Montgomery County Public Schools, and Prince George’s County Public Schools**—administrators provide such opportunities for year-long and/or semester-long courses. By allowing students to earn grade-distribution increases, administrators reward students for their work and engagement during Quarter 4.

Note that administrators at **Hillsborough County Public Schools** state, as of May 12, 2020, they will provide forthcoming details around their grade enhancement plan.

## Approaches to Granting Grade-Distribution Increases on Final Grades at Profiled Districts



### One or Two Grade-Distribution Increase

#### *Fairfax County Public Schools*

- **Year-long courses:** Based on a student’s demonstrated proficiency during Quarter 4 learning, schools/teachers have the discretion to raise the student’s final grade by *one* grade distribution (e.g., “B” to “B+”). A student with an “F” average may raise their grade to a “D.”
- **Semester-long courses:** Based on a student’s demonstrated proficiency during Quarter 4 learning, schools/teachers have the discretion to raise the student’s final grade by *two* grade distributions (e.g., “B” to “A-”). A student with an “F” average may raise their grade to a “D.”

#### *Prince George’s County Public Schools*

- **Year-long courses:** If a student receives a “Pass” for Quarter 4, they earn three additional “quality points” to their final grade (see **page seven**). Three quality points translates roughly to *one* grade distribution.



### One Letter-Grade Increase

#### *Arlington Public Schools*

- **Year-long courses:** A student may receive a one-letter-grade increase (e.g., “D” to “C,” “B” to “A”) if they complete “extension activities” related to previously introduced learning (from Quarter 1-Quarter 3) during Quarter 4.

#### *Montgomery County Public Schools*

- **Semester-long courses:** If a student receives a “Pass” for Quarter 4, administrators calculate the final grade as one letter grade higher than the Quarter 3 grade.



### Grade Increase Per School/Teacher Discretion

#### *Loudoun County Public Schools*

- **Year-long courses:** Teachers may adjust a student’s final grade based on Quarter 4 work completed by the student. Specifically, the student must show improvement or progress compared to their previous work (e.g., from Quarter 3). Administrators state that department chairs and teacher leaders in each school will set consistent guidelines around grade adjustment.

## Consider VASS and VSBA Guidance if Allowing Students to Choose Between “Pass/No Pass” or a Letter Grade

At **Manassas City Public Schools** and **New York City DOE**, students may elect to receive either “Pass/No Pass” marks or letter grades for their final course grades.

For administrators considering this option, the Virginia School Boards Association (VSBA) and Virginia Association of School Superintendents (VASS) present methodology considerations in the [Guidance Document for Consideration in Awarding Pass/Fail Credit](#).

## Methodology for Offering “Pass/Fail” on an Individual Basis, Suggested by VSBA and VASS



### Option to Elect “Pass/Fail”

- The parents and the student should agree upon using “Pass/Fail” as an option.
- The parents and the student should wait to consider the option of “Pass/Fail” after all other work completed (i.e., earlier than March 13, 2020) has been determined on the A-F scale—to choose the most favorable grading approach.



### Course Credit and GPA Calculation under “Pass/Fail”

- Administrators exclude course credit earned by a “Pass” from the student’s GPA calculation.
- Administrators record a “P” or “F” on the student’s transcript.
- Administrators award promotion/graduation credit only when the student earns a “Pass.”



### Potential Modifications to “Pass/Fail” Policy

- Administrators may consider excluding select courses (e.g., weighted courses, required credits for graduation) from the “Pass/Fail” option.
- Administrators may consider substituting an “Incomplete” in place of a “Fail” with an appropriate timeline that would allow the student to demonstrate mastery of critical standards.



### Use of Grading Approach that Favors Student

- If the student’s final grade in a course negatively impacts the student’s GPA, administrators convert the letter grade into a “Pass/Fail.” By using this strategy, administrators ensure no final letter grade is lower than the student’s grade on the last day of in-person instruction.
- If the student’s final grade enhances the student’s GPA, administrators maintain the letter grade and resulting GPA on the student’s transcript.

## For Semester-long Classes, Profiled Districts Most Commonly Assign a Final Grade that Equates to the Quarter 3 Grade

At **Arlington Public Schools**, **Fairfax County Public Schools**, and **Manassas City Public Schools**, administrators will assign a final grade that equates to the Quarter 3 grade. (Note that administrators at **Fairfax County Public Schools** may raise a student’s final grade by two grade distributions—see **page 10**.)

In contrast, administrators at **Chicago Public Schools** will provide a letter grade or a “Pass/Incomplete” mark using the following protocol:

- **Letter grade:** A student achieves a cumulative Semester 2 grade that equates to or exceeds their Quarter 3 grade.

Page eight of Chicago Public Schools’ [Remote Learning Grading Guide](#) presents additional detail on the application of this grading policy for high school students.

- **“Pass”**: A student earns a cumulative Semester 2 grade that is lower than their Quarter 3 grade, but the student demonstrated “regular engagement in remote learning and reasonable mastery of assigned work” (i.e., earned a “D” or higher).
- **“Incomplete”**: A student did not have access to digital instruction and did not complete printed work packets or engage with their teacher, *or* the student had access to digital instruction and earned a cumulative “F” in Semester 2.

At **Hillsborough County Public Schools**, administrators will calculate final grades by averaging Quarter 3 and Quarter 4 grades. If Quarter 3 and 4 grades are only one letter grade apart, administrators will use the higher quarter grade as the final grade. For example:

- If a student earns an “D” for Quarter 3 and a “B” for Quarter 4, administrators will calculate the final grade as a “C.”
- If a student earns an “A” for Quarter 3 and a “B” for Quarter 4, administrators will calculate the final grade as an “A.”

At **Montgomery County Public Schools**, if a student receives a “Pass” for Quarter 4, administrators will calculate the final grade as one letter grade higher than the Quarter 3 grade. The student may then choose between this final letter grade or a “Pass” mark on the transcript.

- If a student earns a “C” for Quarter 3 and a “Pass” for Quarter 4, administrators will calculate the final grade as a “B.” The student may choose between recording a “B” final grade or a “Pass” mark on the transcript.

## District Policies

EAB researchers reported on grading policies—published as of May 12, 2020—from the following sources:

- **Alexandria City Public Schools’ [Grading Guidelines for Grades 6-12](#)**;
- **Arlington Public Schools’ [Continuous Learning Plan: Secondary: Grades 6-12](#)**;
- **Broward County Public Schools’ [Update on Academics During Coronavirus Closure: March 17, 2020](#) and [Update on Academics During Coronavirus Closure: March 26, 2020](#)**;
- **Chicago Public Schools’ [Remote Learning Grading](#) web page and [Remote Learning Grading Guide for Parents and Families](#)**;
- **Clark County School District’s** parent communication as profiled in the April 23, 2020 article [Clark County School District Adjusts 4th Quarter Grading for Stay-at-home Order](#);
- **Fairfax County Public Schools’ [Information for Parents about High School Attendance, Grading, and Reporting During COVID-19 Closure](#)** document;
- **Falls Church City Public Schools’** secondary grading plan as profiled on the [COVID-19 Information](#) web page;
- **Hillsborough County Public Schools’** superintendent update on [Academics, Grades, and Assessments](#);
- **Houston Independent School District (ISD)’s** article [HISD Adopts New Grading Policy for Remainder of School Year](#);

- **Los Angeles Unified School District's** grading policy as profiled in the articles [No Student in the Los Angeles Unified School District Will Receive an "F" Amid Pandemic, Officials Say](#) and [We Talked to LAUSD Officials About the Budget, Grades, and Summer School](#);
- **Loudoun County Public Schools' [Continuity of Education Plan](#)**;
- **Manassas City Public Schools' [April 8, 2020: Update on Grading](#) and [Board Regulation IGR-R COVID-19](#)** (see "IGR-R-COVID-19" under "Section I: Instruction");
- **Manassas Park City Schools' [COVID-19 Continuous Learning Plan](#)**;
- **Miami-Dade County Public Schools' [Distance Learning FAQ](#)**;
- **Montgomery County Public Schools' [Board of Education Approves Revised Grading Policy; Secondary Students to Have Option of Letter Grade or "Pass" for the Semester](#)** news release, [Marking Period 4 Grading Criteria for Middle and High School](#) web page, and the article [Montgomery Co. Board Gives Students a Choice for 4th-Quarter Grades](#);
- **New York City DOE's** grading policy as profiled in the [New Grading Policy](#) presentation by the city mayor, the article [New York City Schools Change Traditional Grading System in Response to COVID-19](#), and the article [NYC Mayor De Blasio's New Grading System Gives Wealthy Students an Advantage](#);
- **Orange County Public Schools' [Coronavirus \(COVID-19\)](#)** web page;
- **Prince George's County Public Schools' [4th Quarter Grading Policy](#)** web page;
- **Prince William County Public Schools' [Phase 4: Virtual Schoolhouse](#)**;
- **School District of Palm Beach County's** grading policy as profiled in the article [Palm Beach County School Board Modifies How Final Grades Will Be Calculated, Attendance Counted](#).

## A Guide to Districts Profiled in this Report

District	State	Approximate Enrollment
Alexandria City Public Schools	VA	15,966
Arlington Public Schools	VA	27,434
Broward County Public Schools	FL	271,852
Chicago Public Schools	IL	378,199
Clark County School District	NV	326,953
Fairfax County Public Schools	VA	187,797
Falls Church City Public Schools	VA	2,620
Hillsborough County Public Schools	FL	214,386
Houston Independent School District (ISD)	TX	216,106
Loudoun County Public Schools	VA	81,906
Los Angeles Unified School District	CA	633,621
Manassas City Public Schools	VA	7,723
Manassas Park City Schools	VA	3,724
Miami-Dade County Public Schools	FL	357,249
Montgomery County Public Schools	MD	162,680
New York City Department of Education (DOE)	NY	984,462
Orange County Public Schools	FL	200,674
Prince George's County Public Schools	MD	132,657
Prince William County Public Schools	VA	90,843
School District of Palm Beach County	FL	192,721