

High School (Final)

# Handong Global School High School Academic Achievement Evaluation and Management Regulations

March 2026

## Chapter 1. General Provisions

Article 1 (Purpose) These Regulations are established in accordance with Article 25 of the Enforcement Rules of the Elementary and Secondary Education Act and the Guidelines for the Preparation and Management of School Records (Ministry of Education Directive No. 504, effective March 1, 2025). Their purpose is to enhance the objectivity and fairness of academic achievement assessment and management at Handong Global School (hereinafter, the “School”), secure the transparency and reliability of entries in School Records, and contribute to the efficient operation of the curriculum.

### Article 2 (Basic Policy)

- ① The School shall endeavor to enhance the objectivity, fairness, transparency, and reliability of the assessment and management of subject learning. It shall also appropriately adjust the proportions of each assessment type and the timing of implementation so that the burden placed on students by assessment does not become excessive.
- ② In order to enhance the objectivity, fairness, transparency, and reliability of the assessment and management of subject learning, each Subject Council and the Academic Achievement Management Committee shall be organized and their functions strengthened.
- ③ The assessment of subject learning shall be conducted through regular examinations and performance assessments, in accordance with the following:
  - 1. The number of regular examinations shall be administered according to subject type and whether class-rank grades are calculated, as follows. However, for the second semester of Grade 12, the number of examinations may be reduced to once per semester.

Category	Subjects for which class-rank grades are calculated	Subjects for which class-rank grades are not calculated
Experiment-, practicum-, inquiry-, and research-centered subjects	At least once per semester	May not be administered
Online subjects	Not administered	Not administered
General subjects	Twice per semester	At least once per semester

- 2. Regular examinations shall account for 20% of the semester-end grade.
- 3. Whether a subject falls under the category of experiment-, practicum-, inquiry-, or research-centered subjects shall be determined through deliberation by the Academic Achievement Management Committee.
- ④ Notwithstanding Paragraph ③, in circumstances equivalent to a national disaster, such as a nationwide outbreak of an infectious disease, the weighting of periodic examinations and performance assessments may be adjusted, or

assessment may be conducted solely through periodic examinations or solely through performance assessments, subject to deliberation by the Academic Achievement Management Committee in accordance with separate guidelines issued by the Gyeongsangbuk-do Office of Education.

⑤ For the evaluation of subject learning progress during the Free Semester and for activities of the Free Semester, the School shall prepare an evaluation plan consistent with the purpose of the Free Semester, and the principal shall make the final determination after deliberation by the School Academic Achievement Management Committee.

⑥ Pursuant to Article 8(3) of the Special Act on the Normalization of Public Education and Regulation of Preceding Education, care shall be taken not to assess students on content beyond the scope or level of the school curriculum they have learned, whether in periodic examinations, performance assessments, or other school examinations and internal competitions.

⑦ Where a parent employed by the School has a child enrolled in the School, care shall be taken to ensure that such parent is not assigned to any assessment-related duties concerning the grade level in which the child is enrolled, including item writing, review, printing, scoring, and assessment administration. However, an exception may be made, by deliberation and decision of the Academic Achievement Management Committee, where unavoidable circumstances exist, such as the absence of a replacement teacher.

⑧ Preventive measures against academic dishonesty and procedures and criteria for handling students who commit academic dishonesty (including accomplices) shall be set forth in these Regulations in accordance with the Gyeongsangbuk-do High School Guidelines for Academic Achievement Management, and shall be communicated to students and parents at the beginning of each semester. If academic dishonesty is detected, the matter shall be dealt with strictly in accordance with the relevant procedures and rules.

⑨ Where the principal conducts remote classes for enrolled students under Article 24(3)1 of the Elementary and Secondary Education Act for educational purposes, attendance shall be handled in the same manner as for in-person classes and assessment shall be conducted accordingly. Specific matters shall be determined by the principal in accordance with the Gyeongsangbuk-do Middle School Guidelines for Academic Achievement Management.

⑩ Students in commissioned educational programs may be assessed on the basis of materials provided by the implementing institution, in accordance with the School's assessment standards.

⑪ Supplementary ledgers (cumulative records) necessary for preparing School Records shall be planned, electronically entered, and managed in a manner suited to the School's circumstances; however, cumulative records for daily life, creative experiential activities, behavioral characteristics, and overall comments shall not be maintained.

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## Chapter 2. Academic Achievement Management Committee and Subject Councils

**Article 3 (Establishment of the Academic Achievement Management Committee)** In order to enhance the objectivity, fairness, transparency, and reliability of academic achievement assessment and management, and to strengthen the computerized processing and management of School Records and related activities, the School shall establish an Academic Achievement Management Committee pursuant to Article 24 of the Enforcement Rules of the Elementary and Secondary Education Act.

**Article 4 (Composition and Duties of the Academic Achievement Management Committee)**

① The principal shall serve as chairperson and shall oversee the affairs of the Academic Achievement Management Committee.

② The vice-chairperson shall be the Director of Academic Affairs (or, if there is no Director of Academic Affairs, the Head of Academic Affairs), shall assist the chairperson, and shall act on behalf of the chairperson in the chairperson's absence.

- ③ The number of committee members shall not exceed nine, and they shall be appointed by the principal from among the faculty and staff, taking into consideration the allocation of academic affairs responsibilities.
- ④ In order to gather parental input and secure transparency in academic achievement management, the principal may appoint a certain number of parent members. In order to preserve fairness in assessment, parent members may be restricted from participating in agenda items that cannot be disclosed in advance.
- ⑤ The School Academic Achievement Management Committee shall be established and operated as a mandatory body, and its activities shall be strengthened in view of the importance of academic achievement management. However, depending on the School's circumstances, it may operate under a different title or be integrated with another committee.
- ⑥ The term of office of committee members shall run from March of each academic year to February of the following year.

**Article 5 (Matters Subject to Deliberation by the Academic Achievement Management Committee)**

- ① The enactment and revision of the School's Academic Achievement Evaluation and Management Regulations
- ② The domains, elements, methods, timing, frequency, weighting, detailed criteria (point allocation) for periodic examinations and performance assessments submitted by each Subject Council, and the methods of score processing and use of results
- ③ Criteria and methods for the evaluation of Creative Experiential Activities
- ④ Measures to enhance the objectivity, fairness, transparency, and reliability of academic achievement assessment and management {including disclosure and publicity of assessment standards, methods, and results, and follow-up measures after assessment results, such as appeals}
- ⑤ Matters concerning the methods and contents of entries in School Records
- ⑥ Matters concerning corrections to School Records, including the objectivity of supporting evidence used for such corrections
- ⑦ Matters concerning methods for calculating cut scores in accordance with the criterion achievement rate for each subject
- ⑧ Matters concerning credit completion and guidance to guarantee the minimum achievement level[1]
- ⑨ Other matters related to the School's academic achievement management

**Article 6 (Operation of the Academic Achievement Management Committee)**

- ① Faculty and staff training on these Regulations shall be conducted so that all faculty and staff fully understand the Regulations and related duties.
- ② Regular meetings shall be held at the beginning of each semester, and extraordinary meetings may be convened whenever the principal deems them necessary for academic achievement management.
- ③ Meetings of the Academic Achievement Management Committee shall be opened with the attendance of a majority of the registered members.
- ④ After each meeting, minutes shall be prepared, confirmed by the members, and retained. Matters deliberated shall be implemented after receiving the principal's approval.[2]

**Article 7 (Organization and Operation of Subject Councils)**

- ① Subject Councils shall be organized by subject, but may also be organized by subject group or by grade level.
- ② Each Subject Council shall formulate a plan concerning academic achievement management for its subject, submit it to the Academic Achievement Management Committee, and undergo deliberation by that Committee.
- ③ Each Subject Council shall discuss and promote the following matters, and shall prepare and retain minutes of its meetings:
  1. Establishment of the curriculum operation plan for the subject and analysis of subject-specific achievement standards[3]

2. Matters concerning teaching, learning, and assessment plans for the subject concerned
3. Discussion of measures for improving teaching and learning methods for the subject concerned
4. Establishment of the domains, elements, methods, frequency, timing, standards, and weighting, etc. of subject-specific assessment
5. Joint item writing and the development of assessment items and scoring plans
6. Discussion of score processing methods and use of results for each subject
7. Measures for student confirmation of results, appeals, and handling of appeals
8. Preparation of subject-specific basic plans for guidance to guarantee the minimum achievement level (including the setting of the minimum achievement level for each subject)[4]

## Chapter 3. Evaluation and Management of Subject Learning Progress

### Article 8 (Content and Methods of Assessment)

- ① Assessment of subject learning shall focus on confirming the extent to which students have achieved educational goals and improving the quality of teaching and learning, and teaching-learning activities and assessment activities shall be conducted consistently on the basis of achievement standards. In addition, appropriate assessment methods shall be used in consideration of the nature of the subject and the characteristics of learners, while striving to ensure that students experience diverse, high-quality forms of assessment.
- ② In compliance with the Public Education Normalization Act, assessments that go beyond the scope or level of the curriculum or that induce advance learning shall be prohibited.
- ③ Teachers may analyze the curriculum and textbook content and, through the Subject Council, restructure achievement standards in accordance with student characteristics and school conditions.
  1. When achievement standards are restructured by integrating them or compressing certain content, care shall be taken to ensure that no part of the content elements of the achievement standards is arbitrarily omitted.
  2. Where additional content elements need to be included, sufficient consideration shall be given to continuity across grades (or grade bands), school levels, and subjects (or subject groups), so that students' learning and assessment burden is not increased.
- ④ Constructed-response and essay-type assessment may be administered as part of either periodic examinations or performance assessment.
  1. If constructed-response and essay-type assessment is included in a periodic examination, it shall not also be counted as part of performance assessment.
  2. If constructed-response and essay-type assessment is administered as a performance assessment, it shall be conducted during regular class time for the subject concerned.
  3. When constructing items for constructed-response and essay-type assessment, a scoring rubric shall be prepared without fail. The rubric shall include assessment elements, scales for each element (grade bands or point values), and performance levels for each scale.
  4. When scoring constructed-response and essay-type items, student answer sheets shall clearly indicate, in accordance with the scoring rubric, the basis for awarding points by step and any partial credit, and the score recorded for each item shall match the actual scoring result.
  5. Except where only one teacher is responsible for the same subject in the same grade, scoring and rescoring of constructed-response and essay-type items shall be conducted jointly. Verification or rescoring procedures shall be followed to ensure that there are no errors in scoring, and the scorer and reviewer shall sign or affix their seals to the cover page of the answer sheets.
  6. Items intended merely to measure simple memorization, such as completion-type or short-answer items, shall be excluded from constructed-response and essay-type assessment.

⑤ For subjects in which grades are calculated, performance assessment shall be implemented so that 70% of the end-of-semester point allocation is reflected (with at least three assessment domains, and each assessment domain accounting for no more than 30% of the end-of-semester point allocation).

1. Performance assessment shall, in principle, be process-oriented.
2. If a performance assessment includes an element that evaluates students' thinking through writing, that portion may be recognized as part of the proportion allocated to constructed-response and essay-type assessment.
3. Performance assessment plans shall be disclosed to students and parents at the beginning of the semester. Before the assessment is administered, students shall be informed of matters related to assessment implementation, including the assessment method and scoring criteria, so that they understand the assessment methods and elements. If it is difficult to disclose detailed scoring criteria, the assessment elements included in the scoring criteria shall be disclosed instead.[5]
4. The achievement standards of the curriculum for each subject in the relevant semester shall be distributed evenly across assessment, and performance assessment plans shall establish clear scoring criteria. Achievement standards assessed through performance assessment may be excluded from periodic examinations.

⑥ For subjects such as physical education, music, and fine arts, in which functional, creative, and affective aspects are especially important, valid assessment criteria shall be established and implemented to assess skills, expression, attitudes,[6] and the like.

⑦ Prior to the administration of assessment, faculty and staff training shall be conducted to secure objectivity, fairness, transparency, and reliability.

⑧ At the beginning of the semester (or school year), assessment criteria aligned with subject-specific achievement standards shall be prepared and used in teaching and learning, and assessment items shall be developed on that basis.

⑨ In accordance with assessment plans based on the curriculum's achievement standards, the School shall enhance the quality of teaching and learning through process-oriented assessment that gathers materials on student change and growth from multiple perspectives during the teaching-learning process and provides appropriate feedback.

#### Article 9 (Establishment of Assessment Plans)

① Plans for subject learning assessment[7] shall be established by each Subject Council in consideration of the curriculum for each subject and the characteristics of the School and the subject, and the principal shall make the final determination after deliberation by the School Academic Achievement Management Committee.

② Semester assessment plans for each grade and subject shall be established for subject learning assessment (periodic examinations and performance assessment) and shall include the following:

1. Purpose of assessment; direction and policy of assessment; precautions relating to assessment; and the like
2. Assessment domains, elements,[8] methods, timing, frequency, and weighting
3. Criterion achievement rates and achievement levels for each subject
4. Semester-based achievement level settings for each subject (including the setting of minimum achievement levels)[9]
5. Detailed standards for performance assessment (point allocation by domain and scoring criteria)
6. Standards for handling absent students and students with changes in enrollment status
7. Tie-handling criteria, etc.

③ Confirmed teaching-learning and assessment plans shall be publicly disclosed<sup>1</sup> to students and parents at the beginning of the semester through information disclosure and other means. If assessment plans are changed

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<sup>1</sup> The principal may determine the scope and method of disclosure of previous regular examination questions (including answer keys) through the Academic Records Management Committee, and may accordingly disclose such examination questions (including answer keys).

thereafter, the changes shall be confirmed through deliberation by the Academic Achievement Management Committee and announced before the assessment is administered.

#### Article 10 (Guidance to Guarantee the Minimum Achievement Level)

① Beginning in the 2025 school year, guidance to guarantee the minimum achievement level shall be provided for common subjects offered in grades to which the 2022 Revised Curriculum applies and for which grades are calculated.

② The minimum achievement level for each subject shall be determined through the Subject Council, and the principal shall make the final determination after deliberation by the Academic Achievement Management Committee.

③ For the operation of guidance to guarantee the minimum achievement level, a plan including the following matters shall be established and implemented after deliberation by the Academic Achievement Management Committee and approval by the principal:

1. Subjects subject to guidance to guarantee the minimum achievement level
2. The minimum achievement level set for each subject
3. Methods for selecting students subject to guidance to guarantee the minimum achievement level
4. Timing and hours of operation, methods, and content of the guidance
5. Other matters necessary for the operation of guidance to guarantee the minimum achievement level

#### Article 11 (Periodic Examinations)

① A periodic examination refers to a school-wide scheduled written test such as a midterm or final examination (including the first examination, second examination, etc.). In accordance with the structure of the table of specifications, items may be classified as selected-response[10] or constructed-response,[11] and the examination may consist solely of selected-response items or solely of constructed-response items.

② Assessment items shall be developed so as to enhance validity, reliability, objectivity, and discrimination, and a test blueprint including the assessment domains, content, achievement standards, and the table of specifications shall be prepared and used. When two or more teachers are responsible for the same course for which grades are jointly calculated, items shall be jointly developed to minimize score discrepancies among classes, and teachers of the same subject (or subject group) shall review and edit the items together so that no item errors occur.

③ Periodic examinations shall, in principle, be designed on a 100-point scale with the point value of each item indicated. The examination shall also be designed with due regard for item difficulty so that different levels of achievement can be distinguished, and care shall be taken in ordering items by difficulty.

④ Student answer sheets, tables of specifications, original test manuscripts, and other materials for periodic examinations, once score processing and student confirmation have been completed, shall be retained for five years as evidence supporting score calculation.

#### Article 11-2 (Item Writing and Security Management for Periodic Examinations)

① Before writing items for a periodic examination, a Subject Council meeting shall be held and approval obtained for the meeting record, including joint item writing and the test scope and criteria.

② For subjects for which rank grades are calculated, an appropriate number of items shall be developed so as to maximize discriminatory power and to avoid ties as much as possible, and care shall be taken to differentiate point values per item and the detailed scoring criteria.

③ All original test manuscripts shall indicate point values for each item according to difficulty level (difficult, moderate, easy), and care shall be taken regarding reverse weighting.\*

\* Reverse weighting: It should be noted that the basis for point allocation is not “importance” but “difficulty.” In other words, items that require higher-order thinking and are more difficult should carry more points.

- ④ Constructed-response and essay-type items administered as part of a periodic examination may be assigned points separately from selected-response items, and in such cases they too may be weighted differently according to difficulty.
- ⑤ In all item writing, care shall be taken to ensure that the following cases do not occur during item writing and review, in order to secure the objectivity, fairness, transparency, and reliability of assessment:
1. Reusing questions from the previous year's examinations without modifying or replacing at least 30% of the total items.
  2. Reproducing items from commercially available reference books or making only partial modifications to them
  3. Writing items that lack objectivity, are open to dispute as to the correct answer, or have no correct answer
  4. After submitting the original test manuscript, separately coaching the tested content during class or suggesting the answers
  5. Using content from school programs outside the regular curriculum or from after-school classes in a way that affects student assessment
- ⑥ Periodic examination papers shall be thoroughly managed so that security is maintained throughout the entire process of item writing, printing, and assessment administration, and exam supervision shall be conducted strictly so as to prevent academic dishonesty in advance.
1. Where a faculty or staff member has a child enrolled in the same school, that person shall in principle be excluded from duties related to that child's assessment, and strict security shall be maintained for examination items from the announcement of the examination timetable until the end of the periodic examination.
  2. When writing items, the original test manuscript file shall not be stored on the hard disk; removable storage devices shall be used; passwords shall be set; transmission by messenger or email shall be prohibited; printouts of original test manuscripts used for print review shall be destroyed immediately; and appropriate measures shall be taken to prevent leakage of the examination papers during printing.
  3. Printed examination papers shall be checked by the subject teacher for print quality and number of copies for each testing room, then packaged by subject together with answer cards for each room. The person responsible for assessment shall seal and store them in a double-lock cabinet in the assessment management room until immediately before distribution.
    - a. The printing staff member shall print the papers on the day they are received, and immediately after completion shall hand over the original manuscripts, printed papers, and waste paper to the person in charge of assessment, taking care that no final printed sheet remains in the printer.
    - b. After the printed papers have been handed over, the item writer shall check the print quality in the assessment management room, count the papers by class, place them in envelopes and seal them, and separately manage the printing masters and waste paper, which shall be destroyed after the end of assessment.
  4. The principal shall install CCTV, access records, and double-locking devices so that access to the assessment management room can be verified in connection with assessment operations.
  5. Assessment-related work, including review of original test manuscripts and tables of specifications, shall be carried out only in the presence of the teacher responsible for assessment duties, and leakage outside the assessment management room shall be prohibited.
  6. Answer sheets from periodic examinations shall be strictly handed over during scoring, and shall be kept in a double-lock cabinet in the assessment management room until score processing is completed.
- ⑦ To strengthen the security of periodic examinations, attention shall be paid to the following security management measures for each stage of assessment:
1. (Item-writing stage) exclusion from assessment duties where staff members have enrolled children; security training before assessment administration; etc.
  2. (Printing stage) access control to the assessment management facilities; installation of devices to verify entrants to the assessment management facilities (e.g., CCTV); printing by the designated printing staff member on the day the papers are received; etc.

3. (Administration stage) removal of examination papers on the day of testing; verification of the number of answer sheets after the end of the examination; etc.
  4. (Scoring stage) verification of the number of answer sheets upon receipt; control of student access during the scoring period; etc.
- ⑧ If an examination paper is leaked, the matter shall be handled in accordance with the following:
1. Recognition of the incident and initial response: confirmation of whether leakage occurred, suspension of the related examination, preservation of evidence, etc.
  2. Investigation and determination of responsibility: internal investigation, involvement of external institutions, identification of responsible persons, etc.
  3. Punishment and action: discipline for persons involved, re-administration of the examination, etc.
  4. Damage minimization and follow-up measures: preparation of an alternative examination, system improvement, reinforcement of education, etc.

### Article 11-3 (Administration and Supervision of Periodic Examinations)

- ① Testing rooms shall be arranged appropriately, such as by dividing classes or mixing grade levels, in accordance with the School's circumstances, in order to prevent academic dishonesty.
- ② Two supervisors (including parent supervisors, where applicable) shall in principle be assigned to each testing room; however, adjustments may be made according to school conditions.[12] Measures suitable to the School's circumstances shall be devised to strengthen examination supervision so that academic dishonesty is prevented and assessment proceeds smoothly.
- ③ Supervisors shall take care that no student is disadvantaged during distribution of examination papers, shall refrain from words or actions that could suggest the answers while supervising, and shall strictly observe the examination time so that the examination is conducted fairly.
- ④ Supervisors shall verify the information entered on students' answer sheets, sign or affix a seal, and ascertain the status of examinees and absentees.
- ⑤ Supervisors shall verify the number of answer sheets, record and sign the necessary information on the cover sheet (including examinees, absentees, and reasons for absence), and hand them over to the subject teacher.
- ⑥ In order to prevent any arbitrary alteration after submission, the supervisor shall sign or affix a seal to each student answer sheet.
- ⑥ Supervisors shall observe the designated start and end times of the examination[13] and secure the prescribed amount of testing time. A supervisor shall not enter after the start time or extend the examination beyond the end time more than necessary so as to confer an advantage or disadvantage on a particular class. Even if the start time cannot be observed for unavoidable reasons, the prescribed amount of testing time shall still be secured.

### Article 12 (Performance Assessment)

- ① Performance assessment means an assessment method in which the subject teacher directly observes the process and results of students' performance of learning tasks during subject class time and professionally judges the results of that observation.
- ② Subject teachers shall disclose to each student the finalized performance assessment plan for each subject and the results after assessment, as confirmed through deliberation by the School Academic Achievement Management Committee. (Signatures on the performance assessment score list for each subject shall in principle be obtained from all enrolled students; however, students for whom signatures are not possible, such as students eligible for special education or students absent or in commissioned education, may be excluded.) If an appeal is filed, it shall be carefully reviewed and appropriate action shall be taken.
- ③ Performance assessment shall, in principle, be conducted during regular subject class time as part of the regular curriculum, and an assessment plan shall be established and implemented so that performance assessment is not concentrated at a particular time or overlaps with the preparation period for periodic examinations in such a way that students' burden becomes excessive.

- ④ Where artificial intelligence (AI) tools are used in performance assessment, care shall be taken to ensure that fairness and reliability are not undermined, and students shall be sufficiently informed of relevant precautions before the assessment is administered.
1. Artificial intelligence (AI) may be used in a supplementary manner in teaching and assessment, for example to provide personalized feedback; however, care shall be taken not to undermine fairness or reliability in assessment.
  2. Assessment shall be designed so that the teacher can directly observe the student's activity and the results reflecting the student's independent thinking can be incorporated into the assessment.
  3. Acts involving AI use that are prohibited in the actual assessment situation shall be clearly defined, and the related precautions shall be communicated to students and parents in advance.
- ⑤ Important materials from performance assessment[14] used as supporting evidence for score calculation shall be retained by the School for at least one year after graduation and may be provided as admissions materials upon request from an authority responsible for admission to a higher-level school.
- ⑥ Performance assessment outputs shall be retained until appropriate measures have been completed, including student appeals, receipt, processing, and confirmation. However, where long-term retention is difficult, such as for bulky outputs, or where there is no tangible output, such as in speaking tests, a different retention period may be set or such outputs may be excluded from retention.
- ⑦ In performance assessment, only points from areas that can be quantified shall be reflected, and, in principle, no base score shall be awarded.
- ⑧ No "assignment-type performance assessment" conducted outside class time, such as at home, shall be administered,[15] and assessment shall instead be conducted within diverse school educational activities.
- ⑨ The principal shall establish prior plans and prepare assessment (scoring) criteria so that performance assessment may be administered fairly and validly, and shall inform students and parents of such matters in an effort to enhance confidence in performance assessment.
- ⑩ When assessing group activities performed jointly by multiple students, each student shall be assigned a role, and the process and results of each student's individual learning task shall be assessed.

### Article 13 (Operation of the Appeal Period)

- ① The appeal period and procedures for periodic examinations and performance assessments shall be as follows:
1. Appeals regarding periodic examinations shall be made within two days, inclusive of the day on which the score list is reviewed.
  2. Appeals regarding performance assessments may be made from time to time during the implementation process of the performance assessment, but, for smooth score processing, shall in principle be made within two days, inclusive of the day on which the score list is reviewed.

#### Appeal period and operational guidance

- Appeal submitted to the subject teacher
  - Review by the relevant Subject Council
  - Deliberation by the Academic Achievement Management Committee
  - Processing of the appeal
  - Notification of the appeal result and reflection of the processing result
  - Establishment of measures to prevent recurrence
- ② Where an appeal is filed, it shall be handled after careful review according to the prescribed procedure.
- ③ Where necessary, external experts may be consulted to verify errors in assessment items arising from an appeal.

## Article 14 (Prevention of Academic Dishonesty)

① During examination periods, the School shall instruct and take preventive measures in advance so that students do not engage in any conduct that may give rise to academic dishonesty.

② Types of academic dishonesty are as follows. Other acts deemed to constitute academic dishonesty shall be determined by the Academic Achievement Management Committee, and the handling method shall be decided by the principal after deliberation by the Committee.

1. Possessing electronic devices such as a mobile phone, smart watch, or Bluetooth earphones during an examination period
2. In preparation for cheating, writing content in advance on paper of the same texture as the test paper and attaching it over the test paper
3. Holding a writing instrument after the end of the examination time
4. Leaving the testing room arbitrarily before the end of the examination period
5. Receiving two or more answer sheets and having one student fill out answer sheets for two students and secretly submit them
6. Hiding electronic devices or related documents in an arbitrary place (such as a restroom) and using them
7. Looking at another student's answer sheet or showing one's answer sheet to another student
8. Signaling to another student through hand gestures, sounds, or other means
9. Failing to follow the supervisor's instructions for the conduct of the examination, or engaging in conduct recognized as academic dishonesty by the supervisor
10. Forcing or threatening another student to show the answers
11. Other acts judged by the Academic Achievement Management Committee to be dishonest

*※ For a student with Type 1 diabetes who requires blood glucose management during an examination, medical support devices and electronic devices for blood glucose measurement and insulin injection may be permitted upon teacher confirmation, and the student may, where necessary, be informed in advance that insulin injection and intake of sugars are allowed during the examination (Ministry of Education Basic Academic Ability and Career Education Division-1476, April 11, 2024).*

③ In order to prevent academic dishonesty and ensure fair assessment, examinations shall be administered as follows:

1. Supervisors shall exercise strict supervision to prevent academic dishonesty in advance and, after recording and sealing the designated spaces on the answer sheet cover with the number of examinees, absentees, and related details, shall submit them to the subject teacher.
2. Supervisors shall confirm and seal the answer sheet verification section for each testing period.
3. Students taking examinations shall not bring mobile phones, electronic dictionaries, scratch paper, or any other unapproved writing instruments, other than the writing instruments necessary for the examination.
4. Before the examination begins, supervisors shall move students' books, bags, belongings, and other items unnecessary for the examination to the front or rear of the classroom in order to prevent academic dishonesty in advance.
5. Seating in the testing room shall in principle be arranged in four columns from right to left, although this may be changed according to circumstances.
6. Teachers whose own children or relatives' children are enrolled in the School shall be excluded without fail from supervising those children.
7. Supervisors shall not allow students to leave the room until the examination period has ended.
8. Supervisors may move students' seats in order to prevent academic dishonesty in advance.

④ If, during a performance assessment, a student is found to have used artificial intelligence (AI) in a manner prohibited by the teacher, that act shall be regarded as academic dishonesty and dealt with strictly in accordance with these Regulations.

⑤ Procedures for handling academic dishonesty and criteria for score-related handling of persons involved in academic dishonesty (including accomplices) shall be as follows:

1. Persons involved in assessment misconduct such as score manipulation or leakage of examination papers (including students), and students who engage in academic dishonesty according to the type of misconduct (including accomplices), shall be dealt with as determined by the principal through the Academic Achievement Management Committee.
2. When academic dishonesty is detected, the supervisor shall notify the student concerned of the fact, and, after the end of that day's examination, shall have the student write a statement and submit it to the Director of Academic Affairs.
3. If the Academic Achievement Management Committee determines that academic dishonesty has occurred, the relevant assessment shall be scored as zero and the matter shall be referred to the student guidance committee.

### Article 15 (Awarding Recognized Scores)

① For a student who was unable to participate in a subject-specific periodic examination (an absent student), the score shall be processed by awarding a converted score (recognized score) based on a certain proportion of scores obtained before or after the absence or other scores, as follows:

Absent-assessment score = recognition ratio × score earned on the reference assessment × (overall average of the missed assessment / overall average of the reference assessment)

② The awarding of recognized scores according to the reason for absence from a periodic examination shall be applied as follows:

1. Cases in which a 100% recognized score is awarded
  - a. Absence due to natural disasters such as earthquakes, heavy rain, heavy snow, storms, or tidal waves
  - b. Absence due to official duties or the exercise of public authority, such as military service obligations
  - c. Absence due to participation, with the principal's approval, in competitions and training representing the School, a city or province (Office of Education), or the nation
  - d. Absence due to a statutory infectious disease, etc. (including non-statutory infectious diseases deemed necessary by the principal to prevent spread within the School), or due to suspension of attendance under Article 8 of the School Health Act

e. Absence due to the following family events:

Category / Eligible Family Member / Number of Days

Marriage / Sibling, father, mother / 1 day

Adoption / Student him- or herself / 20 days

Death / Parent, grandparent, maternal grandparent / 5 days

Death / Parent's grandparent (great-grandparent), parent's maternal grandparent (great-grandparent), sibling and spouse of sibling / 3 days

Death / Parent's sibling and spouse of that sibling / 3 days

\* Discretionary school closure days, public holidays, and Saturdays shall not be included in the number of days for family events.

- f. Absence recognized by the principal, after investigation and confirmation by the school violence dedicated unit under Article 14(3) of the Act on the Prevention of and Countermeasures against School Violence, where a school violence victim was unable to attend school because of school violence before the convening of the School Violence Countermeasures Review Committee under Article 12 of the same Act and before a request for protective measures for the victim was made

- g. Absence due to measures under Article 16(1)1, 2, 3, and 6 of the Act on the Prevention of and Countermeasures against School Violence (Protection of Victims)
  - h. In the case of an entrance examination for advancement to a higher-level school, absence recognized by the principal on the examination day only
  - i. Absence, up to 10% of the total number of instructional days, due to legislative activity (attendance on the day of a plenary session or standing committee meeting) after election to public office under the Public Official Election Act, etc.
2. Cases in which an 80% recognized score is awarded
- a. Absence due to illness: where, within five days of the absence, an absence report is submitted with a doctor's diagnosis or opinion (including supporting documents such as a medical opinion letter or treatment confirmation showing the diagnosis and treatment period). However, if a doctor's diagnosis or opinion cannot be attached due to unavoidable circumstances, an absence report may still be approved by the principal if submitted within five days with supporting evidence showing that the absence was illness-related (such as an on-site confirmation by the homeroom teacher).
  - b. Absence due to other reasons recognized by the principal: where, within five days, an absence report is submitted with supporting evidence showing legitimate reasons such as caregiving, moving house, support of parents or family, household assistance, or other unavoidable personal circumstances, and receives the principal's approval.
  - c. Absence exceeding 10% of the total instructional days due to legislative activity (attendance on the day of a plenary session or standing committee meeting) after election to public office under the Public Official Election Act, etc.
  - d. Absence due to election campaigning by a registered candidate him- or herself under the Public Official Election Act, etc.
  - e. Absence due to political party activities as a founding member of or member of a political party under the Public Official Election Act, etc.
  - f. Other cases that laws or administrative rules recognize as attendance
3. Cases in which the recognized score is set at one point below the lowest score earned in that subject on the relevant periodic examination (lowest score - 1 point)
- a. Absence due to unrecognized absence
  - b. Absence due to disciplinary action
  - c. Absence due to participation in a reflection period program such as counseling or a career program under Article 28(7) of the Elementary and Secondary Education Act[16]
4. Where a female student is absent during an examination period due to menstrual pain and the absence is attendance-recognized, an 80% recognized score shall be awarded only where a medical opinion letter is attached and the homeroom teacher has obtained the principal's approval.
5. Other cases determined by the principal after deliberation by the Academic Achievement Management Committee
- a. Cases where the student did not sit any periodic examinations and the end-of-semester grade must therefore be calculated solely from performance assessment
  - b. Absence due to participation in community service or special education ordered by a probation office
  - c. Absence due to participation in a guidance program run by a police agency under the juvenile affairs rules of the Metropolitan/Provincial Police Agency
  - d. Absence during the period of protection where a student is protected by a domestic violence victim protection facility under the Act on Domestic Violence Prevention and Victim Protection, etc., or by a local government for the prevention of domestic violence or child abuse under the Child Welfare Act and the Child Abuse Punishment Act

- e. Absence under Article 20(2), Article 25(2)2 and 3, Article 25(3) and (4), and Article 25(6) of the Special Act on the Improvement of Teachers' Status and the Protection of Educational Activities
- f. Absence approved by the principal for other unavoidable reasons

③ In the case of absence from a performance assessment, make-up participation shall be the principle; however, where this is unavoidable, a recognized score shall be awarded as specified in the subject assessment plan.

*※ Articles 16, 16-2, and 16-3 are presented separately for the [2022 Revised Curriculum (applicable to Grades 10 and 11 in the 2026 school year)] and the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].*

## [2022 Revised Curriculum (Applicable to Grades 10 and 11 in the 2026 School Year)]

### Article 16 (Processing of Academic Achievement Assessment Results)

① At the end of each semester, the subject teacher shall prepare the grade roster for each subject. In doing so, the score shall be calculated by adding together the periodic examination score and the performance assessment score, and, in principle, the National Education Information System (NEIS) shall be used. Subject-specific grade rosters shall be prepared in accordance with the following:

1. For all subjects, "Subject Area," "Course," "Credit," "Raw Score/Subject Average," "Achievement Level," "Distribution Ratio by Achievement Level," "Rank Grade," and "Number of Students Enrolled" shall be calculated and entered at the end of each semester. However, the subjects in Subparagraphs 2 through 7 are excluded.
2. For interdisciplinary elective subjects in the Social Studies and Science subject groups of the general curriculum ("Travel Geography," "The Contemporary World Explored through History," "Inquiry into Social Issues," "Finance and Economic Life," "Inquiry into Ethical Issues," "Climate Change and a Sustainable World," "History and Culture of Science," "Climate Change and Environmental Ecology," and "Integrated Science Inquiry"), and for special education specialized subjects, "Subject Area," "Course," "Credit," "Raw Score/Subject Average," "Achievement Level," "Distribution Ratio by Achievement Level," and "Number of Students Enrolled" shall be calculated and entered.
3. For the common general curriculum course "Science Inquiry Experiment" and for courses in the Physical Education and Arts subject groups (excluding elective courses in special-purpose high schools), "Subject Area," "Course," "Credit," and "Achievement Level" shall be calculated and entered.
4. For courses in the Liberal Arts subject group of the general curriculum, "Subject Area," "Course," "Credit," and "Completion Status" shall be entered.
5. For courses completed through the Collaborative Curriculum and Online School offered at the high school level [excluding courses in the Physical Education and Arts subject groups (other than elective courses in special-purpose high schools), the common course "Science Inquiry Experiment," and courses in the Liberal Arts subject group], "." shall be entered for "Rank Grade," and "Collaborative Curriculum" or "Online School" shall automatically appear in "Remarks," respectively.
6. For courses completed through out-of-school education at the high school level, "Subject Area," "Course," and "Credit" shall be entered, all other fields shall be entered as ".", and "Out-of-School Education" shall automatically appear in "Remarks."
7. For subjects in internationally accredited curricula (excluding, however, courses in the Physical Education and Arts subject groups and courses opened as part of the Liberal Arts subject group), "Subject Area," "Course," "Credit," "Raw Score/Subject Average," "Achievement Level," "Distribution Ratio by Achievement Level," and "Number of Students Enrolled" shall be calculated and entered.

② For general subjects and specialized subjects, grades shall in principle be calculated by recording both achievement levels (A-B-C-D-E or A-B-C) and rank grades (Grades 1 through 5), with the following details:

<Example> Method of Grade Reporting by Subject under the 2022 Revised Curriculum

- Common subjects: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / Rank grade 5 grades / Number of students enrolled ○

- Science Inquiry Experiment: no raw score or subject average; achievement level 3 levels; no distribution ratio; no rank grade; no number of students enrolled
- Elective subjects: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / Rank grade 5 grades / Number of students enrolled ○ (including elective subjects of special-purpose high schools)
- Interdisciplinary electives in the Social Studies (including History/Morality) and Science subject groups: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / no rank grade / Number of students enrolled ○ (limited to the listed courses)
- Physical Education and Arts subjects: achievement level 3 levels only; no rank grade (excluding elective subjects of special-purpose high schools)
- Liberal Arts subjects: P only; P is entered in the “Completion Status” field rather than as an achievement level
- Specialized subjects: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / Rank grade 5 grades / Number of students enrolled ○
- Special education specialized subjects: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / no rank grade / Number of students enrolled ○
- In general and specialized subjects with five or fewer students enrolled: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / either “.” or a rank grade / Number of students enrolled ○ (excluding Physical Education/Arts, Science Inquiry Experiment, and Liberal Arts subjects)
- Collaborative Curriculum and Online School courses: Raw score ○ / Subject average ○ / Achievement level 5 levels / Distribution ratio ○ / no rank grade / Number of students enrolled ○ (same exclusions as above)
- Out-of-school education: all fields entered as “.” when completed through out-of-school education

※ *Major general subjects in specialized courses are calculated by competency unit in the same way as major practical subjects.*

※ *Under the 2028 college admissions system reform, in addition to the student’s subject-specific achievement information, subject-specific assessment methods (written/performance assessment weighting and the names of performance assessment domains) and semester-end cut scores by achievement level will also be provided as admissions materials.*

1. For courses in the Physical Education and Arts subject groups of the general curriculum (excluding elective courses in special-purpose high schools), only the achievement level (A-B-C) shall be calculated, and for the Liberal Arts subject group “P” shall be entered in the “Completion Status” field.
2. For the common general curriculum course “Science Inquiry Experiment,” no rank grade shall be calculated, and the achievement level shall be calculated on a three-level scale (A-B-C).
3. For interdisciplinary elective subjects in the Social Studies (including History/Morality) and Science subject groups of the general curriculum (“Travel Geography,” “The Contemporary World Explored through History,” “Inquiry into Social Issues,” “Finance and Economic Life,” “Inquiry into Ethical Issues,” “Climate Change and a Sustainable World,” “History and Culture of Science,” “Climate Change and Environmental Ecology,” and “Integrated Science Inquiry”), and for special education specialized subjects, no rank grade shall be calculated and the achievement level shall be calculated on a five-level scale (A-B-C-D-E) (for detailed score-calculation information, refer to Article 15 of the Ministry directive).
4. Even in general high schools (including autonomous high schools), when elective subjects of special-purpose high schools are organized and operated, grades shall be calculated in the same manner by recording both a five-level achievement scale (A-B-C-D-E) and rank grades (Grades 1 through 5).
5. For subjects for which rank grades are calculated and in which the number of students enrolled is five or fewer, “Subject Area,” “Course,” “Credit,” “Raw Score/Subject Average,” and “Number of Students Enrolled” shall be entered, and either the “rank grade” or “.” shall be entered in the “Rank Grade” field. However, where the same course exists within the same curriculum for the same year of admission, the same method shall be used consistently in the “Rank Grade” field, choosing either the rank grade notation or “.”.

③ The total converted score based on the weighting of each domain (test) of the periodic examination and performance assessment shall be calculated to the second decimal place, with the third decimal place rounded off. The raw score shall then be calculated as a whole number by rounding off the first decimal place of the total converted score, and the subject average shall be calculated using the raw scores and expressed to the first decimal place, with the second decimal place rounded off. The distribution ratio by achievement level shall likewise be calculated to the first decimal place, with the second decimal place rounded off.

④ Achievement levels by subject [excluding the common general curriculum course “Science Inquiry Experiment” and courses in the Physical Education and Arts subject groups (excluding elective courses of special-purpose high schools)] shall be assigned according to the achievement rate as follows. However, if the cut scores based on criterion achievement rates are set differently by subject from the table below, they shall be determined by the Subject Council and established after deliberation by the Academic Achievement Management Committee. For all subjects, cut scores shall be calculated by the fixed-cut-score method.

1. For common subjects of the general curriculum (excluding Science Inquiry Experiment), achievement levels shall be assigned as follows:

Achievement Rate / Achievement Level

90% and above / A

80% and above but below 90% / B

70% and above but below 80% / C

60% and above but below 70% / D

40% and above but below 60% / E

*※ If a student with an achievement rate below 40% completes guidance to guarantee the minimum achievement level, an achievement level of “E” shall be awarded.*

2. For the common general curriculum course “Science Inquiry Experiment,” achievement levels shall be assigned by raw score as follows:

80% and above to 100% / A

60% and above but below 80% / B

40% and above but below 60% / C

*※ If a student with an achievement rate below 40% completes guidance to guarantee the minimum achievement level, an achievement level of “C” shall be awarded.*

3. For elective subjects of the general curriculum (excluding courses in the Physical Education and Arts subject groups, other than elective courses in special-purpose high schools), achievement levels shall be assigned as follows:

90% and above / A

80% and above but below 90% / B

70% and above but below 80% / C

60% and above but below 70% / D

Below 60% / E

4. For courses in the Physical Education and Arts subject groups of the general curriculum (excluding elective courses in special-purpose high schools), achievement levels shall be assigned by raw score as follows:

80% and above to 100% / A

60% and above but below 80% / B

Below 60% / C

5. If a previously not-completed subject is retaken through the Collaborative Curriculum or Online School, the lowest achievement level shall be awarded.

⑤ Rank grades by subject shall be assigned according to the rank order based on the total converted score, as follows. However, the cumulative number of students in each grade band shall be calculated by multiplying the number of students enrolled by the cumulative grade ratio and rounding the result.

Rank Grade / Cumulative Rank Ratio

Grade 1 / up to 10%

Grade 2 / over 10% to 34%

Grade 3 / over 34% to 66%

Grade 4 / over 66% to 90%

Grade 5 / over 90% to 100%

[Method of Calculating the Number of Students by Grade Band]

- The cumulative number of students up to each band shall be the rounded value obtained by multiplying the number of students enrolled by the cumulative ratio for that band.
- The number of students in each grade band shall then be determined, and that grade shall be awarded to students at the corresponding rank.

⑥ Care shall be taken to avoid ties as much as possible. If, nevertheless, tied scores (same ranks) occur at a grade boundary, the grade shall be assigned according to the median-rank percentile using the median rank. However, for subjects in which rank grades are not calculated, tie-handling rules shall not be entered. When ties occur, they shall be handled in the following order:

Item / Priority of method-item / Priority within method / Remarks

Written-first / performance-next / 1

- Written examination / 1

- Performance domain / 2

Written-examination order / performance-domain order / 2

- If the weighting of performance-assessment domains is unavoidably identical, priority shall be determined from the later-listed domain backward according to the order in the score list.

- Midterm examination / 2

- Final examination / 1

- Performance Domain 1 (higher weighting) / 3

- Performance Domain 2 (lower weighting) / 4

[Application of the Median Rank]

- Notwithstanding the tie-handling rules in the School's Academic Achievement Management Regulations, if tied scores occur at a grade boundary, the median rank shall be applied in assigning grades.
- The median rank is applied only where tied scores occur at a grade boundary, and is not applied to ties arising wholly within a grade band.

⑦ Ranks shall be calculated by subject for each semester using the total converted score for the subject. Where tied scores occur in a subject, all students with the tied score shall be given the highest applicable rank, with the number of tied students indicated in parentheses. In such cases, the number of students enrolled shall be calculated as follows:

1. The number of students enrolled for score calculation shall be the number of students taking the subject at the time of semester-end score calculation (including students who took the course but did not complete it). However, where deemed necessary, schools that select students by department with the approval of the Superintendent under Article 48 of the Elementary and Secondary Education Act and Article 78 of its Enforcement Decree may, in consideration of curriculum characteristics, determine the number of students enrolled by department in the School's Academic Achievement Management Regulations in accordance with the

Academic Achievement Management Guidelines. Meister high schools and specialized high schools (limited to schools providing education to foster talent in a particular field) may likewise determine the number of students enrolled in the School's Academic Achievement Management Regulations in consideration of curriculum characteristics.

#### [Method of Calculating the Number of Students Enrolled]

- Within the same subject curriculum (2022 Revised Curriculum), where the same subject/course, same credits, and same time of enrollment apply, all students taking the course shall be counted as the number of students enrolled for score calculation.
- However, where learning content and achievement standards differ in the curriculum organization such that different assessments are unavoidable, a different approach may be adopted as set forth in the School's Academic Achievement Management Regulations.
- 2. Where students from schools of different tracks jointly take a subject (course) offered as a vocational commissioned program by joint training centers operated by the Gyeongsangbuk-do Office of Education, general high schools (including autonomous high schools), special-purpose high schools (including Meister high schools), or specialized high schools (limited to schools providing education for a specific field), the number of students enrolled may be calculated separately by track.
- 3. Students for whom all assessments have been completed and whose scores can be processed in accordance with the School's Academic Achievement Management Regulations shall be included in the number of students enrolled regardless of current enrollment status, whereas students who re-entered, transferred in, or were admitted on transfer and who brought prior scores from their previous school shall be excluded from the number of students enrolled.
- 4. The "reference date for processing converted semester-end scores" for handling the total converted score according to the weighting of periodic examinations and performance assessments shall be the date of the final test specified in the subject assessment plan (such as the final examination or second examination), and students granted honorary graduation shall have their scores processed in the same manner as students who discontinued their studies (expulsion, voluntary withdrawal, removal from the register, leave of absence).
- ⑧ If assessment results such as scoring are processed electronically, the subject teacher shall thoroughly compare and verify whether there are any irregularities in the electronic processing results.
- ⑨ In order to protect personal information, the results of written and performance assessments shall be made available only to the individual student, and care shall be taken to prevent grade information from being disclosed to others.

#### Article 16-2 (Methods of Score Processing for Courses Offered through the Collaborative Curriculum and Online School)

- ① At the hub school, grades for the relevant course in the Collaborative Curriculum shall be calculated using all students taking the course as the "number of students enrolled" (including students from general high schools, special-purpose high schools, including Meister high schools, and specialized high schools).
- ② Where the School (the hub school) operates separate sections for its own students and students from other schools (Collaborative Curriculum), the same course may be opened and operated separately, and grades may likewise be calculated separately.
- ③ After the finalization of students enrolled in Collaborative Curriculum or Online School courses, the list of participating students shall not be changed. If a participating student fails to complete the course, the relevant matter shall be reflected in the School Records.

#### [Calculation of Scores and Entry in School Records for Students Who Do Not Complete the Course]

- If a student who fails to meet the course completion criteria\* including in the Collaborative Curriculum does not complete the guidance to guarantee the minimum achievement level and additional learning, "Not Completed" shall be entered in the Remarks field of the Subject Learning Progress form.

\* Course-specific academic achievement rate of 40% and attendance rate of at least two-thirds

④ The scores of students taking courses offered by online schools in other cities or provinces shall be processed in accordance with the relevant city/province's Guidelines for Academic Achievement Management and the Academic Achievement Management Regulations of the relevant online school.

#### Article 16-3 (Methods of Score Processing for Out-of-School Education)

For courses completed at out-of-school educational institutions, the subject area, course, credit, and subject-specific detailed abilities and special remarks sent by the institution shall be entered, and all other fields shall be entered as “.” However, only objective educational content (course title, credits completed, and objective learning content) shall be entered in the subject-specific detailed abilities and special remarks.

[2015 Revised Curriculum (Applicable to Grade 12 in the 2026 School Year)]

#### Article 16 (Processing of Academic Achievement Assessment Results)

① At the end of each semester, the subject teacher shall prepare the grade roster for each subject. In doing so, the score shall be calculated by adding together the periodic examination score and the performance assessment score, and, in principle, the National Education Information System (NEIS) shall be used. Subject-specific grade rosters shall be prepared in accordance with the following:

1. For all subjects, raw score, subject average, subject standard deviation, achievement level (number of students enrolled), rank (number of tied students), and rank grade shall be calculated. However, courses in the Liberal Arts subject group and the cases in Subparagraphs 2 through 6 are excluded.
2. For career elective subjects in the general curriculum (including specialized subjects organized as career electives), raw score, subject average, achievement level (number of students enrolled), and distribution ratio by achievement level shall be calculated.
3. For the common general curriculum course “Science Inquiry Experiment” and for Specialized Subjects II and III, only raw score, subject average, subject standard deviation, and achievement level (number of students enrolled) shall be calculated. Among these, the practical subjects of Specialized Subjects II may be calculated by competency unit, and, where competency-unit assessment is conducted, only hours completed, raw score, and achievement level shall be calculated.
4. For general elective subjects in the Physical Education and Arts subject groups of the general curriculum, only achievement levels shall be calculated.
5. For courses completed through the Collaborative Curriculum at the high school level [excluding career elective subjects in the general curriculum, general elective subjects in the Physical Education and Arts subject groups, and courses in the Liberal Arts subject group], raw score, subject average, subject standard deviation, and achievement level (number of students enrolled) shall be calculated.
6. For courses completed through out-of-school education at the high school level, “Subject Area,” “Course,” and “Unit Value” shall be entered, and all other fields shall be entered as “.”

② For general subjects, grades shall in principle be calculated using achievement levels (A-B-C-D-E) and rank grades (Grades 1 through 9), and for specialized subjects, using achievement levels (A-B-C-D-E), with the following details:

<Example> Method of Grade Reporting by Subject under the 2015 Revised Curriculum

- Common subjects: Raw score ○ / Subject average ○ / Standard deviation ○ / Achievement level 5 levels / Number of students enrolled ○ / Rank grade ○
- Science Inquiry Experiment: achievement level 3 levels; no rank grade
- General elective subjects (basic/inquiry/everyday life-liberal arts): Raw score ○ / Subject average ○ / Standard deviation ○ / Achievement level 5 levels / Number of students enrolled ○ / Rank grade ○ (excluding Liberal Arts subjects)
- Physical Education and Arts: achievement level 3 levels only; no number of students enrolled; no rank grade

- Career elective subjects (including specialized subjects organized as career electives): Raw score ○ / Subject average ○ / no standard deviation / achievement level 3 levels / number of students enrolled ○ / no rank grade, but distribution ratio by achievement level entered
  - Liberal Arts subjects: P entered
  - Specialized Subjects I: Raw score ○ / Subject average ○ / Standard deviation ○ / Achievement level 5 levels / Number of students enrolled ○ / Rank grade ○
  - For “Integrated Science Inquiry,” “Science Research Project,” Physics/Chemistry/Life Science/Earth Science Experiments, “Methods of Social Inquiry,” and “Social Research Project,” the achievement level is 3 levels.
  - Specialized Subjects II and III: Raw score ○ / Subject average ○ / Standard deviation ○ / Achievement level 5 levels / Number of students enrolled ○ / no rank grade
  - For subjects in General Subjects and Specialized Subjects I with 13 or fewer students enrolled: raw score, subject average, standard deviation, and achievement level are entered; rank grade is either “.” or an actual grade.
  - Collaborative Curriculum subjects: raw score, subject average, standard deviation, achievement level, and number of students enrolled are entered, but no rank grade.
  - Out-of-school education: entered as “.” when completed through out-of-school education.
1. For general elective subjects in the Physical Education and Arts subject groups of the general curriculum, only the achievement level (A-B-C) shall be calculated. For the Liberal Arts subject group, “P” shall be entered in both the “Achievement Level” and “Rank Grade” fields. However, where a Liberal Arts subject is organized as a career elective, the course title and unit value shall be entered, and “P” shall be entered in both the “Achievement Level (Number of Students Enrolled)” field and the “Distribution Ratio by Achievement Level” field.
  2. For the common general curriculum course “Science Inquiry Experiment” and for career elective subjects, no rank grade shall be calculated, and achievement levels shall be calculated on a three-level scale (A-B-C).
  3. Specialized Subjects II and III shall be evaluated on a five-level achievement scale (A-B-C-D-E), and no rank grade shall be calculated. However, the basic subjects of Specialized Subjects II may be calculated by competency unit in the same manner as practical subjects, and, where competency-unit assessment is conducted, only hours completed, raw score, and achievement level shall be calculated.
  4. Courses in the Physical Education and Arts subject groups of Specialized Subjects I shall be processed on a five-level achievement scale and a nine-grade rank scale, while career elective courses in the Physical Education and Arts subject groups of the general curriculum (including specialized subjects organized as career electives) shall be processed on a three-level achievement scale with a distribution ratio by achievement level.
  5. For Specialized Subjects I and general subjects [excluding the common general curriculum course “Science Inquiry Experiment,” career elective subjects (including specialized subjects organized as career electives), general elective subjects in the Physical Education and Arts subject groups, and Liberal Arts subjects], where the number of students enrolled is 13 or fewer, the subject area, course, unit value, raw score/subject average (standard deviation), and achievement level (number of students enrolled) shall be entered, and either the rank grade or “.” shall be entered in the “Rank Grade” field. However, where there are two or more such subjects with 13 or fewer students, one of the two methods shall be selected and applied consistently to all such subjects.
- ③ The total converted score based on the weighting of each domain (test) of the periodic examination and performance assessment shall be calculated to the second decimal place, with the third decimal place rounded off. The raw score shall then be calculated as a whole number by rounding off the first decimal place of the total converted score, and the subject average shall be calculated using the raw scores and expressed to the first decimal place, with the second decimal place rounded off. The distribution ratio by achievement level shall likewise be calculated to the first decimal place, with the second decimal place rounded off.
- ④ Achievement levels by subject [excluding the common general curriculum course “Science Inquiry Experiment” and courses in the Physical Education and Arts subject groups (excluding elective courses of special-purpose high schools)] shall be assigned according to the achievement rate as follows. However, if the cut scores based on criterion achievement rates are set differently by subject from the table below, they shall be determined by the

Subject Council and established after deliberation by the Academic Achievement Management Committee. For all subjects, cut scores shall be calculated by the fixed-cut-score method.

Achievement Rate / Achievement Level

90% and above / A

80% and above but below 90% / B

70% and above but below 80% / C

60% and above but below 70% / D

Below 60% / E

However, the following courses shall be assigned achievement levels according to raw score as follows: the common general curriculum course “Science Inquiry Experiment”; general elective subjects in the Physical Education and Arts subject groups of the general curriculum; career elective subjects of the general curriculum (including specialized subjects organized as career electives); “Integrated Science Inquiry,” “Science Research Project,” Physics Experiment, Chemistry Experiment, Life Science Experiment, Earth Science Experiment in the Science track of Specialized Subjects I; and “Methods of Social Inquiry” and “Social Research Project” in the International Studies track of Specialized Subjects I.[17]

Achievement Rate (Raw Score) / Achievement Level

80% and above to 100% / A

60% and above but below 80% / B

Below 60% / C

⑤ Rank grades by subject shall be assigned according to the rank order based on the total converted score, as follows. However, the cumulative number of students in each grade band shall be calculated by multiplying the number of students enrolled by the cumulative grade ratio and rounding the result.

Grade 1 / up to 4%

Grade 2 / over 4% to 11%

Grade 3 / over 11% to 23%

Grade 4 / over 23% to 40%

Grade 5 / over 40% to 60%

Grade 6 / over 60% to 77%

Grade 7 / over 77% to 89%

Grade 8 / over 89% to 96%

Grade 9 / over 96% to 100%

[Method of Calculating the Number of Students by Grade Band]

- The cumulative number of students in each grade band is calculated by multiplying the number of students enrolled by the cumulative grade ratio and rounding the result.
- The number of students in each grade band is then determined, and that grade is awarded to students at the corresponding rank.

⑥ Care shall be taken to avoid ties as much as possible. If, nevertheless, tied scores (same ranks) occur at a grade boundary, the grade shall be assigned according to the median-rank percentile using the median rank. However, for subjects in which rank grades are not calculated, tie-handling rules shall not be entered. When ties occur, they shall be handled in the same order as under the 2022 Revised Curriculum: written examinations first, then performance-assessment domains, with priorities by midterm, final, and performance domains according to weighting; where performance-assessment domains have identical weighting, priority shall be determined from the later-listed domain backward in the score list.

### [Application of the Median Rank]

- Notwithstanding the tie-handling rules in the School's Academic Achievement Management Regulations, if tied scores occur at a grade boundary, the median rank shall be applied in assigning grades.
  - The median rank is applied only where tied scores occur at a grade boundary, and is not applied to ties arising wholly within a grade band.
- ⑦ Ranks shall be calculated by subject for each semester using the total converted score for the subject. Where tied scores occur in a subject, all students with the tied score shall be given the highest applicable rank, with the number of tied students indicated in parentheses. In such cases, the number of students enrolled shall be calculated as follows:
1. The number of students enrolled for score calculation shall be the number of students taking the subject at the time of semester-end score calculation (including students who took the course but did not complete it). However, where deemed necessary, schools that select students by department with the approval of the Superintendent under Article 48 of the Elementary and Secondary Education Act and Article 78 of its Enforcement Decree may, in consideration of curriculum characteristics, determine the number of students enrolled by department in the School's Academic Achievement Management Regulations in accordance with the Academic Achievement Management Guidelines. Meister high schools and specialized high schools (limited to schools providing education for a specific field) may likewise determine the number of students enrolled in the School's Academic Achievement Management Regulations in consideration of curriculum characteristics.
  2. [Method of Calculating the Number of Students Enrolled]
    - Within the same subject curriculum (2015 Revised Curriculum), where the same subject/course, same credits, and same time of enrollment apply, all students taking the course shall be counted as the number of students enrolled for score calculation.
    - However, where learning content and achievement standards differ in the curriculum organization such that different assessments are unavoidable, a different approach may be adopted as set forth in the School's Academic Achievement Management Regulations.
  3. Where students from schools of different tracks jointly take a subject (course) offered as a vocational commissioned program by joint training centers operated by the Gyeongsangbuk-do Office of Education, general high schools (including autonomous high schools), special-purpose high schools (including Meister high schools), or specialized high schools (limited to schools providing education for a specific field), the number of students enrolled may be calculated separately by track.
  4. Students who re-enter, transfer in, or are admitted on transfer, as well as honorary graduates and students who have discontinued schooling (expulsion, voluntary withdrawal, removal from the register, leave of absence, or transfer out) for whom all assessments have been completed and whose scores can be processed in accordance with the School's Academic Achievement Management Regulations, shall be included in the number of students enrolled. However, honorary graduates and students who are expelled, voluntarily withdraw, are removed from the register, or take leave before all assessments have been completed (so that final semester-end score processing is not possible), as well as students who re-enter, transfer in, or are admitted on transfer and who brought prior scores from their previous school, shall be excluded from the number of students enrolled.
  5. The "reference date for processing converted semester-end scores" for handling the total converted score according to the weighting of periodic examinations and performance assessments shall be the date of the final test specified in the subject assessment plan (such as the final examination or second examination), and students granted honorary graduation shall have their scores processed in the same manner as students who discontinued their studies.
- ⑧ If assessment results such as scoring are processed electronically, the subject teacher shall thoroughly compare and verify whether there are any irregularities in the electronic processing results.
- ⑨ In order to protect personal information, the results of written and performance assessments shall be made available only to the individual student, and care shall be taken to prevent grade information from being disclosed to others.

## Article 16-2 (Methods of Score Processing for the Collaborative Curriculum)

- ① At the hub school, grades for all students who completed the relevant course in the Collaborative Curriculum shall be calculated using all such students as the “number of students enrolled” (including students from general high schools, special-purpose high schools, including Meister high schools, and specialized high schools).
- Where students at a general high school and a special-purpose high school (or specialized high school) jointly take a specialized-subject course through the Collaborative Curriculum, the course shall be organized as a “career elective subject” within the general curriculum and processed according to the score-calculation method for career elective subjects.
  - Where Specialized Subject II courses are jointly operated through the Collaborative Curriculum among Meister high schools, specialized high schools, and vocational-track departments in general high schools, the course shall be organized as a Specialized Subject II course and processed according to the score-calculation method for Specialized Subjects II.
- ※ *For specific score-calculation methods, refer to Article 16 (Processing of Academic Achievement Assessment Results) and the example table for the 2015 Revised Curriculum.*
- ② Where the School (hub school) operates separate sections for its own students and students from other schools (Collaborative Curriculum), the same course may be opened and operated separately, and grades may likewise be calculated separately.
- ③ For subjects completed through the Collaborative Curriculum, the “Rank Grade” field shall be left blank, and “Collaborative” shall automatically appear in the “Remarks” field.
- ④ After the finalization of students enrolled in Collaborative Curriculum courses, the list of participating students shall not be changed. If a participating student does not complete the course, no grade shall be calculated and nothing shall be reflected in the School Records.

### [Calculation of Scores and Entry in School Records for Students Who Do Not Complete the Course]

- If a student who fails to meet the course completion criteria\* including in the Collaborative Curriculum does not complete the guidance to guarantee the minimum achievement level and additional learning, “Not Completed” shall be entered in the Remarks field of the Subject Learning Progress form.

\* Course-specific academic achievement rate of 40% and attendance rate of at least two-thirds

※ *Students whose attendance rate is at least two-thirds shall all have grades calculated regardless of their personal choice.*

## Article 16-3 (Methods of Score Processing for Out-of-School Education)

For courses completed at out-of-school educational institutions, the subject area, course, credit, and subject-specific detailed abilities and special remarks sent by the institution shall be entered, and all other fields shall be entered as “.” However, only objective educational content (course title, credits completed, and objective learning content) shall be entered in the subject-specific detailed abilities and special remarks.

※ *Article 17 is presented separately for the [2022 Revised Curriculum (applicable to Grades 10 and 11 in the 2026 school year)] and the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].*

### [2022 Revised Curriculum (Applicable to Grades 10 and 11 in the 2026 School Year)]

## Article 17 (Entry of Subject Learning Progress)

① Based on the assessments conducted under these Guidelines and the School's Academic Achievement Management Regulations, the subject area, course, credit, raw score/subject average, achievement level, distribution ratio by achievement level, rank grade, and number of students enrolled shall be calculated and entered at the end of each semester. However, the following subjects are exceptions, and the following items shall be entered for each:

1. Interdisciplinary elective subjects in the Social Studies and Science subject groups of the general curriculum (“Travel Geography,” “The Contemporary World Explored through History,” “Inquiry into Social Issues,” “Finance

and Economic Life,” “Inquiry into Ethical Issues,” “Climate Change and a Sustainable World,” “History and Culture of Science,” “Climate Change and Environmental Ecology,” and “Integrated Science Inquiry”), and special education specialized subjects: subject area, course, credit, raw score/subject average, achievement level, distribution ratio by achievement level, and number of students enrolled

2. The common general curriculum course “Science Inquiry Experiment” and courses in the Physical Education and Arts subject groups (excluding elective courses of special-purpose high schools): subject area, course, credit, and achievement level
  3. Courses in the Liberal Arts subject group of the general curriculum: subject area, course, credit, and completion status
- ② In the “Remarks” field, brief entries shall be made concerning special matters arising from curriculum operation, such as the type of course offering (Collaborative Curriculum, Online School, Out-of-School Education, Online Content), course-completion status (not completed, substitute completion, retaken), or differences in completed subjects due to changes in enrollment status.
- ③ “Detailed Abilities and Special Remarks” shall be entered on the basis of observations made in student-participatory instruction, class-linked performance assessments, and the like, focusing on the characteristics of the achievement level according to the achievement standards for each subject, the degree of participation in learning activities, and the degree of change and growth through self-directed learning.
1. Subject-specific detailed abilities and special remarks shall in principle be entered for all students in all subjects (subject groups). However, for a student who could not participate in the relevant class, the reason shall be entered in the “Detailed Abilities and Special Remarks” section.[18]

#### [Examples]

- For a student receiving itinerant instruction: No special remarks due to itinerant instruction.
  - For a student with long-term absence: No special remarks due to long-term absence.
  - For a commissioned student: No special remarks due to commissioned-student status.
2. For a transfer student, whether to reflect the detailed abilities and special remarks for a subject that was offered at the previous school but not at the receiving school shall be determined through deliberation by the Academic Achievement Management Committee.
- ④ For courses in the Physical Education and Arts subject groups and for practical subjects in specialized subjects, the following items may be entered in the subject-specific detailed abilities and special remarks:
1. In the field for subject-specific detailed abilities and special remarks in Physical Education and Arts courses, the characteristics of the achievement level, practical skills, aptitude for the subject, participation in learning activities, and attitude may be entered.
  2. A Level 1 score in the Physical Activity Promotion System (PAPS) may be entered in the subject-specific detailed abilities and special remarks for Physical Education-related subjects.
  3. For major general subjects in specialized subjects (where operated in connection with competency units) and major practical subjects, all competency units completed in the relevant semester shall be entered in the detailed abilities and special remarks.
- ⑤ For a student who has been recognized as having completed a subject under Article 3-2 of the Enforcement Decree on Establishment Standards for Broadcasting and Correspondence High Schools, the course title and earned credits shall be entered in sentence form in the subject-specific detailed abilities and special remarks (or, where the relevant subject is not offered, in the “Individual Detailed Abilities and Special Remarks”).
- ⑥ Information related to gifted education completed at institutions under the Gifted Education Promotion Act (gifted schools, gifted classes, and gifted education institutes) shall be entered only in the “Gifted Education Record” in the subject-specific detailed abilities and special remarks of the relevant subject (Article 36(1) and (2) of the Enforcement Decree of the Gifted Education Promotion Act). However, if the relevant subject is not offered in the semester concerned, it shall be entered in the “Gifted Education Record” of the Individual Detailed Abilities and Special Remarks, but experience-based activity details and the like shall not be entered.

⑦ Educational achievements of students who have completed a curriculum operated by an Invention Education Center shall be entered only in the subject-specific detailed abilities and special remarks of the relevant subject (Technology and Home Economics or Science) under Article 10(2) and (3) of the Enforcement Decree of the Act on the Promotion of and Support for Invention Education. However, if neither Technology and Home Economics nor Science is offered in the semester concerned, such achievements shall be entered in the Individual Detailed Abilities and Special Remarks, but experience-based activity details and the like shall not be entered.

⑧ The following matters may be entered in the “Individual Detailed Abilities and Special Remarks” section:

- Korean school: where the score-calculation method of the Korean school differs from that of a domestic school
- Accredited alternative school: where the score-calculation method of the accredited alternative school differs from that of the receiving school
- Gifted education: where the relevant subject is not offered in the semester concerned
- Invention education: where neither Technology and Home Economics nor Science is offered in the semester concerned
- Recognition of course completion through out-of-school learning experiences at a Broadcasting and Correspondence High School: where the relevant subject is not offered in the semester concerned
- Field training operated as a program outside the regular curriculum: where field training is neither included in a specialized subject nor operated as a creative experiential activity in the semester concerned

⑨ For Liberal Arts subjects in the general curriculum, the course title and credit shall be entered, and “P” shall be entered in the “Completion Status” field.

[2015 Revised Curriculum (Applicable to Grade 12 in the 2026 School Year)]

#### Article 17 (Entry of Subject Learning Progress)

① Based on the assessments conducted under these Guidelines and the School's Academic Achievement Management Regulations, the subject area, course, unit value, raw score/subject average (standard deviation), achievement level (number of students enrolled), and rank grade shall be calculated and entered at the end of each semester. However, the following subjects are exceptions, and the following items shall be entered for each:

1. Career elective subjects in the general curriculum (including specialized subjects organized as career electives): subject area, course, unit value, raw score/subject average, achievement level (number of students enrolled), and distribution ratio by achievement level
2. The common general curriculum course “Science Inquiry Experiment” and Specialized Subjects II and III: subject area, course, unit value, raw score/subject average (standard deviation), and achievement level (number of students enrolled)
3. General elective subjects in the Physical Education and Arts subject groups of the general curriculum: subject area, course, unit value, and achievement level

② In the “Remarks” field, brief entries shall be made concerning special matters arising from curriculum operation, such as completion through the Collaborative Curriculum or out-of-school education, or differences in completed subjects due to changes in enrollment status.

③ “Subject-specific Detailed Abilities and Special Remarks” shall be entered for all students in all subjects (subject groups). The detailed matters shall follow what is separately prescribed by the Minister of Education. In subject-specific detailed abilities and special remarks, observations made in student-participatory instruction, class-linked performance assessments, and the like shall be entered in sentence form.

1. Subject-specific detailed abilities and special remarks shall specifically and objectively describe notable matters such as the characteristics of the achievement level according to subject-specific achievement standards, participation, and attitude, based on the results of periodic examinations and performance assessments.
2. Subject-specific detailed abilities and special remarks shall be entered for all students in all subjects (subject groups), but if a student could not participate in the relevant class, the reason shall be entered.

## [Examples]

- For a student receiving itinerant instruction: No special remarks due to itinerant instruction.
  - For a student with long-term absence: No special remarks due to long-term absence.
  - For a commissioned student: No special remarks due to commissioned-student status.
3. For a transfer student, whether to reflect the detailed abilities and special remarks for a subject that was offered at the previous school but not at the receiving school shall be determined through deliberation by the Academic Achievement Management Committee.
- ④ For courses in the Physical Education and Arts subject groups and for major practical subjects in specialized subjects, the following items may be entered in the subject-specific detailed abilities and special remarks:
1. In the field for subject-specific detailed abilities and special remarks in Physical Education and Arts courses, the characteristics of the achievement level, practical skills, aptitude for the subject, participation in learning activities, and attitude may be entered.
  2. A Level 1 score in the Physical Activity Promotion System (PAPS) may be entered in the subject-specific detailed abilities and special remarks for Physical Education-related subjects.
  3. Where major general subjects and major practical subjects in specialized subjects are operated in connection with competency units, they shall be entered by subject, and competency units containing notable matters may be included.
- ⑤ For a student who has been recognized as having completed a subject under Article 3-2 of the Enforcement Decree on Establishment Standards for Broadcasting and Correspondence High Schools, the course title and earned credits shall be entered in sentence form in the subject-specific detailed abilities and special remarks (or, where the relevant subject is not offered, in the “Individual Detailed Abilities and Special Remarks”).
- ⑥ Information related to gifted education completed at institutions under the Gifted Education Promotion Act (gifted schools, gifted classes, and gifted education institutes) shall be entered only in the “Gifted Education Record” in the subject-specific detailed abilities and special remarks of the relevant subject. However, if the relevant subject is not offered in the semester concerned, it shall be entered in the “Gifted Education Record” of the Individual Detailed Abilities and Special Remarks, but experience-based activity details and the like shall not be entered.
- ⑦ Educational achievements of students who have completed a curriculum operated by an Invention Education Center shall be entered only in the subject-specific detailed abilities and special remarks of the relevant subject (Technology and Home Economics or Science). However, if neither Technology and Home Economics nor Science is offered in the semester concerned, such achievements shall be entered in the Individual Detailed Abilities and Special Remarks, but experience-based activity details and the like shall not be entered.
- ⑧ In accordance with the General Guidelines for the Elementary and Secondary Curriculum (Ministry of Education Notice No. 2019-211) and the “Measures to Eliminate High School Hierarchization and Strengthen Educational Capacity of General High Schools” (Ministry of Education School Innovation Policy Division-6170, November 25, 2019), matters related to “school-autonomous educational activities arising from flexible adjustment of instructional volume” may be entered either in the subject-specific detailed abilities and special remarks of the relevant subject or in the Individual Detailed Abilities and Special Remarks.
- ⑨ The following matters may be entered in the “Individual Detailed Abilities and Special Remarks” section:
- Korean school: where the score-calculation method of the Korean school differs from that of a domestic school
  - Accredited alternative school: where the score-calculation method of the accredited alternative school differs from that of the receiving school
  - Supplementary learning process for subjects not completed due to transfer, return from abroad, etc.: where a common subject could not be completed and a supplementary learning process was provided online or offline, but the relevant subject was not offered in the semester concerned
  - Gifted education: where the relevant subject is not offered in the semester concerned
  - Invention education: where neither Technology and Home Economics nor Science is offered in the semester concerned

- Recognition of course completion through out-of-school learning experiences at a Broadcasting and Correspondence High School: where the relevant subject is not offered in the semester concerned
- School-autonomous educational activities arising from flexible adjustment of instructional volume: where it is difficult to limit the content to the detailed abilities and special remarks of a particular subject
- Instruction using broadcasting and information-communication media at educational institutions designated by the Superintendent (online classes): where a student completed such a class but the relevant subject was not offered in the semester concerned (only course-completion details for subjects for which part or all of the score was not calculated may be entered)

※ However, content completed through an online supplementary course by a student who does not fall under transfer, admission on transfer, or return from abroad may not be entered.

- Field training operated as a program outside the regular curriculum: where field training is neither included in a specialized subject nor operated as a creative experiential activity in the semester concerned
- ⑩ For Liberal Arts subjects in the general curriculum, the course title and credit shall be entered, and “P” shall be entered in both the “Achievement Level (Number of Students Enrolled)” field and the “Rank Grade” field. However, where a Liberal Arts subject is organized as a career elective, the course title and credit shall be entered, and “P” shall be entered in both the “Achievement Level (Number of Students Enrolled)” field and the “Distribution Ratio by Achievement Level” field.

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## Chapter 4. Other Score Processing and Management

### Article 18 (Score Processing for Students Returning to School, Re-enrolling, Transferring In, or Admitted on Transfer)

- ① If a student who transfers out, takes leave, is exempted, is granted deferment, is removed from the register, voluntarily withdraws, or leaves school before all assessment (the standard for semester-end score calculation) is completed has already earned scores before such status change, those scores shall be entered electronically or otherwise retained for the student’s return, re-entry, transfer in, or admission on transfer.
- ② Scores for students returning to school, re-enrolling, transferring in, or admitted on transfer shall be calculated as follows:
1. The student’s scores earned at the original school (periodic examinations) before the date of return, re-entry, transfer in, or admission on transfer shall be combined with the scores earned after that date.
  2. If part of the student’s scores overlaps, the scores earned after return, re-entry, transfer in, or admission on transfer shall prevail.
  3. If there are no scores from the original school available for score calculation after return, re-entry, transfer in, or admission on transfer, only the scores from assessments taken after return, re-entry, transfer in, or admission on transfer shall be reflected. However, where a recognized score must be awarded for reasons such as absence, the School’s Academic Achievement Management Regulations shall apply.

#### Example table:

- Basic principle: Original school first examination ○ / re-entry, etc. × / original school second examination × / re-entry, etc. ○ → Original school first examination + re-entry, etc. second examination
- Duplicate score for the same assessment: Original school first examination ○ / re-entry, etc. × / original school second examination ○ / re-entry, etc. ○ → Original school first examination + re-entry, etc. second examination
- Insufficient same-assessment score: Original school first examination × / re-entry, etc. × / original school second examination × / re-entry, etc. ○ → recognized score based on re-entry, etc. second examination + re-entry, etc. second examination
- Insufficient same-assessment score (all assessments absent): all × → determined by the Academic Achievement Management Committee in accordance with the Gyeongsangbuk-do High School Guidelines for Academic Achievement Management

※ *In the case of performance assessment, the assessment plan shall include a method for processing scores of students who returned, re-enrolled, transferred in, or were admitted on transfer; through the Subject Council, scores from the original school may be recognized as scores in a similar assessment domain.*

4. At the time of a student's transfer out, the original school shall enter and transmit electronically the scores obtained up to the date of transfer (including periodic examination and performance assessment scores and detailed records). If input is impossible for unavoidable reasons, the materials shall be organized, sent confidentially to the receiving school, and a copy shall be retained.
- ③ If a student transfers out, takes leave, is exempted, is granted deferment, is removed from the register, voluntarily withdraws, or is expelled after the periodic examination, recognized scores due to unrecognized absence during the assessment period shall be calculated and entered on the basis of the relevant periodic examination.
- ④ The reference score for awarding recognized scores in periodic examinations shall in principle be calculated on the basis of the student's periodic examination scores within the same semester. If no periodic examination score exists, the recognized score shall be calculated in accordance with a decision by the principal after deliberation by the School Academic Achievement Management Committee.
- ⑤ When a student transfers out, all data that can be entered by the original school up to the transfer date shall be entered and transmitted, and materials that could not be entered for unavoidable reasons (monthly attendance status, other input matters, etc.) shall be organized, sent confidentially to the receiving school, and a copy shall be retained.
- ⑥ Methods for recognition and reflection of the scores of the same (or similar) subject for students whose enrollment status changes due to return to school, re-entry, transfer in, admission on transfer, etc. shall be prescribed in the Academic Achievement Management Regulations; where not prescribed therein, they may be determined by the School Academic Achievement Management Committee.
- ⑦ Score-calculation methods by subject shall follow Chapter 3 of these Guidelines.
- ⑧ If a transfer-in student has completed the same subject more than once due to concentrated completion, such completion shall be recognized.

※ *The content of Paragraph ⑧ applies only to the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].*

- ⑨ Methods of entering the supplementary learning process for subjects not completed due to transfer, admission on transfer, etc. shall be as follows:
  1. If a "supplementary learning process"[19] is implemented because a common subject could not be completed due to transfer, admission on transfer, etc., the course title, period of study, and hours of study shall be entered in sentence form in the Detailed Abilities and Special Remarks section of Subject Learning Progress.

#### Article 19 (Score Processing for Students Returning from Abroad, etc.)

"Students returning from abroad, etc." refers to students returning from foreign countries under Article 19(1) of the Enforcement Decree of the Elementary and Secondary Education Act, children of overseas Korean nationals, North Korean defectors, foreign students, and the like, and their scores shall be calculated as follows:

- ① Scores shall be calculated only on the basis of scores earned after enrollment, re-enrollment, readmission (including return from leave), transfer in, or admission on transfer to a domestic school.
- ② If the student has prior scores at a domestic school before re-enrollment, readmission (including return from leave), transfer in, or admission on transfer, those scores shall be recognized and combined with the scores earned afterward.
- ③ If the student has scores earned after re-enrollment, readmission (including return from leave), transfer in, or admission on transfer, and corresponding prior domestic-school scores overlap, the scores earned afterward shall prevail.
- ④ Under the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)], if a "supplementary learning process" was implemented because a common subject could not be completed due to transfer, admission

on transfer, return from abroad, etc., the course title, period of study, and hours of study shall be entered in sentence form in the Detailed Abilities and Special Remarks section of Subject Learning Progress.

#### Article 20 (Methods of Score Processing for Remote Classes)

① Where the principal conducts remote classes for enrolled students under Article 24(3)1 of the Elementary and Secondary Education Act for educational purposes, assessment shall be conducted with due regard to the following, and specific matters shall be determined by the principal in accordance with the Gyeongsangbuk-do High School Guidelines for Academic Achievement Management:

1. Periodic examinations shall in principle be administered with students physically present at school.
2. The teacher shall directly observe and verify the student's performance process and results.
3. Where the teacher directly observes and verifies the student's performance process and results in remote classes, the matter may be entered in School Records; where the teacher does not directly observe and verify them, it may not be entered.

② If a student has received all or part of remote classes conducted by an educational institution designated by the Superintendent under Article 48(4)[20] of the Enforcement Decree of the Elementary and Secondary Education Act, the student's scores shall be processed in the same manner as those of a commissioned student. For courses taken at institutions or locations other than the enrolled school, scores shall be calculated as follows:

1. The enrolled school of the commissioned student shall enter the scores sent by the commissioned institution, and the specific reflection ratio and method shall be determined through deliberation by the Academic Achievement Management Committee.
2. If the commissioned institution finds it difficult to conduct assessment, the student shall in principle take the assessment at the enrolled school, and specific matters shall be governed by the Gyeongsangbuk-do High School Guidelines for Academic Achievement Management.
3. If an enrolled student takes part of classes at an educational institution designated by the Superintendent, the principal shall process that student's scores in the same manner as those of a commissioned student.

#### Article 21 (Methods of Score Processing for Commissioned Students)

① If a commissioned student earns scores at the commissioned school (institution), those scores shall be recognized and shall not be included in the score calculation of the enrolled school. In such cases, the scores sent by the commissioned school (institution) shall be entered as the same (or similar) subject. However, for subjects for which no score (achievement level, raw score, subject average, standard deviation,[21] rank grade, etc.) has been calculated, only the completion details shall be entered in sentence form in the subject-specific Detailed Abilities and Special Remarks section.

② The Gyeongsangbuk-do Office of Education and commissioned educational institutions may establish students' attendance-rate requirements when applying the criteria for recognizing course completion in the relevant subject. If the student's attendance rate falls short of that standard, the relevant information on the subject shall be reflected in School Records.

③ If a commissioned student returns to the enrolled school before semester-end score processing, the student shall be included in the score calculation of the enrolled school. If the student returns after the midterm examination, only the scores earned after the return shall be reflected. However, where a recognized score must be awarded for reasons such as absence, the School's Academic Achievement Management Regulations shall apply.

④ A student commissioned to a commissioned school (institution) that cannot conduct its own assessment and score processing shall take the assessment at the enrolled school.

#### Article 21-2 (Score Processing for Vocational Education Commissioned Students)

① For the commissioned vocational subjects of vocational education students in general high schools and autonomous high schools, and for specialized (industrial) and practical subjects in specialized high schools and special-purpose high schools for which individual assessment is difficult, the evaluated raw score, subject average, achievement level, and the like shall be recorded, or only completion status shall be recorded.[22]

- ② The number of students enrolled for general subjects, etc. completed at the student's enrolled school by students in vocational education commissioned programs at general high schools and autonomous high schools shall be calculated and entered together with the students of the enrolled school. However, where the credits do not match, the number of students enrolled shall be calculated separately.
- ③ If the institution responsible for the general-high-school vocational education commissioned program—such as an industrial (information) school, a vocational-education hub school, or a vocational training institution recognized by the provincial Office of Education—notifies the student's enrolled school of the completed courses, raw scores, subject averages, subject standard deviations,[23] achievement levels, and number of students enrolled as assessed there, those results may be entered as they are.
- ④ However, where achievement levels are not calculated for one of the following reasons, the result shall be processed as "P (Pass)":
1. Where it is judged difficult to conduct individual assessment under the curriculum
  2. Where calculating achievement levels is judged to interfere with the achievement of the purpose of the commissioned education
  3. Where, in view of the content completed, number of hours, class procedures, operation method, etc., it is judged appropriate not to calculate achievement levels
- ⑤ Where students from schools of different tracks (departments) jointly take courses (programs) opened by joint training centers or vocational education centers operated by the Gyeongsangbuk-do Office of Education, or by general high schools (including autonomous high schools), special-purpose high schools (including Meister high schools), or specialized high schools (limited to schools providing education for a specific field), the number of students enrolled may be calculated separately by track (department).

#### Article 21-3 (Score Processing for Students Commissioned to Alternative Education Institutions)

- ① The term "alternative education commissioned institution" refers to a commissioned educational institution designated by the Superintendent under the relevant educational rules pursuant to Article 28 of the Elementary and Secondary Education Act and Article 54 of its Enforcement Decree, for the purpose of providing diverse education to students who find it difficult to adapt to normal school life, students who have discontinued their studies, and students who wish to receive education suited to their individual characteristics.
- ② Such institutions shall operate the curriculum in accordance with the Gyeongsangbuk-do High School Guidelines for Academic Achievement Management and, at the end of each semester, shall prepare the relevant student records in accordance with the School Records entry manual and send them to the student's enrolled school. Attendance status, however, shall be sent monthly to the enrolled school.
- ③ Subject scores from the commissioned institution shall be entered in NEIS through [Student Records] - [Commissioned Student Management] after searching for and registering the relevant subject, and the semester-end score calculation results from the School Records sent by the commissioned institution shall then be entered.

#### Article 21-4 (Score Processing for Students Who Received Classes Through Broadcasting and Information-Communication Media (Online Classes))

- ① If a student has received all or part of classes through broadcasting and information-communication media at an educational institution designated by the Superintendent pursuant to Article 48(4) of the Enforcement Decree of the Elementary and Secondary Education Act, score processing shall follow the rules applicable to students in commissioned educational programs.
- ② If a student has completed classes through broadcasting and information-communication media at an educational institution designated by the Superintendent but the relevant subject is not offered in the semester concerned, then, for subjects for which part or all of the score has not been calculated, only the course completion details (subject title, period of study, and hours of study) shall be entered in sentence form in Individual Detailed Abilities and Special Remarks.[24]

#### Article 21-5 (Score Processing for Students Commissioned to Juvenile Protection Institutions)

Scores of students whose school records are handled in the form of commissioned education at relevant institutions under the Act on the Treatment of Protected Juveniles, etc. shall be processed in the same manner as provided in Article 18 of these Guidelines for score processing of students who return to school, re-enroll, transfer in, or are admitted on transfer. However, the method of calculating internal grades for admission to higher-level schools shall be determined by the admissions authority.

#### Article 21-6 (Score Processing for Students with Health Impairments Receiving Instruction Through Hospital Schools, Remote Classes, or Other Broadcasting/Information-Communication Media)

The assessment methods and score processing for students with health impairments who receive instruction through hospital schools, remote classes, or other broadcasting and information-communication media shall be implemented as follows:

1. The student's scores shall be processed in accordance with the School's Academic Achievement Management Regulations.
2. The student shall, in principle, attend the enrolled school on the day of assessment. If the student does not sit the assessment at the enrolled school, the absence shall be treated as illness-related absence. However, in unavoidable cases, the matter shall be determined by the School Academic Achievement Management Committee.

#### Article 22 (Score Processing for Students in Field Training)

① For students in field training at specialized high schools and Meister high schools (including students participating in on-the-job training in school-industry integrated apprenticeship schools), completion status and the training period shall be entered by the method prescribed by the principal of the relevant school or by the Superintendent, with reference to the following:

1. Scores for subjects other than field training shall be calculated according to the score-processing method for each subject.
2. Scores for field training may be recognized as the scores of students participating in field training by combining the evaluation performed by the company and the evaluation performed by the school.
3. Entries in non-curricular areas such as Creative Experiential Activities shall, where separately planned during the period of field training, be prepared by the homeroom teacher on the basis of materials from the enrolled school and the field-training institution.
4. Where field training is operated as part of a specialized subject, the School's Academic Achievement Management Regulations shall include specific assessment methods, and the result shall be calculated and entered in the same manner as the score-processing method for specialized subjects. In such cases, the type of field training, job field (entered from among the 17 subject groups), period, and content shall be entered in the subject-specific Detailed Abilities and Special Remarks section of Subject Learning Progress.
5. Where field training is not included in a subject and is instead operated as a creative experiential activity or the like, it shall follow the assessment and recording methods for that activity. Where it is operated as a program outside the regular curriculum, it shall be entered descriptively in the Individual Detailed Abilities and Special Remarks section of Subject Learning Progress for the relevant grade.
6. If there are competency units that could not be assessed due to field training, the subject scores shall be processed according to the field-training assessment standards set out in the School's Academic Achievement Management Regulations (including the awarding of recognized scores).

② For field training of students eligible for special education, completion status, the field-training institution, and the training period shall be entered by the method prescribed by the principal of the relevant school, and Paragraph ① may be applied mutatis mutandis.

## Article 23 (Assessment Methods and Score Processing for Students with Disabilities)

The principal shall establish and implement regulations for assessment accommodations for students with disabilities.

1. Depending on the type and severity of the disability, appropriate accommodations may be provided as necessary, such as establishing and operating a separate testing room, reading aloud, scribing, assistive (technological) devices, or support personnel.
2. For students with visual impairments who use Braille, Braille assessment materials shall be provided, and audio assessment materials may be provided if necessary. Examination time shall be extended to 1.7 times the regular time for each testing period. For students with visual impairments who use print (ordinary text), a magnifier (which may be personally brought) or enlarged/reduced assessment materials (118%, 200%, or 350% on A4 paper) shall be provided, and examination time shall be extended to 1.5 times the regular time for each testing period.
3. For students with physical disabilities, including those with brain lesions, examination time shall be extended to 1.5 times the regular time for each testing period, and scribing shall be provided where upper-limb impairment makes it difficult to complete the assessment independently.
4. If a student with a hearing impairment, including a student wearing a hearing aid or cochlear implant, has difficulty participating in a listening assessment, the listening assessment shall be replaced with a periodic examination.
5. If a student's disability is severe or additional accommodations are necessary for other reasons, the School Academic Achievement Management Committee may, after deliberation, determine necessary support measures such as further extension of assessment time.

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## Chapter 5. Assessment and Management of Non-Curricular Areas

### Article 24 (Evaluation and Management of Creative Experiential Activities)

- ① For each of the three areas of Creative Experiential Activities (Autonomous and Self-Governing Activities, Club Activities, and Career Activities)[25], the activity content, assessment methods, and criteria shall be determined by the School based on the curriculum; the hours completed by area and special remarks (including matters revealing individual characteristics) shall be entered; and, for volunteer service, performance records shall be entered.
- ② In the "Volunteer Service Performance" section of Creative Experiential Activities, both volunteer activities carried out under the School Educational Plan in the relevant school year and volunteer activities carried out under the student's individual plan shall be entered. The date or period, place or supervising organization, activity content, and hours of volunteer service shall all be entered in chronological order.
- ③ Cumulative records by area shall be prepared and managed using developed forms so as to secure fairness, objectivity, transparency, reliability, and validity, on the basis of materials including students' specific activity content.
- ④ In the special remarks for the "Career Activities" area, the homeroom teacher shall enter matters revealing the student's career characteristics, including desired career field, the results of various career tests and career counseling, areas of interest, and activity content related to the student's career aspirations.
- ⑤ For school sports club activities, the club name, activity hours, and special remarks revealing individual characteristics shall be entered in the "Club Activities" section. In such cases, the activity content shall be limited to activities carried out during a period recognized by the principal, and the hours for school sports club activities shall be included in the total hours for Club Activities.

### Article 25 (Evaluation and Management of Reading Activity Records)

- ① In the "Reading Activity Record" section, subject-specific and individual reading activities shall be entered by semester for students who have noteworthy matters concerning reading activities.

② The title and author of books read by the student shall be entered in the Reading Activity Record by the subject teacher or homeroom teacher.

#### Article 26 (Evaluation and Management of Behavioral Characteristics and Overall Comments)

① In the “Behavioral Characteristics and Overall Comments” section, the homeroom teacher shall enter, in sentence form, an overall comment that provides a holistic understanding of the student based on behavioral characteristics observed continuously throughout the school year.

#### Article 26-2 (Management of School Violence Measures)

In the “School Violence Measures Management” section, the measures taken against offending students under Article 17(1) of the Act on the Prevention of and Countermeasures against School Violence shall be entered. (Applicable to Grades 10 and 11 in the 2025 school year.)

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## Chapter 6. Attendance Management

#### Article 27 (Number of Instructional Days)

① The number of instructional days means the total number of days of attendance that students in each grade are required to complete each year, as determined by the principal under Article 45 of the Enforcement Decree of the Elementary and Secondary Education Act.

1. Under Article 8 (Length of Schooling and Number of Instructional Days) of the Regulations on the Establishment and Operation of Alternative Schools, the School shall have at least 180 instructional days per academic year. The principal may reduce the number of instructional days by up to one-tenth where necessary due to natural disasters or for other curriculum-operation reasons.
2. The number of attendance days required for completion of each grade is at least two-thirds of the number of instructional days under Article 45 of the Enforcement Decree of the Elementary and Secondary Education Act (Article 50(2) of the Enforcement Decree).

※ *Standard for completion of the relevant grade for a student returning from abroad, re-entering, or admitted on transfer in the middle of the year: attendance on at least two-thirds of the instructional days from the date of admission until the end of the school year.*

- ② The period up to and including the date of any enrollment-status change (exemption, deferment, leave of absence, removal from the register, voluntary withdrawal, expulsion, transfer out, etc.) shall be included in the number of instructional days.
- ③ If there is an overlapping period before and after a change in enrollment status, only the days after the new enrollment status is granted (re-entry, admission on transfer, transfer in, return from leave, etc.) shall be counted as instructional days.
- ④ For a student newly granted enrollment status, the number of instructional days for the relevant grade shall be the sum of the instructional days at the original school and those at the current school, excluding overlapping periods.
- ⑤ The number of instructional days for a student who re-enters, transfers in, or returns from leave may differ from that of other students. However, if that number would amount to less than two-thirds of the instructional days for the relevant grade at the School, completion or graduation cannot in principle be recognized due to insufficient instructional days, and re-entry, transfer in, or return from leave during that same school year is not possible.

#### Article 28 (Absence)

① Calculation of the number of days absent

1. If a student fails to attend on a day when attendance is required under the School Regulations, the student shall be treated as absent.

2. For a student newly granted enrollment status, the number of days absent for the relevant grade shall be the sum of the number of days absent at the original school and those at the current school, excluding overlapping periods.
- ② In the following cases, the student shall be treated as present:
1. Failure to attend due to a natural disaster such as an earthquake, heavy rain, heavy snow, storm, or tidal wave, or due to a statutory infectious disease, etc. (including non-statutory infectious diseases deemed necessary by the principal to prevent spread within the School)
  2. Failure to attend due to official duties or the exercise of public authority, such as military service obligations
  3. Failure to attend due to participation, with the principal's approval, in competitions and training representing the School, a city/province (Office of Education), or the nation; industrial-practicum programs (field training, employment linked to field training); exchange learning; off-campus experiential learning; or suspension of attendance under Article 8 of the School Health Act
  4. Periods of in-school service, community service, or special education under Article 31(1) of the Enforcement Decree of the Elementary and Secondary Education Act
  5. Periods recognized for participation in a reflection period program such as counseling or a career program under Article 28(7) of the Enforcement Decree of the Elementary and Secondary Education Act
  6. Failure to attend due to the following family events:  
 Category / Eligible Family Member / Number of Days  
 Marriage / sibling, father, mother / 1 day  
 Adoption / student him- or herself / 20 days  
 Death / parent, grandparent, maternal grandparent / 5 days  
 Death / parent's grandparent (great-grandparent), parent's maternal grandparent (great-grandparent), sibling and spouse of sibling / 3 days  
 Death / parent's sibling and spouse of that sibling / 3 days  
 ※ *Discretionary school closure days, public holidays, and Saturdays shall not be included in the number of days for family events.*
  7. Absence for other unavoidable reasons with the principal's approval  
 ※ *If a female student is late, leaves early, goes out, or is absent due to severe menstrual pain, and submits a report within two days and receives the principal's approval, such absence shall be treated as attendance-recognized up to once per month; any occurrence beyond once per month shall be processed as illness-related lateness, early departure, going out, or absence.*
  8. Where, before the convening of the School Violence Countermeasures Review Committee under Article 12 of the Act on the Prevention of and Countermeasures against School Violence and before a request for protective measures for the victim is made, the principal recognizes, after fact-finding by the dedicated school violence unit under Article 14(3) of the same Act, that a school violence victim was unable to attend school because of school violence
  9. Participation in a guidance program run by a police agency under the juvenile affairs rules of the Metropolitan/Provincial Police Agency
  10. Participation in voting under the Public Official Election Act and the Local Educational Autonomy Act
  11. Absence, up to 10% of the total number of instructional days, due to legislative activity (attendance on the day of a plenary session or standing committee meeting) after election to public office under the Public Official Election Act

#### Article 29 (Illness-Related Absence, Unrecognized Absence, and Other Absence)

Illness-related absence, unrecognized absence, and other absence shall be processed according to the following standards:

① Illness-related absence

1. Where, within five days from the date of absence, an absence report accompanied by a doctor's diagnosis or opinion (including a medical opinion letter or treatment confirmation showing the diagnosis and treatment period) is submitted and approved by the principal. However, for an absence of two days or less, approval may be granted if, within five days, an absence report is submitted with materials showing that the absence was due to illness (such as a parent statement, prescription, or homeroom-teacher confirmation).
2. Where a student with a health impairment receiving instruction through a hospital school or information-communication media such as remote classes is absent
3. Where, within five days from the date of absence, a student identified through a doctor's diagnosis or opinion as belonging to a sensitive group with an underlying condition (such as asthma, atopy, allergies, respiratory disease, or cardiovascular disease) submits an absence report with a doctor's diagnosis (or opinion) stating findings that reveal relevance to fine dust or future treatment opinions, and obtains the principal's approval

② Unrecognized absence

1. Suspension of attendance under Article 17(1)6 of the Act on the Prevention of and Countermeasures against School Violence
2. Suspension of attendance under Article 31(1)4 of the Enforcement Decree of the Elementary and Secondary Education Act
3. The home-study period under Article 31(6) of the Enforcement Decree of the Elementary and Secondary Education Act
4. Absence due to reasons attributable to wrongdoing (attendance at a related institution, arrest, flight, detention including bringing-in, custody, confinement, or imprisonment, etc.)
5. Intentional absence due to negligence, running away from home, refusal to attend school, etc.
6. Absence for other unjustifiable reasons, including absence due to attending private institutes (including those for arts and physical education), absence exceeding the period of off-campus experiential learning prescribed in the School Regulations, and absence due to overseas language study

③ Other absence

1. Absence recognized by the principal as due to unavoidable personal circumstances such as support of parents or family, household assistance, caregiving, etc.
2. Absence under the Public Official Election Act and the Political Parties Act
  - a. Absence exceeding 10% of the total instructional days due to legislative activity after election to public office
  - b. Absence due to election campaigning by a registered candidate him- or herself
  - c. Absence due to political party activities as a founding member of or member of a political party
3. Absence where a student has met the attendance requirement for graduation and has enlisted voluntarily before graduation
4. Absence where a student participates in a physical examination for voluntary enlistment
5. Other absence recognized by the principal as having a justifiable reason

④ The following contents shall be entered in the special remarks section:

1. The reason for long-term absence of ten or more consecutive days due to illness, unrecognized reasons, etc.
2. The reason for one or more days of other absence
3. If the number of short absences is high, the main reason may be entered cumulatively.
4. Measures imposed by the School Violence Countermeasures Review Committee under Article 17(1)4 (community service), 5 (special education or psychological treatment), and 6 (suspension of attendance) of the Act on the Prevention of and Countermeasures against School Violence shall be entered immediately in the "Special Remarks" section together with the date of the measure decision (internal approval date).

※ *The measure decision date means the date on which the principal decided the measure (internal approval date) in response to the measure request of the School Violence Countermeasures Review Committee.*

※ *If a retrial, administrative appeal, or lawsuit is filed, the measure shall first be entered, and if the measure is later changed, it shall be corrected accordingly; however, the original measure decision date shall not be changed.*

### Article 30 (Lateness, Early Departure, and Class Absence)

- ① If a student does not attend by the arrival time designated by the principal, the student shall be processed as late.
- ② If a student leaves school between the arrival time and departure time designated by the principal, the student shall be processed as leaving early.
- ③ If a student fails to attend class time, the student shall be processed as absent from class.
- ④ Lateness, early departure, and class absence due to the reasons in Article 26 Paragraph ② shall not be counted in the respective number of occurrences.
- ⑤ Reasons for lateness, early departure, and class absence shall be processed in the same way as reasons for absence: attendance-recognized, illness-related, unrecognized, or other.
- ⑥ If lateness, class absence, and early departure occur on the same day, the principal shall determine and process only one of them; where they arise from the same reason, the one involving the greater loss of instructional time shall be used.
- ⑦ For a student newly granted enrollment status, the number of times late, leaving early, and absent from class for the relevant grade shall be the sum of the corresponding counts at the original school and at the current school, excluding overlapping periods.
- ⑧ Where necessary for school operation, such as during periodic examination periods or regular-curriculum experiential activities, the principal may apply separate arrival and departure times after informing students and parents in advance.

### Article 31 (Supplementation of Missed Classes and Minimum Academic Achievement Requirement for Student Athletes)

In order to guarantee minimum academic achievement and the right to learn for student athletes, a minimum academic achievement system shall be introduced, and supplementation for missed classes shall be handled as follows:

- ① In order to guarantee the learning rights of student athletes and their normal participation in school life, participation in competitions and training shall be processed as attendance-recognized absence within 50 days of the instructional days for the relevant school year. National team members may be permitted to exceed the 50-day limit on the basis of official documents recognized by the Korean Sport & Olympic Committee.
- ② Missed classes due to off-site training and competition participation by students in athletic teams (soccer, baseball, gymnastics, golf) shall be replaced by taking e-school courses, at a rate of three hours of e-school study per day of absence.
- ③ If, after final examinations, a student's average score in Korean, English, and Social Studies (one elective) for that grade is less than 30% of the average, the student shall, during the vacation period, complete 20 hours of e-school courses in the relevant subject in substitution. However, changes in assessed subjects due to assignment to advanced physical-education subjects shall be determined by the School Sports Subcommittee. (Basis: Article 11 of the School Sports Promotion Act)

### Article 32 (Enrollment Status Processing for Commissioned Students)

Attendance status for inmates of juvenile reformatories, students commissioned to alternative education institutions, students receiving instruction through information-communication media, and students with health impairments

receiving instruction through hospital schools or remote classes shall be processed in accordance with the Gyeongsangbuk-do Guidelines for Academic Achievement Management.

### Article 33 (Grade Retention)

Promotion and graduation determination shall be conducted at the end of the school year, and a student whose annual attendance is less than two-thirds of the number of instructional days may be retained in the same grade.

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## Chapter 7. English Transcript

### Article 34 (English Transcript)

- ① If a current student or graduate requests an English transcript for reasons such as transfer to an overseas high school or application to an overseas university, an English transcript shall be issued.
- ② English course titles shall be determined by the principal after deliberation by the Academic Achievement Management Committee.
- ③ The subject-specific achievement levels and grade points to be shown on the English transcript shall be evaluated as follows:

Raw Score / Letter Grade / Grade Point

97 and above / A+ / 4.0

93 to below 97 / A / 4.0

90 to below 93 / A- / 3.7

87 to below 90 / B+ / 3.3

83 to below 87 / B / 3.0

80 to below 83 / B- / 2.7

77 to below 80 / C+ / 2.3

73 to below 77 / C / 2.0

70 to below 73 / C- / 1.7

67 to below 70 / D+ / 1.3

60 to below 67 / D / 1.0

Below 60 / F / 0

However, for Liberal Arts subjects in the general curriculum, achievement shall be evaluated as P (Pass) / F (Fail).

- ④ The English transcript shall be composed as follows:

1. Student Information: Name in Full, Date of Birth, Date of Graduation, or Date of Exit (if the student did not graduate)
2. School Information: Name, Address, Phone Number, Email Address, Website
3. Academic Record: School Year, Grade, Semester, Course Title, Credit, Letter Grade, GPA
4. Academic Summary
5. Grading System: the following explanation shall be provided for each grade:  
A: Excellent  
B: Good  
C: Satisfactory  
D: Sufficient  
PD: Pass with Distinction

P: Pass

F: Fail (counted in the GPA)

I: Incomplete

W: Withdrawn (not counted in the GPA)

6. Certification statement: "I hereby certify that this is the official transcript and record of [student's full English name] in the academic years of [year(s)]."

7. Principal information and signature: Principal, Name, Signature

8. Date of issue: Date

⑤ Procedures for issuing and managing English transcripts shall be as follows:

1. The student or parent shall submit the request to the academic administration staff.

2. When an English transcript is issued, it shall be reviewed by the Head of Career Guidance and approved by the Director of Academic Affairs.

3. After recording the issuance in the document-issuance register, the academic administration staff shall issue the transcript to the relevant student or parent.

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### Supplementary Provisions

Article 1 (Effective Date) These Regulations shall take effect from the first semester of 2026.

Article 2 (General Practice) Any matters not prescribed in these Regulations shall be governed by generally accepted practice in the education field.

Article 3 (Revision) Revisions to these Regulations shall be decided by the principal upon proposal by the Academic Achievement Management Committee and deliberation by the Faculty Council.

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[1] Applies only to the [2022 Revised Curriculum (applicable to Grades 10 and 11 in the 2026 school year)].

[2] Minutes shall be managed in K-Edufine either by using parallel consultation during approval or by attaching minutes bearing the signatures of the committee members.

[3] "Achievement standards" means standards for activities that combine the content students are to learn through a subject and the abilities they can or are expected to be able to demonstrate after instruction. They may be restructured through the Subject Council by analyzing the curriculum and textbooks in light of student characteristics and school conditions.

[4] Applies only to the [2022 Revised Curriculum (applicable to Grades 10 and 11 in the 2026 school year)]. It shall be included in the school-level plan for operating guidance to guarantee the minimum achievement level or managed separately.

[5] If only assessment elements were entered in the subject-specific assessment plan for public disclosure, a scoring rubric shall without fail be prepared and internally approved before the assessment is administered.

[6] Depending on the subject, where attitudinal elements such as participation in learning activities, sense of responsibility, and cooperation are important, it is appropriate to assess them on the basis of achievement standards.

[7] Even Liberal Arts subjects for which only completion is processed must be assessed in some form, and an assessment plan must be established.

[8] Assessment elements mean the assessment content that specifically describes the core content students are expected to demonstrate as evidence of having reached the curriculum achievement standards.

[9] Applies only to the [2022 Revised Curriculum (applicable to Grades 10 and 11 in the 2026 school year)].

- [10] “Selected-response” items include true-false, matching, and multiple-choice items.
- [11] “Constructed-response” items include completion, short-answer, descriptive, and essay-type items.
- [12] Depending on school conditions, one supervisor may be assigned where the number of examinees in a testing room is 15 or fewer.
- [13] The end time is based on the moment the bell begins to ring.
- [14] This means score lists and similar records prepared after appropriate measures have been completed, including student appeals, receipt, processing, and confirmation.
- [15] The prohibition on assignment-type performance assessment includes performance assessments requiring advance memorization and similar preparation.
- [16] It is recommended that no reflection-period leave from studies be granted during the period of periodic examinations. If the periods unavoidably overlap, the student should participate in the periodic examination, and if participation is impossible, a recognized score for an absent student shall be awarded.
- [17] For three-level achievement scales, only the fixed-cut-score method may be used.
- [18] In unavoidable cases where a student participated in little or none of the classes for the entire semester and there is therefore nothing to observe, “No Special Remarks” may be entered after deliberation by the Academic Achievement Management Committee.
- [19] Includes cases where the supplementary learning process is implemented as instruction using broadcasting and information-communication media (online classes).
- [20] The principal may operate classes using information-communication media.
- [21] Standard deviation applies only to the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].
- [22] Applies only to the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].
- [23] Applies only to the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].
- [24] Applies only to the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)].
- [25] Under the [2022 Revised Curriculum (applicable to Grades 10 and 11 in the 2026 school year)], Creative Experiential Activities consist of three areas, whereas under the [2015 Revised Curriculum (applicable to Grade 12 in the 2026 school year)], they consist of four areas (Autonomous Activities, Club Activities, Volunteer Activities, and Career Activities).