

Handong Global School Middle School Academic Achievement Evaluation and Management Regulations

Revised on March 24, 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 Subject learning shall be assessed through periodic examinations and performance assessments, in accordance with the following:
 1. At least one periodic examination shall be administered each semester, and its weighting in the semester grade shall be 20%.
 2. For subjects such as those centered on experiments, inquiry, research, or practical performance, and for online subjects or other subjects deemed more appropriate to be evaluated solely through performance assessment, grades may be calculated solely on the basis of classroom-linked performance assessments, subject to a decision of 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, 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, as determined by the principal following deliberation by the School Academic Achievement Management Committee.

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 Criteria and methods for evaluating Free Semester activities and the use of report forms
- ⑧ Matters concerning the calculation of internal grades for high school admissions
- 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.[1]

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[2]
 - 2. Matters concerning teaching, learning, and assessment plans for the subject
 - 3. Discussion of ways to improve teaching and learning methods for the subject
 - 4. Establishment of domains, elements, methods, frequency, timing, criteria, and weighting for subject-specific assessment
 - 5. Joint item writing and preparation of assessment items and scoring plans
 - 6. Discussion of methods for score processing by subject and the use of results
 - 7. Review of student confirmation of results, appeals, and measures for handling such appeals

Chapter 3. Assessment and Management of Subject Learning Progress

Article 8 (Content and Methods of Assessment)

- ① Subject learning assessment shall focus on verifying the extent to which students have achieved educational goals and on improving the quality of teaching and learning. Based on achievement standards, teaching, learning,

and assessment activities shall be conducted consistently. 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.[3]
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,[4] 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.
- ⑩ In semesters to which the Free Semester System applies, the methods, timing, and criteria for subject assessment shall be determined by the principal after consultation with the Subject Council and deliberation by the School Academic Achievement Management Committee, with reference to the Free Semester System guidelines.

Article 9 (Establishment of Assessment Plans)

- ① Plans for subject learning assessment[5] 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. However, during the Free Semester, where necessary in light of the School's circumstances, different assessment plans may be established for each teacher of the subject concerned, as provided in the School's Academic Achievement Management Regulations in accordance with the Gyeongsangbuk-do Middle School Guidelines for Academic Achievement Management.
- 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,[6] methods, timing, frequency, and weighting
 3. Criterion achievement rates and achievement levels for each subject
 4. Semester-based achievement level settings for each subject
 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
- ③ Confirmed teaching-learning and assessment plans shall be publicly disclosed¹ to students and parents at the beginning of the semester through information disclosure and other means. If assessment plans are changed thereafter, the changes shall be confirmed through deliberation by the Academic Achievement Management Committee and announced before the assessment is administered.

Article 10 (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[7] or constructed-response,[8] 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

¹ 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).

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 10-2 (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 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.

③ 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.

④ 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. Creating items that lack objectivity, invite dispute over the correct answer, or have no correct answer
4. After submitting the original test manuscript, teaching the actual test items separately during class or hinting at the correct answers
5. Including content from school programs outside the regular curriculum or after-school classes in a way that affects student assessment

⑤ The test papers for periodic examinations shall be strictly managed to ensure security throughout the entire process of item writing, printing, and assessment administration, and test supervision shall be conducted rigorously to prevent academic dishonesty in advance.

1. If a faculty or staff member has a child enrolled in the School, that person shall, in principle, be excluded from assessment-related work concerning that child. From the announcement of the periodic examination timetable until the end of the examinations, security of test items shall be strictly maintained.
2. When writing items, strict test security shall be observed by prohibiting storage of original test files on hard disks, using removable storage devices, setting passwords, prohibiting transmission through messenger services or e-mail, and immediately destroying printed copies used for proofreading, and appropriate measures shall be taken to prevent leakage of test papers during printing.
3. After the subject teacher confirms the print quality and the number of copies for each examination room, and packages the test papers and answer cards by subject for each room, the person responsible for assessment shall seal and store them in a double-lock storage cabinet in the assessment management room until just before distribution.
 - a. The printing staff member shall print the materials on the day they are received and, immediately after completion, hand over the original test manuscript, printed test papers, and waste copies to the assessment staff member, taking care to ensure that no final printed page remains in the printer.

- b. After the assessment staff member receives the printed test papers, the item writer shall inspect the print quality in the assessment management room, count the papers by class, seal them in envelopes, and separately manage the printing masters and waste copies before destroying them after the assessment is completed.
 - 4. The principal shall install CCTV, an entry log, and a double-lock system so that access to the assessment management room can be checked during assessment administration.
 - 5. Work related to assessment, such as reviewing original test manuscripts and tables of specifications, shall be carried out only in the presence of the teacher responsible for assessment duties and shall not be taken outside the assessment management room.
 - 6. The answer sheets for periodic examinations shall be handled with strict transfer procedures during scoring and shall be kept in a double-lock storage cabinet in the assessment management room until score processing is completed.
- ⑥ To strengthen the security of periodic examinations, attention shall be paid to security control measures at each stage of assessment as follows:
- 1. (Item-writing stage) Exclusion from assessment duties where staff members' children are enrolled; security training before implementation; etc.
 - 2. (Printing stage) Access control to assessment management facilities; installation of devices to verify entrants to such facilities (e.g., CCTV); same-day printing upon receipt by the printing staff member; etc.
 - 3. (Administration stage) Removal of test papers on the day of the examination; verification of the number of answer sheets after the examination; etc.
 - 4. (Scoring stage) Verification of the number of answer sheets upon receipt; control of student access during the scoring period; etc.
- ⑦ If test papers for a periodic examination are leaked, the matter shall be handled as follows:
- 1. (Recognition of the matter and initial response) Verification of whether leakage occurred; suspension of the relevant examination; preservation of evidence; etc.
 - 2. (Investigation and determination of responsibility) Internal investigation; involvement of external agencies; identification of responsible parties; etc.
 - 3. (Sanctions and action) Disciplinary action against persons concerned; re-administration of the examination; etc.
 - 4. (Damage minimization and follow-up action) Preparation of an alternative examination; system improvement; strengthening of training; etc.

Article 10-3 (Administration and Supervision of Periodic Examinations)

- ① Examination rooms shall be arranged appropriately, including possible division by class or mixed grouping across grades, according to the School's circumstances, so as to prevent academic dishonesty.
- ② Two supervisors (including parent supervisors, where applicable) shall, in principle, be assigned to each examination room, but this may be adjusted in light of school conditions.[9] The School shall devise measures to strengthen test supervision suited to its circumstances so that academic dishonesty is prevented and examinations proceed smoothly.
- ③ Supervisors shall take care that students are not disadvantaged during the distribution of test papers, shall refrain from any words or actions that could hint at answers while supervising, and shall observe the designated test time strictly so that examinations are conducted fairly.
- ④ Supervisors shall check the identifying information written on student answer sheets and sign or seal them, and shall verify the status of examinees and absentees.
- ⑤ Supervisors shall verify the number of answer sheets and record the necessary information on the cover page (including the number of examinees, absentees, and reasons for absence), sign it, and hand the materials over to the subject teacher.
- ⑥ In order to prevent students from arbitrarily changing their answer sheets after submission, the student answer sheets shall bear the signature or seal of the supervisor.

⑥ Supervisors shall comply with the designated start and end times of the examination[10] and shall ensure the full allotted test time. A supervisor shall not enter after the start time or extend the examination unnecessarily beyond the end time in a way that benefits or disadvantages a particular class. Even if the start time cannot be observed for unavoidable reasons, the full allotted test time shall nonetheless be secured.

Article 11 (Performance Assessment)

① Performance assessment means an assessment method in which the subject teacher directly observes the process and results of students' completion of learning tasks during subject class time and professionally judges the results of such observation.

② Each subject teacher shall disclose to the student the finalized performance assessment plan for the subject and the results after assessment, following deliberation by the School Academic Achievement Management Committee. (All students enrolled in the course shall sign the performance assessment score roster for the subject; however, students for whom a signature is not possible, such as students receiving special education services, absent students, or students in commissioned programs, may be excluded.) If an appeal is filed, the matter shall be carefully reviewed and appropriate action shall be taken.

③ Performance assessments shall, in principle, be conducted during subject class time as part of the regular curriculum, and assessment plans shall be established and implemented so that they do not become concentrated in a particular period or overlap with the preparation period for periodic examinations, thereby imposing an excessive burden on students.

④ When artificial intelligence (AI) tools are used in performance assessment, care shall be taken not to impair the fairness and reliability of the assessment, and students shall be sufficiently informed of relevant precautions before the assessment is administered.

1. AI may be used in a supplementary manner in instruction and assessment, for example to provide individualized feedback; however, care shall be taken to ensure that the fairness and reliability of assessment are not undermined.
2. Assessment shall be designed so that the teacher can directly observe student activity, allowing products based on students' own thinking to be reflected in the evaluation.
3. Prohibited uses of AI in actual assessment situations shall be clearly defined, and related precautions shall be communicated to students and parents in advance.

⑤ Important materials from performance assessments[11] used as evidence supporting score calculation shall be retained by the School for at least one year after graduation and may be provided as admissions materials upon request by an admissions authority at a higher-level school.

⑥ Performance assessment products shall be retained until appropriate measures related to student appeals, receipt, processing, and confirmation have been completed. However, where long-term storage is difficult, such as in the case of bulky products or assessments without tangible products such as speaking tests, the retention period may be set differently or such products may be excluded from retention.

⑦ Only points from domains that can be scored quantitatively shall be reflected in performance assessment, and, in principle, no basic score[12] shall be awarded.

⑧ Homework-type performance assessments conducted outside class time, such as at home, shall not be administered.[13] and assessment shall instead take place within various school educational activities.

⑨ The principal shall establish advance plans and scoring criteria so that performance assessment is implemented fairly and validly, and shall inform students and parents thereof in order to enhance confidence in performance assessment.

⑩ When assessing group activities or other tasks performed jointly by multiple students, each student shall be assigned a role, and the process and results of the learning task shall be evaluated on an individual basis.

Article 12 (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 filed within two days, including the date on which the score roster is confirmed.
2. Appeals regarding performance assessments may be filed at any time during the implementation process; however, for smooth score processing, they shall be filed within two days, including the date on which the score roster is confirmed.

Appeal period and guidance on operation

- Submit an appeal 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
- Preparation of measures to prevent recurrence

② Where an appeal is filed, it shall be carefully reviewed and handled in accordance with the prescribed procedures.

③ If necessary, external experts may be consulted in order to verify errors raised through appeals regarding assessment items.

Article 13 (Prevention of Academic Dishonesty)

① During examination periods, the School shall provide prior guidance and preventive measures so that students do not engage in any conduct that could constitute academic dishonesty.

② The following acts shall constitute academic dishonesty. Any other act deemed to constitute academic dishonesty shall be determined by the Academic Achievement Management Committee, and the method of disposition shall be decided by the principal after deliberation by that Committee.

1. Possessing electronic devices such as mobile phones, smart watches, or Bluetooth earphones during an examination period
2. For the purpose of cheating, writing information in advance on paper of the same material as the examination paper and attaching it over the examination paper
3. Continuing to hold a writing instrument after the end of the examination time
4. Leaving the examination room voluntarily before the end of the examination time
5. Receiving two or more answer sheets so that one student completes answer sheets for two students and secretly submits them
6. Hiding electronic devices or related materials in a designated 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. Exchanging signals with another student through hand gestures, sounds, or the like
9. Failing to follow the test-administration instructions of the supervisor or engaging in conduct that the supervisor regards as academic dishonesty
10. Forcing or threatening another student to show answers
11. Any other act deemed dishonest by the Academic Achievement Management Committee

※ *In the case of a student with Type 1 diabetes who requires blood glucose management during an examination, medical support devices and electronic devices for measuring blood glucose and injecting insulin may be permitted after teacher confirmation, and prior notice shall be given so that insulin injection and sugar intake may be allowed during the examination if necessary (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 conducted as follows:

1. Supervisors shall carry out supervision rigorously in order to prevent academic dishonesty in advance, and after entering the number of examinees, absentees, and relevant details in the designated section of the answer-sheet cover and affixing a seal thereto, they shall submit the materials to the subject teacher.
2. Supervisors shall affix a confirming seal in the answer-sheet verification section for each testing period.
3. Students taking an examination may not bring mobile phones, electronic dictionaries, scratch paper, or any other unauthorized writing materials other than the writing instruments necessary for the examination.
4. Before the examination is administered, supervisors shall move students' books, school bags, belongings, and other unnecessary items to the front or back of the classroom in order to prevent academic dishonesty in advance.
5. Seating in the examination room shall, in principle, be arranged in four columns from right to left, but may be changed according to circumstances.
6. Teachers whose own children or relatives' children are enrolled in the School shall be excluded without exception from supervising those children.
7. Supervisors shall not dismiss students from the examination room until the examination period is over.
8. Supervisors may relocate seats in order to prevent academic dishonesty in advance.
- ④ If a student is found to have engaged in a use of artificial intelligence (AI) prohibited by the teacher during performance assessment, the act shall be regarded as academic dishonesty and strict measures shall be taken in accordance with these Regulations.
- ⑤ The procedures for handling academic dishonesty and the standards for score-related disposition of those involved in academic dishonesty (including accomplices) shall be as follows:
 1. The principal shall determine, through the Academic Achievement Management Committee, the disposition of persons involved in assessment misconduct (including students), such as score manipulation or test-paper leakage, as well as students who commit academic dishonesty according to the type of misconduct (including accomplices).
 2. If academic dishonesty is detected, the supervisor shall inform the student concerned of that fact and, after the examination ends on the same day, have the student prepare a written statement and submit it to the Director of Academic Affairs.
 3. If the Academic Achievement Management Committee determines that academic dishonesty occurred, the score for the relevant assessment shall be recorded as zero and the student shall be referred to the Student Guidance Committee.

Article 14 (Awarding of Recognized Scores)

- ① For a student who is unable to take a periodic examination for a given subject (an absent examinee), score processing shall be handled by awarding a converted score (recognized score) calculated from scores obtained before or after the missed examination or from a certain proportion of other scores, as follows:

Missed assessment score = recognition ratio × score on the reference assessment × (overall mean of the missed assessment / overall mean of the reference assessment)

- ② Recognized scores for absence from periodic examinations shall be awarded according to the reason for absence 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 the performance of 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, the 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.

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[14]
- 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
 - g. Other cases that laws or administrative rules recognize as attendance
- 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.

Article 15 (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.
- ② 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.
- ③ Achievement levels shall be assigned according to raw scores as follows:

Achievement Rate (Raw Score) / 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, achievement levels for physical education, music, and fine arts subjects shall be assigned as follows:

Achievement Rate (Raw Score) / Achievement Level

80% and above / A

60% and above but below 80% / B

Below 60% / C

※ For school-discretionary time subjects under the 2022 Revised Curriculum, the assessment method of the relevant subject (or subject group) shall be followed in accordance with the curriculum organization.

- ④ The number of students enrolled shall mean the number of students taking the relevant subject as of the date on which semester-end scores are calculated. However, where different assessment plans have been established for each teacher of the subject during the Free Semester, the number of students enrolled may be counted separately by subject teacher, as provided in the School's Academic Achievement Management Regulations in accordance with the Gyeongsangbuk-do Middle School Guidelines for Academic Achievement Management.
- ⑤ Students for whom all assessment has 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 their current enrollment status, whereas students who re-entered, transferred in, or were admitted on transfer and who brought prior scores from their previous school[15] shall be excluded from the number of students enrolled.
- ⑥ 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 on deferment or exemption.

※ Recognized scores for absent students by subject shall be calculated in accordance with the School's Academic Achievement Management Regulations. When awarding recognized scores, the use of the average-score ratio method is recommended. Because the averages used by NEIS in the reference assessment/domain reference score, average score, and average-score ratio are calculated on the basis of the number of students who actually sat the relevant periodic examination (midterm, final, first examination, second examination, etc.), those averages do not change due to subsequent changes in students' enrollment status.

- ⑦ 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.
- ⑧ 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 (Entry of Subject Learning Progress)

- ① Based on the assessments conducted under these Guidelines and the School's Academic Achievement Management Regulations, the following shall be calculated and entered at the end of each semester: subject area, course title, credit units, raw score/course average, achievement level, and number of students enrolled. However, for physical education and arts (music/fine arts) subjects (or subject groups), only the subject area, course title, and achievement level shall be entered.
- ② "Detailed Abilities and Special Remarks" shall be entered on the basis of observations made during student-participatory classes and class-linked performance assessments, focusing on characteristics of achievement levels according to subject-specific achievement standards, participation in learning activities, and the degree of change and growth resulting from self-directed learning.
 1. For all subjects other than physical education and arts (music/fine arts) subjects (or subject groups), the characteristics of achievement levels according to the achievement standards for each subject, participation and attitude in learning activities, details of activities, and the like shall be entered in sentence form.
 2. For physical education and arts (music/fine arts) subjects (or subject groups), the characteristics of achievement levels according to the achievement standards for each subject, practical performance ability, aptitude for the subject, participation and attitude in learning activities, and the like shall be entered in sentence form.
 3. A level 1 score in the Physical Activity Promotion System (PAPS) may be entered under "Detailed Abilities and Special Remarks" for physical education-related subjects.

- ③ Entries for course-specific Detailed Abilities and Special Remarks shall be made for all students in all subjects (or subject groups).
1. However, for all subjects completed during the Free Semester (including liberal arts courses), Detailed Abilities and Special Remarks shall be entered for all students, and if a student was unable to participate in Free Semester subject classes, the reason shall be entered in Detailed Abilities and Special Remarks.
 2. If a student was unable to participate in Free Semester subject classes, the reason shall be entered in Detailed Abilities and Special Remarks.
- ④ In arts- and physical education-focused middle schools (including schools with a focus in arts or athletics), where a student completes a physical education subject or a music/fine arts subject as an elective, the subject area, course title, raw score/course average, achievement level, and number of students enrolled shall be entered.
- ⑤ Content related to gifted education completed at a gifted education institution under the Gifted Education Promotion Act (gifted schools, gifted classes, and gifted education centers) shall be entered only in the “Gifted Education Record” section within the Detailed Abilities and Special Remarks for 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” section under “Individual Detailed Abilities and Special Remarks,” but details of experiential activities and similar matters shall not be entered.
- ⑥ Educational achievements of students who have completed a curriculum operated by an Invention Education Center shall, pursuant to Article 10(2) and (3) of the Enforcement Decree of the Act on the Promotion and Support of Invention Education, be entered only in the Detailed Abilities and Special Remarks for the relevant subject (Technology and Home Economics or Science). However, if none of the relevant subjects is offered in the semester concerned, the record shall be entered in Individual Detailed Abilities and Special Remarks, but details of experiential activities and similar matters shall not be entered.
- ⑦ The following matters shall be entered under “Individual Detailed Abilities and Special Remarks”:
- Item / Content
- Korean school / Where the grading method of the Korean school differs from that of domestic schools
- Accredited alternative school / Where the grading method of the accredited alternative school differs from that of the receiving school
- Supplementary learning course for uncompleted common subjects due to transfer, return from abroad, etc. / Where a supplementary learning course was provided online or offline because common subjects could not be completed due to transfer, return from abroad, etc., but the relevant subject is 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
- Completion of a subject based on recognition of out-of-school learning experience in a broadcasting and communications high school / Where the relevant subject is not offered in the semester concerned
- Classes using broadcasting and information-communication media (online classes) provided by an educational institution designated by the Superintendent / Where the student completed such classes at a designated educational institution but the relevant subject is not offered in the semester concerned (only for subjects for which part or all of the score was not calculated, and only completion details may be entered)
- ※ However, content taken through online supplementary courses by students who do not fall under transfer, return from abroad, etc. may not be entered.
- ⑧ Where a student chooses and completes a course of a high-school liberal arts character (such as Environment, Health, or Career and Occupations), the course title and instructional hours shall be entered, and “P” shall be entered for completion status.
- ⑨ For subjects completed during the Free Semester, “P” shall be entered in the “Achievement Level” field, and the “Raw Score/Course Average” and “Number of Students Enrolled” fields shall be left blank.

⑩ Detailed Abilities and Special Remarks shall be entered for all students for all subjects completed during the Free Semester.

1. For all subjects other than physical education and arts (music/fine arts) subjects (or subject groups), the characteristics of achievement levels according to the achievement standards for each subject, participation and attitude in learning activities, and details of activities shall be entered in sentence form.
2. For physical education and arts (music/fine arts) subjects (or subject groups), the characteristics of achievement levels according to the achievement standards for each subject, practical performance ability, aptitude for the subject, participation and attitude in learning activities, and the like shall be entered in sentence form.
3. If a student was unable to participate in Free Semester subject classes, the reason shall be entered in Detailed Abilities and Special Remarks.

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 student in a commissioned program: No special remarks because the student was in a commissioned program.

Article 17 (Free Semester Activity Record)

- ① The number of hours completed and special remarks for each Free Semester activity area implemented by the School during the Free Semester shall be entered.
- ② For the special remarks in each Free Semester activity area, the teacher in charge of the relevant activity shall enter, in sentence form, observations made on an ongoing basis regarding the student's activities, level of participation, interests, and the like. These remarks shall be entered for all students on the basis of a comprehensive evaluation of the content of activities, participation, interests, and the like observed by the teacher in charge, and shall be written so that the student's individual characteristics are specifically revealed, including the student's activity process, attitude toward participation, and degree of growth after the activity.
- ③ The activity content, assessment methods, and criteria for each of the two[16] Free Semester activity areas, such as Career Exploration Activities and Theme Selection Activities, shall be determined by the principal after deliberation by the School Academic Achievement Management Committee.
- ④ For each Free Semester activity program, the number of completed hours shall be entered based on the hours of grade- or class-level activities carried out within the regular curriculum and actually completed by the student, and special remarks by activity area shall be entered for all students. However, for students who discontinue schooling (deferment, exemption, etc.), the number of completed hours and special remarks up to the date of discontinuation shall be entered.

Chapter 4. Other Score Processing and Management

Article 18 (Score Processing for Re-enrolled, Re-admitted, Transferred, and Admitted-on-Transfer Students)

- ① If a student who has transferred out, taken leave of absence, received exemption or deferment, been expelled, withdrawn, dropped out, or otherwise left school before completion of all assessment (based on semester-end grade calculation) has already obtained scores before that time, those scores shall be entered electronically or retained separately for the student's re-enrollment, admission on transfer, or other re-entry.
- ② Scores of students who re-enroll, are re-admitted, transfer in, or are admitted on transfer shall be calculated as follows:
 1. The student's scores from the original school prior to the date of re-enrollment, re-admission, or transfer in (periodic examinations) shall be combined with the scores obtained after re-enrollment, re-admission, or transfer in.

2. If some scores of the re-enrolled, re-admitted, transferred-in, or admitted-on-transfer student overlap, the scores obtained after re-enrollment, re-admission, or transfer in shall be used.
3. If there are no scores from the original school that can be used to calculate a score after re-enrollment, re-admission, or transfer in, the scores from assessments obtained after re-enrollment, re-admission, or transfer in shall be reflected. However, where a recognized score must be awarded due to absence or the like, the School's Academic Achievement Management Regulations shall apply.

Illustrative table:

First Examination Score / Second Examination Score / Remarks

Original school / Re-enrollment, etc. / Original school / Re-enrollment, etc.

Basic principle: ○ / × / × / ○ → Original school first examination + re-enrollment, etc. second examination

Overlapping same assessment score: ○ / × / ○ / ○ → Original school first examination + re-enrollment, etc. second examination

Insufficient same assessment score: × / × / × / ○ → Recognized score based on re-enrollment, etc. second examination + re-enrollment, etc. second examination

Insufficient same assessment score (all assessments): × / × / × / × → Determined by the Academic Achievement Management Committee in accordance with the Gyeongsangbuk-do Middle School Guidelines for Academic Achievement Management

※ In the case of performance assessment, the plan for handling the scores of students who return to school, re-enroll, or are admitted on transfer shall be included in the assessment plan, and, through the Subject Council, scores from the original school may be recognized as scores in a similar assessment domain.

4. The original school shall enter in the electronic record and transmit to the receiving school the scores obtained by a transferring-out student up to the date of transfer (including periodic examination and performance assessment scores and detailed records). If this cannot be done for unavoidable reasons, the data shall be organized and sent confidentially to the receiving school, and a copy shall be retained.
- ③ If a student transfers out, takes leave, receives exemption or deferment, is expelled, withdraws, or drops out after a periodic examination, any recognized score due to unrecognized absence during the assessment period shall be calculated and entered on the basis of that periodic examination.
- ④ The reference score for awarding recognized scores in periodic examinations shall be calculated on the basis of the scores of periodic examinations taken by the student within the same semester. If there is no periodic examination score, the recognized score shall be calculated according to the principal's decision 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. Data that cannot be entered for unavoidable reasons (such as monthly attendance status or other entry matters) shall be organized and sent confidentially to the receiving school, and a copy shall be retained.
- ⑥ Methods for recognizing and reflecting scores in identical (or similar) subjects for students whose enrollment status changes due to re-enrollment, transfer, admission on transfer, etc. shall be prescribed by the Academic Achievement Management Regulations, and where not prescribed therein may be determined by the School Academic Achievement Management Committee.
- ⑦ Methods of score calculation by subject shall follow Chapter 3 of these Guidelines.
- ⑧ The method of entering supplementary learning courses for uncompleted subjects due to transfer, return from abroad, etc. shall follow each of the following:
 1. Where a "supplementary learning course" is provided because a specific subject in the receiving school's curriculum could not be completed due to transfer or the like, the subject title, enrollment period, instructional hours, and the like shall be entered in sentence form in the Detailed Abilities and Special Remarks section of Subject Learning Progress.

2. If a transferring-in student has duplicated completion of a specific subject due to concentrated completion scheduling, such duplication shall be recognized.

Article 19 (Score Processing for Returning Students, etc.) “Returning students, etc.” refers to students returning from abroad under Article 19(1) of the Enforcement Decree of the Elementary and Secondary Education Act, children of overseas nationals, North Korean defectors, foreign nationals, and the like. Their scores shall be calculated as follows.

- ① Scores shall be calculated solely on the basis of scores obtained after admission, re-enrollment, transfer in, or admission on transfer to a domestic school.
- ② If the student has prior scores from a domestic school from before re-enrollment, transfer in, or admission on transfer, those scores shall be recognized and combined with the scores obtained after re-enrollment, transfer in, or admission on transfer.
- ③ If scores were obtained after re-enrollment, transfer in, or admission on transfer and there are corresponding overlapping scores from a prior domestic school, the scores obtained after re-enrollment, transfer in, or admission on transfer shall be recognized.
- ④ Where a “supplementary learning course” is provided because a specific subject could not be completed due to transfer, admission on transfer, return from abroad, etc., the subject title, enrollment period, instructional hours, and the like shall be entered in sentence form in the Detailed Abilities and Special Remarks section of Subject Learning Progress.

Article 20 (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 Middle School Guidelines for Academic Achievement Management.
 1. Periodic examinations shall, in principle, be administered in person at school.
 2. The teacher shall directly observe and verify the student’s work process and results.
 3. If the teacher directly observes and verifies the student’s work process and results in remote classes, those matters may be recorded in School Records; if not directly observed and verified, they may not be recorded.
- 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)24 of the Enforcement Decree of the Elementary and Secondary Education Act, score processing shall follow the rules applicable to students in commissioned educational programs. Scores for subjects taken at institutions or locations other than the student’s enrolled school shall be calculated as follows:
 1. The student’s enrolled school 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 educational institution is unable to conduct assessment, the student shall, in principle, take the assessment at the enrolled school, and specific matters shall follow the Gyeongsangbuk-do Middle School Guidelines for Academic Achievement Management.
 3. If an enrolled student takes part of his or her classes at an educational institution designated by the Superintendent, the principal shall process the student’s scores in the same manner as for students in commissioned educational programs.

Article 21 (Score Processing for Students in Commissioned Educational Programs)

- ① Where a student in a commissioned educational program obtains scores from the commissioned school (institution), those scores shall be recognized and shall not be included in the calculation of scores at the student’s enrolled school. In such cases, scores sent by the commissioned school (institution) shall be entered as identical (or similar) subjects. However, for subjects for which scores (achievement level, raw score, course average, etc.)

are not calculated, only the completion details shall be entered in sentence form in the Detailed Abilities and Special Remarks section for each subject.

- ② The Gyeongsangbuk-do Office of Education and commissioned educational institutions may set attendance-rate standards as the basis for recognizing completion of the subject concerned, and if the student's attendance rate falls below the standard, nothing regarding that subject shall be recorded in School Records.
- ③ If a student in a commissioned program returns to the enrolled school before semester-end score processing, the student shall be included in score calculation at the enrolled school. If the student returns after the midterm examination, scores obtained after the return shall be reflected. However, where a recognized score must be awarded because of absence or the like, the School's Academic Achievement Management Regulations shall apply.
- ④ A student commissioned to a school (institution) that cannot administer its own assessments and process scores shall sit the assessments administered by the enrolled school.

Article 21-2 (Score Processing for Students Commissioned to Alternative Education Institutions)

- ① A commissioned alternative education institution means an institution designated by the Superintendent under the relevant education regulations to provide diverse educational opportunities, pursuant to Article 28 of the Elementary and Secondary Education Act and Article 54 of the Enforcement Decree of the same Act, to students who have difficulty participating in 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.
- ④ If the subjects offered by the commissioned institution do not match those offered by the student's enrolled school, the homeroom teacher shall record completion of the non-offered subjects in the "Individual Detailed Abilities and Special Remarks" section according to the copy of the School Records sent by the commissioned institution.

Article 21-3 (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.

Article 21-4 (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 21-5 (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 (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.

Chapter 5. Assessment and Management of Non-Curricular Areas

Article 23 (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)[17], 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 Volunteer service records[18] shall be entered in a separate "Volunteer Service Record" section, listing in chronological order the date or period, place or supervising organization, activity content, and hours for all volunteer service activities carried out in the relevant school year, whether under the School Educational Plan or under an individual student's plan.
- ③ Cumulative records by area shall be computerized and managed internally so as to secure fairness, objectivity, transparency, reliability, and validity, and shall include materials reflecting students' specific activity content.

- ③ For cumulative records by area, forms shall be developed and used so as to secure fairness, objectivity, transparency, reliability, and validity, and such records shall be prepared and managed on the basis of materials containing students' specific activity content.
- ④ In the "Career Activities" section, the homeroom teacher shall enter special remarks revealing the student's career characteristics, including the student's desired career field, the results of various career tests and career counseling, areas of interest, and activity content related to 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. However, where school sports club activities are conducted under the School Educational Plan outside the regular curriculum, only the club name and activity hours shall be entered.
- ⑥ For youth organization activities included in the regular curriculum as part of Club Activities, the organization name and special remarks shall be entered. For youth organization activities organized under the School Educational Plan but not included in the regular curriculum, middle schools shall enter the organization name only and not special remarks, while high schools shall enter neither the organization name nor special remarks. No content whatsoever shall be entered for youth organization activities conducted outside the regular curriculum under the School Educational Plan.

Article 24 (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.
- ② In the "Reading Activity Record" field, the title and author of books read by the student shall be entered by the subject teacher or homeroom teacher.

Article 25 (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.
- ② Among behavioral characteristics, matters related to school violence shall be entered in accordance with the measures imposed on offending students under Article 17 of the Act on the Prevention of and Countermeasures against School Violence. (Applicable to Grade 9 in the 2025 school year.)

Article 25-2 (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 7 and 8 in the 2025 school year.)

Chapter 6. Attendance Management

Article 25 (Number of Instructional Days)

- ① The number of instructional days means the total annual number of days designated by the principal, by grade level, on which students are required to attend school, pursuant to Article 45 of the Enforcement Decree of the Elementary and Secondary Education Act.
1. The number of instructional days at the School shall be at least 180 days per school year pursuant to Article 8 (Length of Schooling and Number of Instructional Days) of the Regulations on the Establishment and Operation

of Alternative Schools. The principal may reduce the number of instructional days by up to one-tenth when necessary because of natural disasters or other circumstances relating to curriculum operation.

2. The number of attendance days required for completion of each grade shall be at least two-thirds of the instructional days prescribed under Article 45 of the Enforcement Decree of the Elementary and Secondary Education Act (Article 50(2) of the same Decree).

※ *Standard for completion of the relevant grade for returning students re-enrolling or admitted on transfer mid-year: attendance on at least two-thirds of the instructional days from the date of admission to the end of the school year.*

② The period up to and including the date of a change in enrollment status (exemption, deferment, leave of absence, expulsion, withdrawal, dropping out, transfer out, etc.) shall be included in the number of instructional days.

③ Where there are overlapping days before and after a change in enrollment status, only the days from the newly granted enrollment status (re-admission, admission on transfer, transfer in, return from leave, etc.) shall be counted as instructional days.

④ The number of instructional days for a student newly granted enrollment status in the relevant school year shall be the sum of the instructional days at the original school and the receiving school for that year, excluding overlapping periods.

⑤ The number of instructional days for a student re-admitted, transferred in, or returning from leave may differ from that of other students; however, if the number of instructional days is less than two-thirds of the instructional days for that grade at the School, completion or graduation cannot, in principle, be recognized for lack of the required days of attendance, and re-admission, transfer in, or return from leave in that school year is therefore not permitted in principle (see Article 50(2) of the Enforcement Decree of the Elementary and Secondary Education Act).

Article 26 (Absence)

① Calculation of the number of days absent

1. A student shall be treated as absent if the student does not attend on a day on which attendance is required under the School Rules.

2. For a student newly granted enrollment status, the number of absent days in the relevant school year shall be the sum of absent days at the original school and at the current school for that year, excluding overlapping periods (e.g., if the student withdrew on April 15 of Grade 8 and was re-admitted on March 20 of the following year in Grade 8, the absent days from March 20 to April 15 at the original school are excluded).

② The following shall be treated as attendance:

1. Cases where attendance is impossible due to natural disasters such as earthquakes, heavy rain, heavy snow, storms, or tidal waves, or due to statutory infectious diseases, etc. (including non-statutory infectious diseases deemed necessary by the principal to prevent spread within the School)

2. Cases where attendance is impossible due to the performance of official duties or the exercise of public authority, such as military service obligations

3. Cases where attendance is impossible because of participation, with the principal's approval, in competitions and training representing the School, city or province (Office of Education), or nation; participation in industry internships (including field practice and employment linked to field practice); exchange study; off-campus experiential learning; or suspension of attendance under Article 8 of the School Health Act

4. The period of in-school service, community service, or special educational completion under Article 31(1) of the Enforcement Decree of the Elementary and Secondary Education Act

5. The recognized period of participation in a reflection program, including counseling or a career program, under Article 28(7) of the Enforcement Decree of the Elementary and Secondary Education Act

6. Cases where attendance is impossible 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. Cases where the principal approves the absence due to other unavoidable reasons

※ 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, the absence shall be treated as attendance once per month only; any occurrence beyond once per month shall be processed as illness-related lateness, early departure, outing, or absence.

8. Cases recognized by the principal, after factual 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

9. Cases where the student participates in a guidance program run by a police agency under the juvenile affairs rules of a Metropolitan/Provincial Police Agency

10. Cases where the student participates in voting under the Public Official Election Act and the Local Education Autonomy Act

11. Cases where a student elected to public office is absent, up to 10% of the total number of instructional days, due to legislative activities (attendance on the day of a plenary session or standing committee meeting) under the Public Official Election Act

Article 27 (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, the student submits an absence report with a doctor's diagnosis or opinion (including a doctor's opinion letter or treatment confirmation showing the diagnosis and treatment period) and receives the principal's approval. However, for absences of two days or fewer, the same shall apply where, within five days, the student submits an absence report with materials proving that the absence was illness-related (such as a parental opinion letter, prescription, or homeroom teacher confirmation) and receives the principal's approval.
2. Cases where a student with a health impairment who receives instruction through a hospital school, remote class, or other information-communication media is absent
3. Cases where a student identified through a doctor's diagnosis or opinion letter as belonging to a sensitive group due to an underlying condition (such as asthma, atopy, allergies, respiratory disease, or cardiovascular disease) submits within five days an absence report with a doctor's diagnosis (or opinion) stating that the absence is related to fine dust and/or recommending future treatment, and receives 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. Home study during the period provided for in Article 31(6) of the Enforcement Decree of the Elementary and Secondary Education Act
4. Absence due to culpable reasons related to unlawful conduct (appearance before relevant authorities, arrest, flight, detention, confinement, imprisonment, incarceration, etc.)
5. Deliberate absence due to negligence, running away from home, refusal to attend school, or the like
6. Absence for other unjustifiable reasons, including absence due to attendance at private academies (including arts and athletics), absence exceeding the period of off-campus experiential learning allowed under the School Rules, and absence due to overseas language study

③ Other absence

1. Cases where the principal recognizes that the absence is due to unavoidable personal circumstances, such as supporting parents or family, household assistance, or caregiving
2. Cases of absence under the Public Official Election Act and the Political Parties Act
 - a. Absence exceeding 10% of instructional days due to legislative activity (attendance on the day of a plenary session or standing committee meeting) 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. Cases where a student has satisfied the attendance requirement for graduation and then enlisted voluntarily before graduation
4. Cases where a student participates in a physical examination for voluntary enlistment
5. Cases where the principal recognizes the absence as being for some other legitimate reason

④ The following matters shall be entered in the Special Remarks section:

1. The reason for long-term absence of 10 or more consecutive days due to illness, unrecognized absence, or the like
2. The reason for any other absence of one day or more
3. If the frequency of short-term absences is high, the absences may be accumulated and the principal reason entered
4. Measures imposed by the School Violence Countermeasures Review Committee under Article 17(1)4 (community service), 5 (special educational completion 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 on which the measure was decided (the date of internal approval).

※ *The date the measure was decided means the date on which the principal decided the measure (the date of internal approval) in response to the request made by 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, the entry shall be revised accordingly; however, the initial decision date shall not be changed.*

Article 28 (Lateness, Early Departure, and Leaving Class)

- ① If a student does not arrive by the school attendance time designated by the principal, the student shall be treated as late.
- ② If a student leaves school between the school attendance time and school dismissal time designated by the principal, the student shall be treated as leaving early.
- ③ If a student misses class time, the student shall be treated as leaving class.
- ④ Lateness, early departure, and leaving class due to reasons corresponding to Article 26(2) shall not be counted toward the total number of such occurrences.

⑤ Reasons for lateness, early departure, and leaving class shall be classified in the same way as reasons for absence: attendance-recognized, illness-related, unrecognized, or other.

⑥ If lateness, leaving class, and early departure occur on the same day, the principal shall determine that only one type applies;

processing shall be based on the reason that caused the greatest loss of instructional time when the matters arise from the same reason.

⑦ For a student newly granted enrollment status, the number of incidents of lateness, early departure, and leaving class in the relevant school year shall be the sum of the incidents at the original school and the current school, excluding overlapping periods.

(Example) If the student withdrew on April 15 of Grade 8 and was re-admitted on March 20 of the following year in Grade 8, the counts from March 20 to April 15 at the original school shall be excluded.

⑧ During periodic examination periods, regular curriculum experiential activities, and other situations necessary for school operation, the principal may, after notifying students and parents in advance, apply separate attendance and dismissal times.

Article 29 (Supplementary Instruction for Missed Classes of Student-Athletes and Minimum Academic Achievement Policy)

In order to guarantee the minimum academic achievement and learning rights of student-athletes, a minimum academic achievement policy shall be introduced, and supplementation for missed classes shall be provided as follows.

① To guarantee the learning rights of student-athletes and their normal participation in school life, absences due to participation in competitions and training shall be treated as attendance-recognized absences for up to 50 days within the total instructional days of the relevant school year. For national team athletes, absences beyond 50 days may be permitted on the basis of the relevant official document recognized by the Korean Sport & Olympic Committee.

② For student-athletes in school teams (soccer, baseball, gymnastics, golf), missed classes due to training camps and competition participation shall be replaced by completion of e-School coursework, with three hours of e-School coursework required per day of absence.

③ After the final examination, students whose average score in Korean, English, and Social Studies (one selected course) for that grade is below 30% shall, during the vacation period, complete 20 hours of e-School coursework for the relevant subjects as a substitute. However, changes to the subjects assessed due to allocation of advanced physical education subjects shall be determined by the School Sports Subcommittee. (Basis: Article 11 of the School Sports Promotion Act)

Article 30 (Enrollment Processing for Students in Commissioned Educational Programs)

Attendance for juvenile detention center inmates, students commissioned to alternative education institutions, students using 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 31 (Grade Retention)

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

Chapter 7. English Transcript

Article 32 (English Transcript)

- ① The School shall issue an English transcript where a currently enrolled student or graduate requests one for reasons such as transfer to an overseas high school or application to an overseas university.
- ② The achievement levels and grade points for each subject to be shown on the English transcript shall be assigned as follows:

Raw Score / Letter Grade / GPA

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, the following subjects shall be graded on a P (Pass) / F (Fail) basis:

Grade 7 / All subjects

Grade 8 / Experiential Mathematics (Mathematics Project)

Grade 9 / Chapel; Mathematical Thinking in Everyday Life (Mathematics Project)

- ③ The English transcript shall consist of the following:

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 explanations 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 name in English] in the academic years of [year(s)]."

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

8. Date of Issue: Date

④ The procedures for issuance and management of English transcripts shall be as follows:

1. The student or parent shall request the transcript from the academic administrative staff member.
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 relevant document issuance ledger, the academic administrative staff member shall issue the transcript to the student or parent.

Supplementary Provisions

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

Article 2 (General Practice) Matters not provided for in these Regulations shall follow generally accepted educational practice.

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

[1] Meeting minutes shall be managed in K-EDU FINE either by using parallel approval during authorization or by attaching minutes signed by the committee members.

[2] "Achievement standards" refers to standards of activity that combine the content students are to learn through a subject with the abilities they are expected to be able to demonstrate after instruction, and such standards may be restructured through the Subject Council by analyzing the curriculum and textbook content according to student characteristics and school conditions.

[3] If only assessment elements are disclosed in the publicly released assessment plan for each subject, a scoring rubric shall be prepared and internally approved before the assessment is administered.

[4] Where, depending on the subject, attitude elements such as participation in learning activities, responsibility, and cooperation are important, it is appropriate to assess them on the basis of the achievement standards.

[5] Even for courses that are processed only as completion and have the character of high school liberal arts subjects within the general curriculum, some form of assessment shall still be conducted and an assessment plan shall still be established.

[6] Assessment elements are the content of assessment that specifically describes the essential evidence students are expected to demonstrate in reaching the curriculum achievement standards.

[7] "Selected-response" items include true-false, matching, and multiple-choice items.

[8] "Constructed-response" items include completion, short-answer, descriptive, and essay items.

[9] Depending on school conditions, such as where the number of examinees in a room is 15 or fewer, one supervisor may be assigned.

[10] The end time shall be based on the point at which the end bell begins to ring.

[11] This refers to such materials as the score rosters prepared after appropriate measures concerning students' appeals, receipt, processing, and confirmation have been completed.

[12] A basic score means the minimum score awarded to a student who participated in a performance assessment. It is recommended that a basic score not exceed 40% of the full score for the domain concerned.

[13] The prohibition on homework-type performance assessment includes memorization-based performance tasks that require prior preparation.

[14] It is recommended that no reflection period for school discontinuation be granted during a periodic examination period. If the periods overlap unavoidably, the student should participate in the periodic examination, and if the student is unable to do so, a recognized score for an absent examinee shall be awarded.

[15] However, if a student can obtain scores at the receiving school after re-enrollment, transfer, or admission on transfer, the student shall participate in the receiving school's assessment and shall be included in the number of students enrolled (see the table in Article 18(2) of these Guidelines).

[16] Under the 2015 Revised Curriculum (applicable to Grades 8 and 9 in the 2025 school year), there are four areas: Career Exploration Activities, Theme Selection Activities, Arts and Physical Education Activities, and Club Activities.

[17] Under the 2022 Revised Curriculum (applicable to Grade 7 in the 2025 school year), Creative Experiential Activities consist of three areas, while under the 2015 Revised Curriculum (applicable to Grades 8 and 9 in the 2025 school year), they consist of four areas (Autonomous Activities, Club Activities, Volunteer Service Activities, and Career Activities).

[18] Under the 2015 Revised Curriculum (applicable to Grades 8 and 9 in the 2025 school year), this refers to "records in the volunteer service activity area."