

Policy IKC - Grading

Alexandria City Public Schools (ACPS) requires that the evaluation of student progress is the responsibility of the professional staff. Grades should function:

1. As an evaluation tool for articulating the level of academic achievement of students in relationship to identified standards in ACPS curricula;
2. To communicate academic progress of students;
3. As a factor in promotion and retention; and
4. To inform the instructional planning of staff.

Adopted: January 9, 1997

Amended: July 1, 2005

Amended: June 1, 2006

Amended: June 23, 2016

Cross Ref.:

IKC-R: Regulations Governing the Grading Policy

IKE: Academic Promotion and Retention

IKE-R: Regulations for Academic Promotion and Retention

Regulations Governing the Grading Policy

I. INTRODUCTION

ACPS believes that the evaluation of students is the primary responsibility of the professional staff. Grades are a tool for communicating the level of academic achievement in relation to identified standards. These regulations aim to systematize grading and assessment practices across the school division. Grades serve as a means of establishing clear learning targets and provide students with feedback regarding their academic performance.

In accordance with Policy IKC the following regulations should guide and inform the evaluation of student progress as reflected in the grading process.

II. ELEMENTARY AND SECONDARY GRADING AND REPORT CARD FORMATS

The ACPS Kindergarten Progress Report is organized using a scoring rubric. The rubric reflects the student's progress toward mastering the specific skills taught during the kindergarten year.

ACPS uses a modified standards-based progress report for students in grades one through five. Its purpose is to provide parents and guardians meaningful feedback about how their child is doing in relationship to grade-level standards, including

their child's progress over time. Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the ACPS Elementary Progress Report provides parents and teachers with detailed information on the expected knowledge, skills and performance measures for students at each grade level and how individual children perform against those expectations.

Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the Secondary Report Card provides parents/guardians with a letter grade detailing student performance for each quarter.

A. At the Kindergarten level, teachers shall give narrative feedback about students' standards-based progress within each identified area of the Kindergarten Progress Report. The range of performance indicators and the level of proficiency kindergarten students are expected to attain utilize the following scoring criteria:

Academic Areas Scoring Rubric

- M: Meets the standard consistently and over time
- P: Progressing toward meeting the standard
- B: Beginning to demonstrate progress toward meeting the standard
- N: Not demonstrating understanding of the standard
- INA: Standard has been introduced but not assessed

B. On Elementary Progress Reports, (grades 1-5), teachers shall give rubric-based scores reflecting students' standards-based proficiency. Content areas assessed include Life, Work and Citizenship Skills, Language Arts, Social Studies, Mathematics, Science, Physical Education and Health, Art, General Music, and Band/Strings.

Academic Areas Scoring Rubric

- 4: Consistently demonstrates a high level of conceptual understanding and skills mastery of standards taught this quarter
- 3: Frequently demonstrates concepts and skills of standards taught this quarter
- 2: Sometimes demonstrates concepts and skills of standards taught this quarter
- 1: Seldom demonstrates concepts and skills of standards taught this quarter
- NT: Not taught this quarter
- NA: Introduced but not assessed this quarter

C. Teachers shall give letter grades on secondary-level (grades 6-12) report cards.

Secondary Grading: Final Grade Calculation

- All secondary final course grades will be calculated as the average of the numeric average earned each term.
 - Secondary Courses not Receiving High School Credit
(Q1 avg + Q2 avg + Q3 avg + Q4 avg)/4
 - High School Credit Courses
(Q1 avg + Q2 avg + Q3 avg + Q4 avg + Final Exam avg)/5
- The quarter average assigned to an F and factored into the final grade calculation will not go below a 50.

MIDDLE SCHOOL COURSE GRADING SCALE

(SECONDARY COURSES [6-12] NOT RECEIVING HIGH SCHOOL CREDIT GRADING SCALE)

QUARTER AVERAGE	LETTER GRADE
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
50-59	F
	I
	NR
	P
	WP
	WF

HIGH SCHOOL CREDIT COURSE GRADING SCALE

Quarter Average	Credit Awarded	Quality Point Applied to Cumulative High School Credit GPA					
		Letter Grade	Receives Credit	Include in Cumulative High School Credit GPA	AP/DE/Honors Quality Point Weight Applied	Advanced Placement/ Dual Enrollment Course Quality Point	Honors Course Quality Point
93-100	A	Y	Y	Y	5.0	4.5	4.0
90-92	A-	Y	Y	Y	4.7	4.2	3.7
87-89	B+	Y	Y	Y	4.3	3.8	3.3
83-86	B	Y	Y	Y	4.0	3.5	3.0
80-82	B-	Y	Y	Y	3.7	3.2	2.7
77-79	C+	Y	Y	Y	3.3	2.8	2.3
73-76	C	Y	Y	Y	3.0	2.5	2.0
70-72	C-	Y	Y	N	1.7	1.7	1.7
67-69	D+	Y	Y	N	1.3	1.3	1.3
60-66	D	Y	Y	N	1.0	1.0	1.0
50-59	F	N	Y	N	0.0	0.0	0.0
	I	N	N	N			
	NR	N	N	N			
	P	N	N	N			
	WP	N	N	N			
	WF	N	N	N			

I	Incomplete	In accordance with Policy IFA an (I) may be assigned as a student's quarter average. These must be converted to an appropriate quarter grade prior to final grade calculation unless given for a medical or compelling reason with administrative approval.
NR	Not Required	If a student is not required to have a class average for a particular quarter (due to transfer or other circumstances) an NR may be awarded. This factors in as a null into the final course average.
P	Pass	Given for classes graded on a Pass/Fail scale. Secondary support classes/intervention programs and Driver's Education will be graded on a Pass/Fail scale.
WF	Withdraw Failing	Given when a student withdraws from a class with a current grade of F.
WP	Withdraw Passing	Given when a student withdraws from a class with a passing grade.

III. FREQUENCY OF GRADING

A. The official reporting of grades shall be on a nine-week basis either through the Elementary Progress Report or the Secondary Report Card.

1. Elementary: Using a combination of diagnostic and formative assessment feedback data and summative evaluation based upon standards-based tasks and assignments, students should earn at least nine grades in a nine-week period.
2. Secondary: Using a combination of formative assessment feedback data and summative evaluation tasks and assignments, students should earn at least nine grades in a nine-week period.
3. For students with disabilities who have an Individual Education Plan (IEP), the student's progress toward meeting the IEP goals and applicable objectives will be updated quarterly.
4. Grades for assignments should align with the sequence of curriculum implementation and students' progress toward standards mastery, ensuring that those grades provide meaningful, valid, and reliable feedback to students, parents, and guardians as part of the progress-monitoring process.

IV. USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADES

A. Students will earn grades in alignment with the curriculum standards they are learning and meeting the evaluation criteria for which they are responsible.

B. Grades shall reflect a student's progress in meeting the objectives of a course/curriculum through a variety of evaluative measures and accommodate different learning styles, such as but not limited to: text assignments (both oral and written), special assignments, research, tests/quizzes, out-of-class assignments, portfolios, essays, dramatizations, performance-assessment tasks, projects, and related student work products. Additionally, teachers may consider collaboration and participation as criteria when grading.

V. OBJECTIVITY OF THE GRADING PROCESS

A. A grade should be precise, clear, and accurately reflect student learning.

B. Teachers shall avoid any evidence of subjectivity or bias in determining grades.

C. Grades shall reflect student achievement, student mastery of content, and not student behavior. Teachers shall not use grades to impose personal bias, to reward or discipline students.

D. Grading criteria and processes should reflect Policy IFA: Assessment and Evaluation and its related regulations regarding the purpose of assessment and the need for a balanced approach to assessment.

VI. USE OF TRANSFER GRADES

Alexandria City Public Schools shall accept transfer grades provided that the courses taken by the student are compatible with local and state regulations.

VII. CALCULATING HIGH SCHOOL CLASS RANK AND GRADE-POINT AVERAGES

A. During spring orientation or other scheduling-related sessions, ACPS staff shall advise parents/guardians and students entering the ninth grade and any middle school student taking a credit-bearing course for which credit shall be received, of the method used to calculate class rank and grade-point averages.

B. Grades used to determine class rank shall be the final grades for any course.

C. ACPS shall not include students with disabilities in self-contained programs that deliver the Aligned Standards of Learning curriculum in class rank.

D. Beginning with students entering 9th grade in school year 2016-2017, students will be provided with a percentile rating on their transcript reflecting their GPA in relation to the graduating class.

VIII. SYLLABUS AND COURSE OUTLINE REQUIREMENTS

A. In accordance with IFA-R: Regulations Governing the Assessment and Evaluation Policy, elementary school students shall receive an outline of each content area they will be studying at the beginning of the academic year or upon enrollment. This outline should include the grading criteria for each content area as well as a description of student responsibilities and content sequence.

B. At the beginning of the academic year, secondary school students shall receive a formal syllabus for each course they are taking. This syllabus should be consistent with IFA-R: Regulations Governing the Assessment and Evaluation Policy and should include course expectations, grading criteria (on a quarterly basis), and a course sequence outline.

IX. WEIGHTED GRADES

A. Designated Advanced Placement, Honors and college-level dual-enrollment courses receive weighted grades.

X. ASSIGNMENT OF GRADES AND MAINTENANCE OF ACCURATE RECORDS

A. Teachers shall maintain accurate records that reveal how they determine each student's grades.

B. Elementary teachers shall regularly update such records. Secondary teachers shall update such records at least every two weeks, including posting of grades on designated ACPS electronic platforms (e.g., PowerSchool).

C. Although teachers assign student grades, principals have the final authority to amend grades with teacher consultation.

D. Students and parents or guardians should be able to access information about the student's progress and related grades throughout the quarter and academic year.

Established: December 15, 2014

Revised: June 23, 2016

Cross Refs.:

IKC: Grading

IFA: Assessment and Evaluation

IFA-R: Regulations Governing the Assessment and Evaluation Policy

IGBI: Advanced Placement and Dual Enrollment Classes