

REGULATIONS GOVERNING THE GRADING POLICY

I. ASSIGNMENT OF GRADES DURING THE 2020-2021 SCHOOL YEAR

A. During the 2020-2021 school year, course curricula, assessments and grading policies will be aligned regardless of whether teaching and learning occurs via in-person instruction or distance learning.* While maintaining consistency with School Board policies, some instructional methods and practices may be modified to align with the distance-learning environment. Such changes are intended to:

- Recognize the ongoing impact of providing new instruction to students remotely and to address learning lost due to the spring 2020 school closures (Executive Order 53, (March 2020));
- Align with the Virginia Department of Education’s (VDOE’s) return to school plan implementing Virginia’s phased reopening of K-12 schools during the COVID-19 pandemic; and
- Ensure maximum flexibility and benefit for ACPS students while maintaining opportunities for mastery of content standards.

*Distance learning in this section pertains to remote instruction of classes/coursework typically delivered face-to-face in school facilities prior to the COVID-19 school closure. It does not refer to T.C. Williams Satellite courses or other online programs, which may follow locally-developed grading guidelines to determine final grades.

B. During the 2020-2021 school year:

- Grading and the calculation of grade point averages will occur in accordance with Section III. of this regulation;
- Grades earned in a remote instructional format (distance learning) will follow the same guidelines as those earned through in-person instruction;
- ACPS will provide students with expanded technology resources and will provide staff with additional support and guidance to ensure equity in grading;
- For semester-length secondary courses for high-school credit:
 - Final grades will be calculated as (Q1 avg. =40%; Q2 avg. =40%; Final Exam=20%);
- Final exams may consist of a traditional assessment or a capstone or summary project;
- For courses with no final exam or for which a final summative assessment or project is incorporated into the quarter grade, the final grade is the average of the quarter grades;
- To document learning and inform instruction, schools will establish reasonable and consistent guidelines for accepting late work that provide students with flexibility to demonstrate mastery of content; and
- Teachers will communicate performance and grades to parents/guardians and students regularly and consistently. Secondary grades will be posted at least every

two weeks in Power School in accordance with Section XI. B. below.

Unless modified above, all other provisions of this regulation remain in effect for the 2020-2021 school year.

II. INTRODUCTION

Alexandria City Public Schools (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.

III. 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 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.

| Achievement Levels | |
|--------------------|--|
| 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 |
| INA | Introduced but not assessed this quarter |

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

- Secondary Grading: Final Grade Calculation (Traditional Courses):**
All secondary-Secondary final course grades are typically calculated as the average of the numeric average earned each term.

 - Secondary Courses not Receiving High School Credit
 - $(Q1 \text{ avg} + Q2 \text{ avg} + Q3 \text{ avg} + Q4 \text{ avg})/4$
 - High School Credit Courses
 - $(Q1 \text{ avg} + Q2 \text{ avg} + Q3 \text{ avg} + Q4 \text{ avg} + \text{Final Exam avg})/5$
 - The quarter average factored into the final grade calculation will not go below a 50.
- Secondary Grading: Final Grade Calculation (T.C. Williams Satellite Campus Courses and Online Courses):**
Secondary final course grades for T.C. Williams Satellite Campus courses and online courses are determined by the individual student's pace and progress in their course(s), in addition to the grades received on completed work.

 - High School Credit Courses: When taking an online course, students earn grades quarterly, but these grades are overridden by the final grade when the student completes the online course. Quarter grades are not averaged in online courses and only the final grade appears on the transcript.

Secondary Courses 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 |

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HIGH SCHOOL CREDIT COURSE GRADING SCALE

| Quarter Average | Letter Grade | Credit Awarded | | | Quality Point Applied to Cumulative High School Credit GPA | | |
|-----------------|--------------|-----------------|--|---|--|-----------------------------|------------------------|
| | | 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 | Standard 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 | Given when a student withdraws from a class with a current grade of F. |
| WP | Withdraw | Given when a student withdraws from a class with a passing grade. |

IV. FREQUENCY OF GRADING

A. The official reporting of grades is done 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 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 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 is updated quarterly.
4. Grades for assignments 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.

V. USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADES

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

VI. 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 reflect Policy IFA and Regulation IFA-R regarding the purpose of assessment and the need for a balanced approach to it.

VII. USE OF TRANSFER GRADES

ACPS accepts transfer grades provided that the courses taken by the student are compatible with local and state regulations.

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

- A. During spring orientation or other scheduling-related sessions, ACPS staff members 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 are the final grades for any course.
- C. ACPS does not include students with disabilities in self-contained programs that deliver the Aligned Standards of Learning curriculum in class rank.
- D. Class rank percentile ratings are published as decile bands reflecting the student's GPA in relation to the student's graduating class. The top 30 percent of decile bands are printed on rising 12th grade student transcripts and thereafter (i.e., top 10%, 20% and 30%). Percentile ratings are calculated on the following schedule:
 - the end of the student's junior year;
 - the first full calendar week in October;
 - the end of the second marking period/first semester; and
 - the end of the student's senior year.

IX. SYLLABUS AND COURSE OUTLINE REQUIREMENTS

- A. In accordance with IFA-R: Regulations Governing the Assessment and Evaluation Policy, elementary school students receive an outline of each content area they will be studying at the beginning of the academic year or upon enrollment. This outline includes 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 receive a formal syllabus for each course they are taking. The syllabus is consistent with IFA-R: Regulations Governing the Assessment and Evaluation Policy and includes course expectations, grading criteria (on a quarterly basis), and a course sequence outline.

X. WEIGHTED GRADES

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

XI. 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.

~~V. ASSIGNMENT OF GRADES DURING THE 2020 PUBLIC HEALTH EMERGENCY SCHOOL CLOSURE (COVID-19)~~

~~The following changes to elementary and secondary grading apply during the third and fourth quarters of the 2019-2020 school year only. They are intended to:~~

- ~~• Address the “cessation of all in-person instruction” at Virginia schools from March 16, 2020 through the end of the 2019-2020 school year as mandated by Executive Order 53 (March 23, 2020);~~
- ~~• Align with Virginia Department of Education (VDOE) guidance issued in response to the COVID-19 pandemic; and~~
- ~~• Ensure maximum flexibility and benefit for ACPS students.~~

~~A. Assignment of Grades: Elementary (PreK-Grade 5)~~

~~1. Third Quarter Progress Report Grades~~

~~Elementary student progress reports will be based on work completed on or before March 13.~~

~~2. Fourth Quarter Progress Report Grades~~

~~In alignment with VDOE guidelines, students will not be formally assessed on standards taught during the fourth quarter. Therefore each standard on the fourth quarter progress report will be designated as either “Introduced but Not Assessed” (INA) or “Not Taught” (NT).~~

~~Students will continue to receive support from teachers as they progress through distance learning.~~

~~B. Assignment of Grades: Secondary (Grades 6-12)~~

~~1. Third Quarter Report Card Grades~~

~~In accordance with the Secondary Grading Scales in Section II.C. above, secondary students will receive a letter grade for third quarter work originally due on or before March 13 and completed by April 24.~~

~~2. Fourth Quarter Report Card Grades~~

~~Secondary students will have the opportunity to earn either a “Pass” (P) or “No Grade” (NG) for their fourth quarter work. No letter grades will be assigned for the fourth quarter.~~

~~In accordance with VDOE guidance, these two options allow students the maximum flexibility and opportunity to improve their grades during the fourth quarter by continuing to engage in instruction, without negatively impacting students who might receive an NG.~~

~~A Pass (P) will be recorded as a 100 for the fourth quarter. Any student who completes at least 60% of their distance learning assignments during the fourth quarter will receive a “P.” A “No Grade” (NG) for the fourth quarter will not be factored into a student’s final grade for the year.~~

~~3. Final Exams~~

~~There will be no final exams during the 2019-20 school year.~~

~~4. Final Grades~~

~~In the absence of final exams, teachers will calculate final grades based solely upon quarter grades.~~

~~If a student earns a “P” during the fourth quarter, it will equate to a 100 for that quarter. It will then be averaged with the other three quarters, each counting as 25% of the final grade.~~

~~If a student receives an “NG” during the fourth quarter, it will not factor into the final grade calculation. The other three quarters will be averaged, each counting as approximately 33% of the final grade.~~

~~5. Semester Length Classes~~

~~Grades for semester length classes held during the second semester of the 2019-2020 school year will follow the same principles as above, but will only consist of the student’s third and fourth quarter grades. Each of the quarter grades will count as 50% of the final grade if a student earns a “P” during the fourth quarter. The third quarter grade will count as 100% of the final grade if a student earns an “NG” during the fourth quarter.~~

Established: December 15, 2014

Revised: June 23, 2016

Revised: April 17, 2020

Revised:

Legal Refs.: [Recover, Redesign, Restart 2020, Virginia Department of Education \(Revised July, 2020\).](#)

Centers for Disease Control and Prevention (CDC), *Guidance for Schools* (Updated May 2020), <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Virginia Department of Health, *Phase Guidance for Virginia Schools* (July 1, 2020), <https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Final-Phase-Guidance-for-Virginia-Schools-6.9.20.pdf>.

Executive Order 53 (2020), Commonwealth of Virginia, Office of the Governor (March 23, 2020).

Guidance on Graduation Requirements, Awarding of Credits, and Continuity of Learning, Virginia Department of Education (April 1, 2020).

| | | |
|--------------|--------|--|
| Cross Refs.: | IFA | Assessment and Evaluation |
| | IFA-R | Regulations Governing the Assessment and Evaluation Policy |
| | IGBI | Advanced Placement and Dual Enrollment Classes |
| | IKB | Course Assignments-Secondary |
| | IKB-R | Regulations Governing the Course Assignments Policy |
| | IKC | Grading |
| | IKCA | Reports to Parents/Guardians |
| | IKD | Instructional Assignments-Elementary |
| | IKD-R | Regulations Pertaining to Instructional Assignments-Elementary |
| | IKE | Academic Promotion and Retention |
| | IKE-R | Regulations for Academic Promotion and Retention |
| | IKEB | Acceleration |
| | IKEB-R | Acceleration Regulations |
| | JFCA | Teacher Removal of Students from Class |