

GRADING

Alexandria City Public Schools (ACPS) believes grades are a tool for communicating the level of academic progress in relation to identified standards. Grades provide students with feedback regarding their academic performance, and is supported by providing students with multiple and differentiated opportunities to demonstrate mastery.

The evaluation of students is primarily the responsibility of the professional staff who use systematic grading and assessment practices across the school division. Additional opportunities to submit assignments and opportunities to have learning reassessed are coupled with the necessary academic and social emotional supports to foster a growth mindset learning environment.

Grades should function:

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

Student grading scales, report cards, class rank and the methods used to determine grade-point averages are outlined in Regulation IKC-R.

Adopted: January 9, 1997
 Amended: July 1, 2005
 Amended: June 1, 2006
 Amended: June 23, 2016
 Amended: April 17, 2020

Cross Ref.:	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-R	Regulations Governing the Grading Policy
	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

REGULATIONS GOVERNING THE GRADING POLICY

I. INTRODUCTION

Alexandria City Public Schools (ACPS) believes grades are a tool for communicating the level of academic progress in relation to identified standards. Grades provide students with feedback regarding their academic performance, and is supported by providing students with multiple and differentiated opportunities to demonstrate mastery.

The evaluation of students is primarily the responsibility of the professional staff who use systematic grading and assessment practices across the school division. Additional opportunities to submit assignments and opportunities to have learning reassessed are coupled with the necessary academic and social emotional supports to foster a growth mindset learning environment.

In accordance with Policy IKC Grading, Policy IFA Assessment and Evaluation, and IKB Course Assignments 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

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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

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

1. **Secondary Grading: Final Grade Calculation (Traditional Courses):**
 Secondary final course grades are typically calculated as the average of the numeric average earned each term.
 - Secondary Courses not Receiving High School Credit
 - $(Q1\ avg + Q2\ avg + Q3\ avg + Q4\ avg)/4$
 - High School Credit Courses
 - $(Q1\ avg + Q2\ avg + Q3\ avg + Q4\ avg + Final\ Summative\ Assessment\ avg)/5$
 - The quarter average factored into the final grade calculation will not go below a 50.
2. **Secondary Grading: Final Grade Calculation (Alexandria City High School Satellite Campus Courses and Online Courses):**

62 Secondary final course grades for Alexandria City High School Satellite Campus
 63 courses and online courses are determined by the individual student’s pace and
 64 progress in their course(s), in addition to the grades received on completed work.

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

69 **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

		Credit Awarded			Quality Point Applied to Cumulative High School Credit GPA		
Quarter Average	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	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
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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			

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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.

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80 IV. FREQUENCY OF GRADING

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- 82 A. The official reporting of grades is done on a nine-week basis either through the Elementary
- 83 Progress Report or the Secondary Report Card.
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- 85 1. Elementary: Using a combination of diagnostic and formative assessment feedback
- 86 data and summative evaluation based upon standards-based tasks and assignments,
- 87 students earn at least nine grades in a nine-week period.
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- 89 2. Secondary: Using a combination of formative assessment feedback data and
- 90 summative evaluation tasks and assignments, teachers will provide at least one
- 91 assessment per week of which a minimum of three per quarter are summative
- 92 assessments. Formative assessments will represent 40% of the final grade and
- 93 summative evaluation data will represent 60% of the final grades. Formative and
- 94 summative assessments are defined in policy IFA Assessment and Evaluation.
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- 96 3. For students with disabilities who have an Individual Education Plan (IEP), the
- 97 student's progress toward meeting the IEP goals and applicable objectives is
- 98 updated quarterly.
- 99
- 100 4. Grades for assignments align with the sequence of curriculum implementation and
- 101 students' progress toward standards mastery, ensuring that those grades provide
- 102 meaningful, valid, and reliable feedback to students, parents, and guardians as part
- 103 of the progress-monitoring process.

104 V. USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADES

- 105
- 106 A. Students earn grades in alignment with the curriculum standards they are learning and
- 107 meeting the evaluation criteria for which they are responsible.
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- 109 B. Grades reflect a student's progress in meeting the objectives of a course/curriculum through a
- 110 variety of evaluative measures and accommodate different learning styles, such as but not
- 111 limited to: text assignments (both oral and written), special assignments, research,
- 112 tests/quizzes, out-of-class assignments, portfolios, essays, dramatizations, performance-
- 113 assessment tasks, projects, and related student work products. Additionally, teachers may
- 114 consider collaboration and participation as criteria when grading.
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119 VI. OBJECTIVITY OF THE GRADING PROCESS

- 120
- 121 A. A grade should be precise, clear, and accurately reflect student learning.
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- 123 B. Teachers shall avoid any evidence of subjectivity or bias in determining grades.
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- 125 C. Grades shall reflect student achievement, student mastery of content, and not student
- 126 behavior. Teachers shall not use grades to impose personal bias, to reward or discipline
- 127 students.

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- 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, and Policy IKB and Regulation IKB-R regarding the use of assignments in calculating course grades.

VII. USE OF TRANSFER GRADES

- A. 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. 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.

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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.
- E. In accordance with Policy IKB and Regulation IKB-R, teachers shall use the following guidelines when using assignment completion in computing course grades.
 - At the elementary level, assignment completion should be reflected in the mastery grade on the report card.
 - At the secondary level, assignment grades should not be used as a punitive measure; course grades are expected to reflect students’ mastery of required curriculum content and skills and do not reflect student behaviors.
 - Grades should reflect work completed in class. Work completed outside of class should be considered practice in nature and should not be used in grade calculations.
 - Missed assignments are the absence of data on a student’s mastery of content, while a score of zero indicates the student has no knowledge of content. Using a zero for missed assignments when determining final grades will result in an invalid indicator of student mastery of content. Therefore, missed assignments should be marked as Not Handed In (NHI). Teachers should follow school-established procedures for supporting the student with completing the assignment or assessment.
 - In accordance with policy IFA and regulation IFA-R, students' final grades are based primarily on summative evaluation data.
 - Reflections of student behavior choices such as attendance and effort are not part of the final grade and are instead reported through the comments in the report card.

XII. EXTENDED TIME, REASSESSMENTS, AND MISSED WORK

In accordance with Policy IFA, Regulation IFA-R and Regulation IKB-R, all students should be given the resources, time, and academic support needed, and are expected to meet or exceed the prescribed standards and benchmarks.

- 221 A. Clause III item 1 of Regulation IFA-R provides governance over when students should
 222 have the opportunity to receive more time to complete assigned tasks. Schools should
 223 develop procedures to support students in finishing work that was not completed on time.
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- 225 B. Clause IV items 6-9 of Regulation IFA-R provides governance over when students should
 226 have the opportunity to be reassessed, and the grade awarded after a reassessment. Schools
 227 should develop procedures for reassessments, including when reassessment is appropriate.
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229 Established: December 15, 2014
 230 Revised: June 23, 2016
 231 Revised: April 17, 2020
 232 Revised: September 10, 2020
 233 Revised: September 9, 2021
 234 Revised: November 4, 2021
 235 Revised:
 236

237 Legal Refs.: *Interim Guidance for COVID-19 Prevention in Virginia PreK-12 Schools*,
 238 Virginia Department of Health (VDH), (Updated August 31, 2021),
 239 [https://www.vdh.virginia.gov/content/uploads/sites/182/2021/03/Interim-](https://www.vdh.virginia.gov/content/uploads/sites/182/2021/03/Interim-Guidance-to-K-12-School-Reopening.pdf)
 240 [Guidance-to-K-12-School-Reopening.pdf](https://www.vdh.virginia.gov/content/uploads/sites/182/2021/03/Interim-Guidance-to-K-12-School-Reopening.pdf).
 241

242 *Virginia LEARNS: Navigating Virginia Education in Uncertain Times*, Virginia
 243 Department of Education (VDOE), (Summer 2021),
 244 <https://www.doe.virginia.gov/instruction/learns/virginia-learns.pdf>.
 245

246 *Recover, Redesign, Restart 2020*, Virginia Department of Education (VDOE),
 247 (Revised July, 2020).
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255		IKC	Grading
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260		IKE-R	Regulations for Academic Promotion and Retention
261		IKEB	Acceleration
262		IKEB-R	Acceleration Regulations
263		JFCA	Teacher Removal of Students from Class

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Alexandria City Public Schools (ACPS) believes grades are a tool for communicating the level of academic progress in relation to identified standards. Grades provide students with feedback regarding their academic performance, and is supported by providing students with multiple and differentiated opportunities to demonstrate mastery.

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Commented [1]: New belief statement

~~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 ~~progress achievement~~ of students in relationship to identified standards in ACPS curricula; ~~To communicate academic progress of students;~~
2. As a factor in promotion and retention; and
3. To inform the instructional planning of staff.

Student grading scales, report cards, class rank and the methods used to determine grade-point averages are outlined in Regulation IKC-R.

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REGULATIONS GOVERNING THE GRADING POLICY

~~I. SECONDARY GRADING PRACTICES FOR THE 2021-2022 SCHOOL YEAR~~

~~While maintaining consistency with School Board Policy IKC: Grading, some instructional methods and grading practices may be modified for the 2021-2022 school year to recognize the ongoing impact of the COVID-19 pandemic on ACPS students, and to address learning loss due to the 2020-2021 school closures. Such changes are intended to ensure maximum flexibility and benefit for students while maintaining opportunities for mastery of content standards.~~

~~A. Final Exams~~

~~A final exam for a year-long or semester course will only be counted if it does not lower the student's final grade for the course.~~

- ~~• The lowest grade that may be awarded on a final exam is 50%.~~
- ~~• Final exams may be project-based or performance-based opportunities that include components begun prior to the final exam date. 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.~~

~~B. Reassessment & Make-Up Opportunities~~

- ~~• Reassessment:

 - ~~○ Students will be provided with an automatic opportunity for reassessment on any assessment for which a grade of D or less was earned. Reassessments may be completed until two weeks prior to the end of the quarter. (Specific deadlines for each marking period will be communicated at the school level and through the ACPS Express.)~~
 - ~~○ For the last two weeks of the quarter, teachers and students will focus on continuing content. Anything assigned and due during this time may be reassessed up until the last day of the quarter.~~
 - ~~○ Reassessments result in a maximum revised grade of 80% (e.g., test corrections, remediation, completion of the retake, etc.).~~~~
- ~~• Missing Work:

 - ~~○ A one-week minimum grace period with no penalty will be used for all assignment deadlines.~~
 - ~~○ Any missing work turned in after the grace period (as designated for the assignment by the teacher) **due to a verified absence or quarantine** may be turned in without penalty until two weeks prior to the end of the quarter. Teachers and administrators will work with students on a case-by-case basis to address unique quarantine and other verified absence situations continuing beyond the deadline.~~
 - ~~○ Any missing work turned in after the grace period (as designated for the assignment by the teacher) **not** due to a verified absence or quarantine may~~~~

Commented [1]: Delete all temporary COVID provisions as we have completed our first year of in-person school.

be turned in for a maximum grade of 80% until two weeks prior to the end of the quarter.

- For the last two weeks of the quarter, teachers and students will focus on continuing content. Anything assigned and due during this time may be submitted up until the last day of the quarter.

C. Number of Entries/Grading Category

- Schools will ensure that any heavily weighted grading category (any category that counts for at least 50% of the student's quarter grade), includes four or more entries to properly reflect mastery.
- 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. of this regulation.

Unless modified above, all other provisions of this regulation remain in effect for the 2021-2022 school year.

H.I. 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/progress 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 Grades provide students with feedback regarding their academic performance, and is supported by providing students with multiple and differentiated opportunities to demonstrate mastery.

The evaluation of students is primarily the responsibility of the professional staff who use systematic grading and assessment practices across the school division. Additional opportunities to submit assignments and opportunities to have learning reassessed are coupled with the necessary academic and social emotional supports to foster a growth mindset learning environment.

In accordance with Policy IKC Grading, Policy IFA Assessment and Evaluation, and IKB Course Assignments the following regulations should guide and inform the evaluation of student progress as reflected in the grading process.

Commented [2]: Belief statement from the policy

Commented [3]: Added IFA as it is referenced several times in the regulation.

H.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.

89 ACPS uses a modified standards-based progress report for students in grades one through five. Its
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93 provides parents and teachers with detailed information on the expected knowledge, skills and
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95 those expectations.

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97 Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the Secondary Report
98 Card provides parents/guardians with a letter grade detailing student performance for each quarter.
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101 based progress within each identified area of the Kindergarten Progress Report. The range
102 of performance indicators and the level of proficiency kindergarten students are expected
103 to attain utilize the following scoring criteria:
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Academic Areas Scoring Rubric	
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107 B. On Elementary Progress Reports, (grades 1-5), teachers give rubric-based scores
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109 Work and Citizenship Skills, Language Arts, Social Studies, Mathematics, Science,
110 Physical Education and Health, Art, General Music, and Band/Strings.
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Achievement Levels	
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- C. Teachers give letter grades on secondary-level (grades 6-12) report cards.
1. **Secondary Grading: Final Grade Calculation (Traditional Courses):**
 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**
 - $(Q1 \text{ avg} + Q2 \text{ avg} + Q3 \text{ avg} + Q4 \text{ avg} + \text{Final Exam Summative Assessment avg})/5$
 - **The quarter average factored into the final grade calculation will not go below a 50.**
 2. **Secondary Grading: Final Grade Calculation (Alexandria City High School Satellite Campus Courses and Online Courses):**
 Secondary final course grades for Alexandria City High School 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

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HIGH SCHOOL CREDIT COURSE GRADING SCALE

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60-66	D	Y	Y	N	1.0	1.0	1.0
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	I	N	N	N			
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	P	N	N	N			
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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.

142

143

144

145

146 **IV. FREQUENCY OF GRADING**

- 147 A. The official reporting of grades is done on a nine-week basis either through the Elementary
148 Progress Report or the Secondary Report Card.
149
150
- 151 1. Elementary: Using a combination of diagnostic and formative assessment feedback
152 data and summative evaluation based upon standards-based tasks and assignments,
153 students earn at least nine grades in a nine-week period.
154
 - 155 2. Secondary: Using a combination of formative assessment feedback data and
156 summative evaluation tasks and assignments, ~~students earn at least nine grades in a~~
157 ~~nine-week period~~ teachers will provide at least one assessment per week of which a
158 minimum of three per quarter are summative assessments. Formative assessments
159 will represent 40% of the final grade and summative evaluation data will represent
160 60% of the final grades. Formative and summative assessments are defined in
161 policy IFA Assessment and Evaluation.
162
 - 163 3. For students with disabilities who have an Individual Education Plan (IEP), the
164 student's progress toward meeting the IEP goals and applicable objectives is
165 updated quarterly.
166
 - 167 4. Grades for assignments align with the sequence of curriculum implementation and
168 students' progress toward standards mastery, ensuring that those grades provide
169 meaningful, valid, and reliable feedback to students, parents, and guardians as part
170 of the progress-monitoring process.
171

Commented [4]: Revised provision for secondary grading. This pulls significantly from IFA Assessment and Evaluation which speaks to formative assessments for feedback and summative assessments for evaluation. The 40/60 split is a middle ground of how teachers currently weight formative and summative work in assigning grades.

172
173 **V. USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADES**

- 174
- 175 A. Students earn grades in alignment with the curriculum standards they are learning and
176 meeting the evaluation criteria for which they are responsible.
177
 - 178 B. Grades reflect a student's progress in meeting the objectives of a course/curriculum through a
179 variety of evaluative measures and accommodate different learning styles, such as but not
180 limited to: text assignments (both oral and written), special assignments, research,
181 tests/quizzes, out-of-class assignments, portfolios, essays, dramatizations, performance-
182 assessment tasks, projects, and related student work products. Additionally, teachers may
183 consider collaboration and participation as criteria when grading.
184
185

186 **VI. OBJECTIVITY OF THE GRADING PROCESS**

- 187
- 188 A. A grade should be precise, clear, and accurately reflect student learning.
 - 189 B. Teachers shall avoid any evidence of subjectivity or bias in determining grades.
 - 190 C. Grades shall reflect student achievement, student mastery of content, and not student
191 behavior. Teachers shall not use grades to impose personal bias, to reward or discipline
192
193

194 students.

- 195
196 D. Grading criteria and processes reflect Policy IFA and Regulation IFA-R regarding the
197 purpose of assessment and the need for a balanced approach to it, and Policy IKB and
198 Regulation IKB-R regarding the use of assignments in calculating course grades.

Commented [5]: Added breadcrumbs to IKB.

199
200 **VII. USE OF TRANSFER GRADES**

201
202 ACPS accepts transfer grades provided that the courses taken by the student are compatible with
203 local and state regulations.

204
205 ~~VII.~~

206 ~~VIII.~~

207 ~~IX.~~ **VIII. CALCULATING HIGH SCHOOL CLASS RANK AND GRADE-POINT**
208 **AVERAGES**

209 ~~X.~~ **IX.**

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

214
215 ~~B. Grades used to determine class rank are the final grades for any course.~~

216
217 ~~C. ACPS does not include students with disabilities in self-contained programs that deliver the~~
218 ~~Aligned Standards of Learning curriculum in class rank.~~

Commented [MS6]: ACPS does not report class rank

- 219
220 ~~D.~~ ~~B.~~ Class rank percentile ratings are published as decile bands reflecting the student's
221 GPA in relation to the student's graduating class. The top 30 percent of decile bands are
222 printed on rising 12th grade student transcripts and thereafter (i.e., top 10%, 20% and 30%).
223 Percentile ratings are calculated on the following schedule:

- 224
225 • the end of the student's junior year;
226 • the first full calendar week in October;
227 • the end of the second marking period/first semester; and
228 • the end of the student's senior year.

229
230 **IX. SYLLABUS AND COURSE OUTLINE REQUIREMENTS**

- 231
232 A. In accordance with IFA-R: Regulations Governing the Assessment and Evaluation Policy,
233 elementary school students receive an outline of each content area they will be studying at
234 the beginning of the academic year or upon enrollment. This outline includes the grading
235 criteria for each content area as well as a description of student responsibilities and content
236 sequence.

- 237
238 B. At the beginning of the academic year, secondary school students receive a formal
239 syllabus for each course they are taking. The syllabus is consistent with IFA-R:

240 Regulations Governing the Assessment and Evaluation Policy and includes course
241 expectations, grading criteria (on a quarterly basis), and a course sequence outline.

242
243 **X. WEIGHTED GRADES**

- 244
245 A. Designated Advanced Placement, Honors and college-level, dual-enrollment courses
246 receive weighted grades.

247
248
249 **XI. ASSIGNMENT OF GRADES AND MAINTENANCE OF ACCURATE RECORDS**

- 250
251 A. Teachers shall maintain accurate records that reveal how they determine each student's
252 grades.
253
254 B. Elementary teachers shall regularly update such records. Secondary teachers shall update
255 such records at least every two weeks, including posting of grades on designated ACPS
256 electronic platforms (e.g., PowerSchool).
257
258 C. Although teachers assign student grades, principals have the final authority to amend
259 grades with teacher consultation.
260
261 D. Students and parents or guardians should be able to access information about the student's
262 progress and related grades throughout the quarter and academic year.

263
264 E. In accordance with Policy IKB and Regulation IKB-R, teachers shall use the following
265 guidelines when using assignment completion in computing course grades.

- 266
267 ● At the elementary level, assignment completion should be reflected in the mastery
268 grade on the report card.
269
270 ● At the secondary level, assignment grades should not be used as a punitive measure;
271 course grades are expected to reflect students' mastery of required curriculum
272 content and skills and do not reflect student behaviors.
273 ○ Grades should reflect work completed in class. Work completed outside of class
274 should be considered practice in nature and should not be used in grade
275 calculations.
276 ○ Missed assignments are the absence of data on a student's mastery of content,
277 while a score of zero indicates the student has no knowledge of content. Using a
278 zero for missed assignments when determining final grades will result in an
279 invalid indicator of student mastery of content. Therefore, missed assignments
280 should be marked as Not Handed In (NHI). Teachers should follow school-
281 established procedures for supporting the student with completing the
282 assignment or assessment.
283 ○ In accordance with policy IFA and regulation IFA-R, students' final grades are
284 based primarily on summative evaluation data.
285 ○ Reflections of student behavior choices such as attendance and effort are not part

Commented [7]: This is the current content.

Commented [8]: New provision to improve equity.

Commented [9]: New provision around missed work. The focus is working with students to complete assigned work. A zero for missed work is not a valid indicator of content knowledge.

Commented [10]: Reiteration of the 40/60 provision earlier in the regulation.

of the final grade and are instead reported through the comments in the report card.

Commented [11]: Further reiteration that grades reflect mastery of content and not behavior choices.

XII. EXTENDED TIME, REASSESSMENTS, AND MISSED WORK

In accordance with Policy IFA, Regulation IFA-R and Regulation IKB-R, all students should be given the resources, time, and academic support needed, and are expected to meet or exceed the prescribed standards and benchmarks.

A. Clause III item 1 of Regulation IFA-R provides governance over when students should have the opportunity to receive more time to complete assigned tasks. Schools should develop procedures to support students in finishing work that was not completed on time.

B. Clause IV items 6-9 of Regulation IFA-R provides governance over when students should have the opportunity to be reassessed, and the grade awarded after a reassessment. Schools should develop procedures for reassessments, including when reassessment is appropriate.

Commented [12]: Breadcrumbs to IFA and IKB.

- Established: December 15, 2014
- Revised: June 23, 2016
- Revised: April 17, 2020
- Revised: September 10, 2020
- Revised: September 9, 2021
- Revised: November 4, 2021

Revised:

Legal Refs.: *Interim Guidance for COVID-19 Prevention in Virginia PreK-12 Schools*, Virginia Department of Health (VDH), (Updated August 31, 2021), <https://www.vdh.virginia.gov/content/uploads/sites/182/2021/03/Interim-Guidance-to-K-12-School-Reopening.pdf>

Virginia LEARNS: Navigating Virginia Education in Uncertain Times, Virginia Department of Education (VDOE), (Summer 2021), <https://www.doe.virginia.gov/instruction/learns/virginia-learns.pdf>

Recover, Redesign, Restart 2020, Virginia Department of Education (VDOE), (Revised July, 2020).

- Cross Refs.: IFA Assessment and Evaluation
- IFA-R Regulations Governing the Assessment and Evaluation Policy
- IGBI Advanced Placement and Dual Enrollment Classes

330	IKB	Course Assignments-Secondary
331	IKB-R	Regulations Governing the Course Assignments Policy
332	IKC	Grading
333	IKCA	Reports to Parents/Guardians
334	IKD	Instructional Assignments-Elementary
335	IKD-R	Regulations Pertaining to Instructional Assignments-Elementary
336	IKE	Academic Promotion and Retention
337	IKE-R	Regulations for Academic Promotion and Retention
338	IKEB	Acceleration
339	IKEB-R	Acceleration Regulations
340	JFCA	Teacher Removal of Students from Class
341		