

## 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

- ~~Students will be allowed to complete any reassessments (up to a maximum revised grade of 80%) and makeup work (without penalty) by two weeks prior to the end of the marking period. (Specific deadlines for each marking period will be communicated at the school level and through the ACPS Express.)~~
- 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.
  - A reassessment could 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 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.
- ~~Every effort will be made to provide students with opportunities to revisit work assigned during the last two weeks of the marking period.~~

#### 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), ~~(e.g., summative assessments)~~, 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.**

## 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.

- 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
    - $(Q1 \text{ avg} + Q2 \text{ avg} + Q3 \text{ avg} + Q4 \text{ avg} + \text{Final Exam avg})/5$
  - The quarter average factored into the final grade calculation will not go below a 50.
2. **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

## 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.

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