

1 **REGULATIONS GOVERNING THE GRADING POLICY**
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3 **I. INTRODUCTION**
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5 Alexandria City Public Schools (ACPS) believes grades are a tool for communicating the level of
6 academic progress in relation to identified standards. Grades provide students with feedback
7 regarding their academic performance, and is supported by providing students with multiple and
8 differentiated opportunities to demonstrate mastery.
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10 The evaluation of students is primarily the responsibility of the professional staff who use
11 systematic grading and assessment practices across the school division. Additional opportunities
12 to submit assignments and opportunities to have learning reassessed are coupled with the necessary
13 academic and social emotional supports to foster a growth mindset learning environment.
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15 In accordance with Policy IKC the following regulations should guide and inform the evaluation
16 of student progress as reflected in the grading process.
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18 **II. ELEMENTARY AND SECONDARY GRADING AND REPORT CARD FORMATS**
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20 The ACPS Kindergarten Progress Report is organized using a scoring rubric. The rubric reflects
21 the student’s progress toward mastering the specific skills taught during the kindergarten year.
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23 ACPS uses a modified standards-based progress report for students in grades one through five. Its
24 purpose is to provide parents and guardians meaningful feedback about how their child is doing in
25 relationship to grade-level standards, including their child's progress over time. Aligned with the
26 Virginia Standards of Learning and the ACPS Curriculum, the ACPS Elementary Progress Report
27 provides parents and teachers with detailed information on the expected knowledge, skills and
28 performance measures for students at each grade level and how individual children perform against
29 those expectations.
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31 Aligned with the Virginia Standards of Learning and the ACPS Curriculum, the Secondary Report
32 Card provides parents/guardians with a letter grade detailing student performance for each quarter.
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- 34 A. At the Kindergarten level, teachers shall give narrative feedback about students’ standards-
35 based progress within each identified area of the Kindergarten Progress Report. The range
36 of performance indicators and the level of proficiency kindergarten students are expected
37 to attain utilize the following scoring criteria:
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- 39 B. On Elementary Progress Reports, (grades 1-5), teachers give rubric-based scores
40 reflecting students’ standards-based proficiency. Content areas assessed include Life,
41 Work and Citizenship Skills, Language Arts, Social Studies, Mathematics, Science,
42 Physical Education and Health, Art, General Music, and Band/Strings.
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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):**

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

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
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			

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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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77 **IV. FREQUENCY OF GRADING**
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79 A. The official reporting of grades is done on a nine-week basis either through the Elementary
80 Progress Report or the Secondary Report Card.

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82 1. Elementary: Using a combination of diagnostic and formative assessment feedback
83 data and summative evaluation based upon standards-based tasks and assignments,
84 students earn at least nine grades in a nine-week period.

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86 2. Secondary: Using a combination of formative assessment feedback data and
87 summative evaluation tasks and assignments, students earn at least nine grades in a
88 nine-week period. Formative assessments will represent 40% of the final grade and
89 summative evaluation data will represent 60% of the final grades.

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91 3. For students with disabilities who have an Individual Education Plan (IEP), the
92 student's progress toward meeting the IEP goals and applicable objectives is
93 updated quarterly.

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95 4. Grades for assignments align with the sequence of curriculum implementation and
96 students' progress toward standards mastery, ensuring that those grades provide
97 meaningful, valid, and reliable feedback to students, parents, and guardians as part
98 of the progress-monitoring process.

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101 **V. USE OF MULTIPLE MEASURES TO DETERMINE STUDENTS' GRADES**
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103 A. Students earn grades in alignment with the curriculum standards they are learning and
104 meeting the evaluation criteria for which they are responsible.

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

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114 **VI. OBJECTIVITY OF THE GRADING PROCESS**
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116 A. A grade should be precise, clear, and accurately reflect student learning.

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

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

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124 D. Grading criteria and processes reflect Policy IFA and Regulation IFA-R regarding the

125 purpose of assessment and the need for a balanced approach to it.
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127 **VII. USE OF TRANSFER GRADES**
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129 ACPS accepts transfer grades provided that the courses taken by the student are compatible with
 130 local and state regulations.
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132 **VIII. CALCULATING HIGH SCHOOL CLASS RANK AND GRADE-POINT**
 133 **AVERAGES**
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135 A. During spring orientation or other scheduling-related sessions, ACPS staff members advise
 136 parents/guardians and students entering the ninth grade and any middle school student
 137 taking a credit-bearing course for which credit shall be received, of the method used to
 138 calculate class rank and grade-point averages.
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140 B. Class rank percentile ratings are published as decile bands reflecting the student’s GPA in
 141 relation to the student’s graduating class. The top 30 percent of decile bands are printed
 142 on rising 12th grade student transcripts and thereafter (i.e., top 10%, 20% and 30%).
 143 Percentile ratings are calculated on the following schedule:
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- 145 • the end of the student's junior year;
- 146 • the first full calendar week in October;
- 147 • the end of the second marking period/first semester; and
- 148 • the end of the student's senior year.

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 150 **IX. SYLLABUS AND COURSE OUTLINE REQUIREMENTS**
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152 A. In accordance with IFA-R: Regulations Governing the Assessment and Evaluation Policy,
 153 elementary school students receive an outline of each content area they will be studying at
 154 the beginning of the academic year or upon enrollment. This outline includes the grading
 155 criteria for each content area as well as a description of student responsibilities and content
 156 sequence.
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158 B. At the beginning of the academic year, secondary school students receive a formal
 159 syllabus for each course they are taking. The syllabus is consistent with IFA-R:
 160 Regulations Governing the Assessment and Evaluation Policy and includes course
 161 expectations, grading criteria (on a quarterly basis), and a course sequence outline.
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163 **X. WEIGHTED GRADES**
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165 A. Designated Advanced Placement, Honors and college-level, dual-enrollment courses
 166 receive weighted grades.
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 169 **XI. ASSIGNMENT OF GRADES AND MAINTENANCE OF ACCURATE RECORDS**
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- 171 A. Teachers shall maintain accurate records that reveal how they determine each student’s
172 grades.
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- 174 B. Elementary teachers shall regularly update such records. Secondary teachers shall update
175 such records at least every two weeks, including posting of grades on designated ACPS
176 electronic platforms (e.g., PowerSchool).
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- 178 C. Although teachers assign student grades, principals have the final authority to amend
179 grades with teacher consultation.
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- 181 D. Students and parents or guardians should be able to access information about the student’s
182 progress and related grades throughout the quarter and academic year.
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185 Established: December 15, 2014
186 Revised: June 23, 2016
187 Revised: April 17, 2020
188 Revised: September 10, 2020
189 Revised: September 9, 2021
190 Revised: November 4, 2021
191 Revised: August 25, 2022

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193 Legal Refs.:

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196 Cross Refs.:	IFA	Assessment and Evaluation
197	IFA-R	Regulations Governing the Assessment and Evaluation Policy
198	IGBI	Advanced Placement and Dual Enrollment Classes
199	IKB	Course Assignments-Secondary
200	IKB-R	Regulations Governing the Course Assignments Policy
201	IKC	Grading
202	IKCA	Reports to Parents/Guardians
203	IKD	Instructional Assignments-Elementary
204	IKD-R	Regulations Pertaining to Instructional Assignments-Elementary
205	IKE	Academic Promotion and Retention
206	IKE-R	Regulations for Academic Promotion and Retention
207	IKEB	Acceleration
208	IKEB-R	Acceleration Regulations
209	JFCA	Teacher Removal of Students from Class

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