



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

GRADING GUIDELINES FOR REPORTING STUDENT PROGRESS IN SECONDARY SCHOOLS

Secondary Grading Guidelines

The primary purpose of grading is to communicate academic progress to students, parents and other adults. Student grades reflect the demonstrated level of mastery of the course curricular objectives and aid in improving learning. The most important assessment of student learning is conducted by teachers as they observe and evaluate students in the context of ongoing classroom activities. Classroom teachers have the responsibility for evaluating student progress and providing grades to represent scholastic achievement.

Student Evaluation and Grading: School based grading and evaluation procedures

The Superintendent is responsible for developing procedures for each school or center to establish grading and evaluation practices for student progress that are consistent with School Board policy and administrative guidelines. Such practices will be developed by consensus (or by majority vote if consensus cannot be reached) of teachers by grade, department, or specialized course, then reviewed by the Instructional Leadership Team and shared with the School Planning Council. The Principal/Executive Director will review and approve such practices and then submit them to the Department of School Leadership. Once approved by the Department of School Leadership for final approval. After final approval, such practices will be published for students and parents/legal guardians.

A. Teachers' development of grading and evaluation practices by grade, department or specialized course

Teachers and administrators shall collaborate by grade, department and specialized course to reach consensus or by majority vote on the proposed grading and evaluation practices. Individual teachers may not have grading or evaluation practices that differ from the practices approved.

1. Grading and evaluation practices to be addressed - among the grading and evaluation practices to be addressed will be:
 - **Homework:** Teachers shall develop guidelines that address the grading of homework ensuring the assignments do not exceed 10% of a student's cumulative grade. The use of appropriate homework assignments extends and supports student learning and is encouraged across all grade levels and content areas. SB Policy [6-54](#) and SB Regulations [6-54.2](#) and [6-54.3](#)
 - **Late Work:** Teachers shall develop guidelines on how late work, assignments not completed by the date due, shall be handled and determine the consequences for late work.
 - **Zeros:** Teachers shall establish guidelines around the issuing of zeros. Teachers will refrain from initially assigning zeros and make every effort to hold the

student accountable. Teachers can and will assign a zero for work that is never attempted or is not submitted by the due date as noted by the teacher.

- **Reassessment:** Teachers shall develop guidelines that address reassessments ensuring that all students are given the opportunity for additional instruction and reassessment under the criteria below.
 - Prior to reassessing, student must meet the following conditions
 - All assignments have been submitted for the unit of study.
 - Students must participate in or complete an intervention or remediation as determined by the teacher.
- **Make-Up work:** Teachers shall include in their expectations guidelines on make-up work: All make-up work will be provided for excused absences. Students who receive unexcused absences may make up assignments at the discretion of the teacher.
- **Extra Credit:** Teachers shall discuss and develop guidelines for extra credit with the understanding that extra credit shall be used sparingly and purposefully. Teachers are to be reminded that extra credit shall be related to the current topic of study, available and accessible, and require the use of only those resources known to be available to all students. Extra credit cannot be awarded for behavior or any non-academic reason.

2. Exceptions to grading and evaluation practices - proposed grading and evaluation practices will be subject to relevant exceptions set forth in a student's individual education plans (IEPs), Section 504 plans, or health plans. Teachers must implement these exceptions as set forth in such plans.

B. Instructional Leadership Team review process

The Instructional Leadership Team (ILT) will review proposed grading and evaluation practices annually to ensure consistency and alignment with administrative guidelines for grading and evaluation. If the ILT has questions about proposed practices and their alignment with policy or administrative guidelines, the ILT may request amendments. Schools will maintain ILT agendas and minutes from meetings where grading practices are shared and discussed.

C. School Planning Council notification process

The School Planning Council (SPC) will be notified annually of the school's proposed grading and evaluation practices. Schools will maintain SPC agendas and minutes from meetings where grading practices are shared.

D. Principal/Director review and approval of proposed grading and evaluation practices

The Principal/Director will review all proposed grading and evaluation practices to ensure grading and evaluation practices have been developed and are consistent with School Board policy and School Division guidelines for grading and evaluation. The Principal/Director will approve and submit all grading and evaluation proposed practices to the Department of School Leadership.

E. Department of School Leadership review and approval of proposed grading and evaluation practices

The Department of School Leadership (DOSL) will review all proposed grading and evaluation practices to ensure grading and evaluation practices have been developed and are consistent with School Board policy and administrative guidelines for grading and evaluation. The appropriate Senior Executive Director in DOSL will notify each Principal/Director once grading and evaluation practices have been reviewed and approved. Upon notification of approval by DOSL, the Principal/Director shall publish grading and evaluation practices for students and parents/legal guardians and provide any related training for staff. Approval of a proposed grading and evaluation practice by DOSL will be final, and there will be no appeal to the Superintendent or the School Board.

F. Amendment of grading and evaluation practices

If an amendment to approved grading and evaluation practices is necessary prior to the annual review process, a written explanation shall be provided to the Principal/Director for consideration by the proposer. Any amendments must be developed and approved using the procedures outlined above. Upon approval, amendments will be published for students and parents/legal guardians.

Internal Auditing of Grades

All secondary school administrators shall conduct gradebook audits to ensure that grading and evaluation practices for student progress are consistent with School Board policy and administrative guidelines.

School Board Policies and Regulations

The School Board policies and administrative regulations provided below govern the administration of grading and reporting student progress and are incorporated in the procedures and practice promulgated in this set of guidelines.

- Student Evaluation and Grading- SB Policy [6-72](#), SB Regulation [6-72.2](#)
- Reporting Student Progress- SB Policy [5-28](#) and SB Regulation [5-28.1](#)
- Attendance – SB Policy [5-17](#) and SB Regulation [5-17.1](#)
- Homework – SB Policy [6-54](#) and SB Regulations [6-54.2](#) and [6-54.3](#)
- Promotion, Retention and Acceleration – SB Policy [5-27](#) and SB Regulation [5-27.1](#)
- Principal's List and Honor Roll- SB Policy [5-29](#) and SB Regulation [5-29.1](#)
- Grading codes and Class Rank- SB Regulation [6-72.1](#)