



Elementary Grading Guidelines

2026- 2027

Elementary Grading Guidelines

The primary purpose of grading is to communicate students' academic progress and achievement to students, families, and other stakeholders. Grades should reflect each student's demonstrated level of mastery of the course's curricular objectives while providing meaningful information to support continued learning and growth.

The most valuable assessment of student learning occurs through the ongoing observations and evaluations that teachers conduct during daily classroom instruction. As instructional experts, classroom teachers are responsible for assessing student progress and assigning grades that accurately represent each student's level of scholastic achievement.

The following information is accurate as of July 2026; however, it is subject to change to comply with federal, state, local laws, and updates to School Board policies and regulations. All current School Board policies and regulations can be accessed at www.vbschools.com.

Philosophy And Purposes of Grading and Reporting

The Virginia Beach City Public School Division supports the belief that students and parents should be provided with periodic formal and informal reports reflective of grade-level academic performance. The school division's grading and reporting system aims to communicate how students are performing on the established curriculum. The primary vehicle for delivering this information to students in grades kindergarten through five and their parents is the Virginia Beach Elementary School Report Card. Beginning in first grade, progress reports are provided midway through the grading period for students performing below expected levels.

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 for final approval. After final approval, such practices will be published for students and parents/legal guardians.

Communicating Student Progress to Parents

Effective communication between school and home is a contributing factor to academic success. A positive, productive teacher-parent relationship contributes to cooperative efforts toward a student's academic achievement. The following means of communication are used to keep parents informed of their children's progress:

PARENT/STUDENT COURSE GUIDES

Early in the school year, [Parent/Student Course Guides](#) are available online for parents. These guides inform parents of the school's expectations, define what students will be learning, and identify the standards by which student progress will be assessed.

PARENT AND STUDENT PORTAL

Parents should be encouraged to access important current school year information for their child's progress online through Parent Portal ([ParentVUE](#)).

CONFERENCES

Conferences between parents and teachers are recommended. This personalized interaction promotes the involvement of both the home and the school, fosters a mutual understanding of the student's progress, clarifies the student's strengths and needs, and allows for exchanging information and ideas needed to strengthen and reinforce student performance. Conferences may be requested by parents or by teachers.

CODES FOR MARKING STUDENT ACADEMIC PROGRESS GRADES K-5

For the following report cards categories:

English Language Arts, Mathematics, *Science and *Social Studies, Health and Physical Education, Citizenship, Participation and Collaboration, Productivity, Art, Music, Chorus and Strings. Kindergarten students will not receive grades for Art, Music, and Physical Education.

*K and 1st grade students do not receive separate grades for science and social studies. Information regarding the content taught is provided each quarter.

CODES/PROFICIENCY SCORES FOR MARKING IN GRADES K-5

- AP - Advanced Proficient
- P - Proficient
- DP - Developing Proficiency
- N - Novice
- NE - Not Evaluated at this time

The AP – N proficiency scores/codes should not be equated to an A-E grading scale. The purpose of the proficiency score is to report how well a student is achieving grade-level instructional objectives. It is essential that teachers and parents recognize that the students themselves are not being graded. Rather, the proficiency score represents the level of performance demonstrated by the student on specific objectives and expectations in a given context and for a specified time. Additionally, assessment of intelligence and ability are not included in determining the codes or proficiency score.

- An **AP** indicates a student grasps, applies and extends key concepts, processes and skills. If a student consistently demonstrates proficiency, the student should receive an **AP**.

- A **P** indicates a student is meeting grade-level standards and expectations. The student, with limited errors, grasps and applies key concepts, processes and skills. If a student regularly demonstrates proficiency, the student should receive a **P**.
- A **DP** indicates a student is beginning to grasp and apply key concepts, processes and skills and requires additional opportunities to demonstrate proficiency. If a student receives extra support and is still making slow progress toward meeting grade-level expectations, the student should receive a **DP**.
- An **N** indicates a student is not making expected progress toward proficiency. The student needs improvement in grasping and applying key concepts, processes and skills. If a student is receiving extra support and help but is still not meeting grade-level expectations, the student should receive an **N**.

Reporting Progress and Grades for Students Receiving Special Education Services

IEP GOALS PROGRESS REPORTING

Individualized Education Programs (IEPs) are required to include a statement of when periodic reports, noting the progress a student is making toward meeting the annual IEP goals, will be provided to the parent. State regulations and local policies/guidelines require that progress be reported at least as often as parents are informed of the progress of students without disabilities. Therefore, progress reports must be provided when quarterly report cards are issued, and at any other time interim progress reports are provided to students without disabilities. In addition, progress reports must be provided at any time there is a lack of expected progress toward the annual IEP goals and in the general curriculum, if appropriate.

School Board Policies and Regulations

The School Board policies and administrative regulations governing the administration of grading and reporting student progress are incorporated in the procedures and practices promulgated in this set of guidelines.

- Attendance - School Board Policy [5-17](#) and School Board Regulation [5-17.1](#)
- Homework – School Board Policy [6-54](#) and School Board Regulation [6-54.1](#)
- Promotion, Retention and Acceleration - School Board Policy [5-27](#) and School Board Regulation [5-27.1](#)
- Reporting Student Progress – School Board Policy [5-28](#) and School Board Regulation [5-28.1](#)
- Student Evaluation and Grading – School Board Policy [6-72](#) and School Board Regulations [6-72.1](#) [6-72.2](#)
- Student Scholastic Records – School Board Policy [5-31](#) and School Board Regulations [5-31.1](#) and [5-31.2](#)
- Custody Students – School Board Regulation [5-10.2](#)