Norfolk Public Schools
The cornerstone of a proudly diverse community

2026 – 2027
GRADING PROCEDURES

Handbook for Teachers



Revised November 2026

Dr. Jeff Rose, Superintendent of Schools
Dr. James Pohl, Chief Academic Officer

Table of Contents

General Guidelines	4
NPS Grading Scale: Grades 1-12	5
Means for Reporting Grades	6
Use of Grades	6
Assessment Methods & Strategies for Determining Grades	7
Teacher Observations	7
Student Products	7
Teacher-Made Assessments	7
District-Made Tests and Performance Assessments	7
Posting of Grades	7
Grading Parameters	8
Pre-Kindergarten	8
Kindergarten	8
Interim Progress Reports	9
Report Cards	10
Secondary Final Grade Calculations	10
GPA & Weighted Credit	10
Art Grading Parameters	12
Business & Information Technology Grading Parameters	14
Dance Grading Parameters	15
Elementary English Grading Parameters	16
Secondary English Grading Parameters	18
Family & Consumer Sciences Grading Parameters	20
Classical Language Grading Parameters (Latin)	21
World Language Grading Parameters	22
Health & Medical Services Grading Parameters	24
History/Social Science Grading Parameters	25
Physical/Health Education Grading Parameters	28
Marketing Grading Parameters	30
Mathematics Grading Parameters	31
Multimedia Production Grading Parameters	33
Music Grading Parameters	34

Theater Grading Parameters 35
Science Grading Parameters – Elementary 36
Science Grading Parameters – Secondary 37
Technology/Trades & Industry/Agricultural Education Grading Parameters 40
Procedures Governing the Designation of Honor Students 41
Homework and Grading 42
Grading Exceptions 43
Newly Enrolled English Learners 43

General Guidelines

The district grading procedures will form a foundation for consistent grading practices. Grades will accurately communicate what students have learned, and each student will be an active participant in learning and assessment processes. Teachers will use a variety of formative and summative assessments to evaluate the level of student proficiency and to assign grades according to district policy.

All teachers will intentionally facilitate an environment that supports exemplary and innovative teaching and learning opportunities in every school, in every classroom, every day, for every student – no exception.

All teachers will be held accountable for the teaching and assessing of the Virginia Standards of Learning (SOL) and maintaining a current gradebook in a manner consistent with the guidelines set forth in this document.

Grades will be based on student achievement in a prescribed time frame. The classroom teacher is responsible for evaluating the academic performance of students and for determining grades. Teachers are expected to use a variety of methods in evaluating students. Teacher-made tests should be appropriate for the subject matter as well as for the age and/or maturity level of the students and should support the SOLs.

Special education students receiving instruction in the general education curriculum are graded as other students unless the IEP indicates alternative grading procedures.

English Learners (ELs) who are progressing towards English proficiency will be considered for an "L" (no grade/ESL student) rather than a traditional letter grade. (See p. 40 for more information regarding grading of ELs.)

Identified Gifted students receive instruction through their Gifted Resource Teachers (GRTs), who collaborate with classroom teachers regarding assessment practices for work completed outside the regular classroom. (See p. 41 for more information regarding student progress reporting.)

Teachers will clearly describe and communicate (in writing) to both parents and students the criteria used to calculate grades. If a student believes that an error has been made, the student and/or parent may request a grade review.

- Teachers will follow district guidelines for computing quarterly grades.
- Teachers will follow district curriculum pacing guides.
- Teachers will post grades in the electronic gradebook according to guidelines.

NPS Grading Scale: Grades 1-12

The following assessment scale will be used in evaluating and reporting student achievement in the academic skill areas:

Grade	100% Scale	GPA	Definition

A A-	93-100 90-92	4.0 3.7	Designates the status of a student who consistently demonstrates a thorough understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
B+ B B-	87-89 83-86 80-82	3.3 3.0 2.7	Designates the status of a student who demonstrates a high degree of understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
C+ C C-	77-79 73-76 70-72	2.3 2.0 1.7	Designates the status of a student who demonstrates a satisfactory understanding and skill application in the content area (e.g., SOL and curriculum objectives for the grade/course level).
D+ D	67-69 64-66	1.3 1.0	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the content area (e.g., SOL and curriculum objectives for the grade/course level).
E	63 and below	0.0	Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified and requires additional practice and instructional experiences in order to succeed (e.g., SOL and curriculum objectives for the grade/course level).

Means for Reporting Grades

Grades will be reported periodically throughout the school year to denote student achievement. Academic grades will reflect student learning/performance in a content area. Teachers will be responsible for providing students and parents with the written criteria by which academic performance will be assessed. This will be provided at the beginning of each year, project, and/or course. Parents will have the ability to

monitor their student's performance in all content areas electronically through the online gradebook. Additionally, grades will be provided by teachers on a regular basis throughout the instructional process. Grades will be provided on report cards and on interim progress reports as outlined below:

- **Kindergarten**: Students receive 4 report cards per year.
- **Grades 1 – 5**: Students receive 4 interim progress reports and 4 letter-grade report cards.
- **Grades 6 – 8**: Students receive 4 interim progress reports and 4 letter-grade report cards.
- **Grades 9 – 12**:
  - Students taking a semester long course will receive 4 letter-grade report cards.
  - Students taking a year-long course will receive 4 interim evaluations and 4 letter-grade report cards.
- **Students with Disabilities:** Students receive 8 progress reports at interim and report card distribution to address progress of IEP Goals.

Use of Grades

Grades will not be used to punish or reward students but to reflect student learning. Academic grades will be used to:

- Communicate the teacher's assessment of a student's knowledge of and proficiency in a subject
- Provide a record of student achievement over time
- Serve as part of the criteria for student promotion to the next grade level
- Provide information for advisement and counseling regarding future course/program selection
- Provide criteria for honor roll selection
- Provide course credit
- Derive student GPA
- Provide information for entrance into specialty programs

Social Skills and Work Habits will be used in **kindergarten** to:

- Provide a record of student preparedness and task performance
- Align work-related skills to character education

Assessment Methods & Strategies for Determining Grades

Performance expectations should be made clear at the beginning of instruction and remain consistent throughout the teaching and learning process. Students' grades are an accurate representation of content knowledge development. Grades should be impartial and represent a teacher's professional judgment of performance.

Curriculum guides and companion documents provide assessment and measurement suggestions for evaluating student progress. Evaluation information should be gathered by teachers on a regular basis from a variety of sources to determine a student's level of learning and mastery. The following strategies have proven successful in assessing student performance:

Teacher Observations:
Recording instruments which can assist teachers in systematic, focused data collection on student performance include but are not limited to:

Anecdotal Notes	Rubrics/Scoring Guides	Checklists
Journal Entries	Reading/Writing Portfolios	Interviews/Conferences
Running Records	Content Portfolios	

Student Products:
A performance portfolio which includes samples of student work can show gradual or marked improvement or decline in progress. Samples include, but are not limited to:

Projects	Content Portfolio	Presentations	Writing Portfolios
Videos	Performance Tasks	Journal/Sketchbook	Work Samples
Drawings	Non-linguistic representations		

Teacher-Made Assessments:
Assessments can provide valuable feedback for making instructional decisions, monitoring student progress, and evaluating student mastery. Formative assessments, such as quizzes, alert teachers to student readiness for further instruction and/or the need for re-teaching. Summative assessments focus on the mastery of instructional objectives that have been taught.

Instructional programs or texts that provide ready-made tests should be screened carefully to ensure that they are aligned to the content and cognitive demand of the Virginia Standards of Learning and the Norfolk Public Schools Curriculum Guide. Some of these tests may require modification before they can be used to accurately and effectively measure what has been taught.

Division Unit Benchmark Assessments
The Department of Curriculum & Instruction will collaborate with teachers to provide district unit assessments in all SOL tested subjects and grade levels. District unit assessments will align to the Standards of Learning content and skills and will adhere to district pacing guides. District unit assessments will count as end-of-unit assessments in each subject and will be added to the district electronic grade book in the appropriate category.

Posting of Grades

Grades must be posted every week – not including homework - to ensure gradebooks reflect current student progress. Additional information is provided in the Content Grading Parameters. Gradebooks will be monitored.

A student who misses homework assignments due to absences, excused or unexcused, due to their access to resources, or due to any family circumstance that made homework challenging, shall be given sufficient time to make up the work and/or be allowed to complete the assignment while at school.

Final Grades will be based on a numerical average and fractional grades calculated to the benefit of the student (.5 and above rounded to next higher point).

Grading Parameters

To ensure that grades awarded to students are equitable and consistent across the district, content grading parameters are used. The rationale for these parameters is for teachers to use a variety of assessments that promote higher levels of thinking while engaging students in meaningful learning activities.

Please note that the examples provided for some categories are intended to be a **representative sample only and are not all-inclusive**. You may have other examples that fit each category. You are not required to have work samples for every possible example; however, there should be enough work samples to reflect performance accurately in the category as a whole**.** If you need clarification or assistance, contact your principal.

The parameters and weights for assessing student achievement are reviewed and updated annually.

Pre-Kindergarten and Kindergarten

Pre- Kindergarten

Pre-kindergarten parents receive a **Development and Learning Report** in October, January, and June reflecting progress in the following areas:

- Initiative
- Social Relations
- Creative Representation
- Music and Movement
- Language and Literacy
- Mathematics and Science
- VDOE Assessment

Kindergarten

The following assessment codes will be used to evaluate and report student achievement in the academic skill areas:

M	**Mastered**	The student has successfully demonstrated the skill at least three separate times.
P	**Making Progress**	The student has been introduced to the skill and is still learning and/or practicing. The skill has not yet been evaluated for mastery or mastery has not yet been determined.
N	**Needs Improvement**	The student has been introduced to the skill and is experiencing difficulty which requires additional assistance.
/	**Not Yet Introduced**	This skill has not yet been introduced to the child at this time.

The following assessment codes will be used in evaluating and reporting student achievement in the social skills/work habits areas:

O	**Outstanding**	The student demonstrates a high understanding of the skill and applies it consistently.

V	**Very Good**	The student demonstrates above average understanding of the skill and applies it appropriately.
S	**Satisfactory**	The student demonstrates an understanding of the skill and applies it appropriately.
N	**Needs Improvement**	The student demonstrates some understanding of the skill but applies it inconsistently.
U	**Unsatisfactory**	The student is not able to apply the skill.

Kindergarten Portfolios

Writing: Teachers must place an analytically scored writing sample in portfolio folders each quarter. The other two writing samples go home for parents to review and return. By the end of the year, the students must be at **Stage 3/Phonetic Developmental Stage Benchmark**.

Teachers will follow the NPS Guide to Reading and Writing Instruction and Assessment Document for all portfolio details and parameters

Interim Progress Reports

Grades 1-2

The assessment codes listed below will be used for the **interim Progress Report** for **Grades 1-2**. **Note**: These codes are also to be used on the elementary level to assess Physical Education, Music, and Art.

O - Outstanding--The student demonstrates high performance.
V - Very Good--The student demonstrates above average performance.
S - Satisfactory--The student demonstrates average performance.
N - Needs Improvement--The student demonstrated below average performance.
U - Unsatisfactory--The student demonstrates unacceptable performance.

Grades 3-12

Grades 3-12 will use the previously stated **A, A-, B+, B, B-, C+, C, C-, D+, D, or E** assessment codes for the interim Progress Report.

Report Cards

Grades 1-12 will use the previously stated **A, A-, B+, B, B-, C+, C, C-, D+, D, or E** assessment codes for the Report Card.

Secondary Final Grade Calculations

Middle and high school credit-bearing classes are all full-year courses. The grading parameters listed below indicate the percent worth for different grading categories. The total worth for combined categories per quarter will equal 100%. Each of the four quarter will equal 22.5% of the total grade for the end of the completed course. The final exam, required for credit-bearing courses, will total 10% of the final grade.

Quarter 1:	**22.5%**
Quarter 2:	**22.5%**
Quarter 3:	**22.5%**
Quarter 4:	**22.5%**
Course Final Exam	**10.0%**
	100%

Do not uncheck the following in your TVUE Grade Book:

- Show Comment Codes
- Show Missing Column
- Show Dropped Students

Do not change At Risk Highlight Score from 69%

The district-wide codes approved by the Department of Instruction that teachers have available to use in TVUE.

- Absent – A
- Absent – A0
- Missing – M
- Missing – M0
- Late – L
- Incomplete – I
- Synergy also has the built-in code, that cannot be removed, of EX for Excused. This code, if used, allows teachers to mark a student excused on an assignment and it will not calculate as part of the student's overall grade. This assignment will also not show on PVUE or StudentVue.

GPA and Weighted Credit

Credits and final grades will be awarded only once, at the end of the school year. Quarter grades are progress reports to let students and parents know how they are doing up to that point in each marking period and will be averaged at the end of the school year. GPA and class rank are based on a 4.0 scale. A cumulative GPA of 3.0 is necessary for a student to be an honor graduate. GPAs are recalculated once each year after grades are submitted in May. Grades earned in Advanced Placement (AP) and International Baccalaureate (IB) courses receive a weighted factor of .06 per year, while all honors, Pre-IB, and dual enrollment courses receive a weighted factor of .0250 per year. Weighted credit is added to the overall (cumulative GPA). Weighted courses are identified by a 'W' to the left of the course code (i.e.: w LA2200) on the Norfolk Public Schools Transcript). To calculate GPA, add the GPA values for each of the final grades and divide it by the number of courses taken. This sample shows regular level classes.

SAMPLE SEMESTER

SUBJECT	GRADE	POINT VALUE
English 10	B+	3.3
World Studies	C	2.0
Health PE/10	A-	3.7
Geometry	D	1.0
Biology	B+	3.3

Spanish 2	B	3.0
Intro to Art	B-	2.7
Computer Apps	A-	3.7
8 courses		22.7 / 8 = 2.8375

In the case of Honors, Pre-IB, dual enrollment, AP, and IB classes, you would add the weighted credit AFTER calculating the GPA. So, if this sample student had taken AP Biology, instead of Biology, .06 would be added to 2.8375 making the GPA then 2.8975. If this sample student also took Honors English 10, you would add .0250 to the total, making the GPA with Honors and AP weight 2.9225.

Art Grading Parameters

All K-12 art students will use sketchbook processes and keep a sketchbook/journal and portfolio. In grades K-5, individual grades are not assigned to weighted grade categories. All grades are of equal weight. Each 9-weeks the quarter grade should include grades from each category. All students in credit bearing art classes will take a final exam at the end of the year. Portfolio submissions (such as IB or AP) may count as part or all of the performance.

Elementary		
Category	**Weight**	**Examples**
Sketchbooks, Classwork, Projects	**100%**	**Sketchbook:** • Warm-ups / bell ringers • Sketchbook entries (observational drawings, ideation, thumbnails) • Notes, reflections, research, technical exercised written responses • Independent development of ideas • Visual journaling • Written reflections or critiques • Planning sheets / revisions of ideas **Class Work:** • Technique exercises • Guided practice activities • Small in-class assignments • Daily formative assessment of progress **Projects:** • Final artworks (drawings, paintings, sculptures, digital work) • Major design challenges • Portfolio-quality pieces
Middle and High School **Including: AP Studio/IB/NPS Pre-IB**		
Category	**Weight**	**Examples**
Sketchbook	**25%**	**Sketchbooks:** • Sketchbook entries (planning, thumbnails, studies) • Warm-ups / bell ringers • Visual journaling • Artist research pages • Written reflections or critiques **Grading Parameters:** • Idea Development – planning, revising, exploring ideas • Practice & Observation – skill-building sketches • Connection to Learning – links to artists, techniques, themes • Reflection – explains thinking, choices, or growth • Consistency – regular use over time

Classwork	**25%**	**Classwork:** • Technique exercises (shading, perspective, color mixing) • Guided practice activities • Small in-class assignments • Daily formative assessment of progress **Grading Parameters:** • Participation & Engagement – actively working • Skill Development – effort to improve technique • Following Directions – applies demonstrated skills • Work Ethic – uses time productively • Completion – finishes assigned tasks
Projects	**35%**	**Projects:** • Final artworks (drawing, painting, sculpture, digital) • Design challenges • Portfolio pieces **Grading Parameters:** • Concept & Idea Development – originality, planning, meaning • Use of Elements & Principles – intentional design choices • Technical Skill / Craftsmanship – control, precision, care • Creativity & Risk-Taking – problem-solving, pushing ideas • Completion & Presentation – meets criteria, polished, on time
Assessments	**15%**	• May be oral, written or performance section of the pre, mid or final assessments, quizzes, artist statements, Critiques, describing, analyzing and interpreting artwork.

AP Art History	
Category	**Weight**
Quizzes	15%
Assignments	20%
Essays (FRQ/DBQ)	35%
Unit Test	30%

Business & Information Technology Grading Parameters

Grade 6 - 12		
Category	**Weight**	**Examples** *The items below are examples only and are not an exhaustive list for each category.*
Classwork/ Lab work	**40%**	• Warm-Up / Exit Tickets • Group Activities, Independent practice • Simulations, Hands-on labs • Journal Writing, Presentations • Class Discussions
Tests	**20%**	• Performance Based (Hands-on) • Unit Tests (Culminating) • Oral Presentations • High-Quality Work-Based Learning Activities
Homework	**10%**	• Review / Study Guides • Current Event Activities • Research Assignments • Online Practice Modules
Quiz / Alternative Assessments or Assignments	**30%**	• Project-Based Activities • Research- Based Activities (ex: PowerPoint presentations, reports, etc.) • Skills Acquisition Labs • Portfolios / Workplace Readiness Activities • Oral Presentations

Dance Grading Parameters

Grades 6-12		
Category	**Weight**	**Examples**

Technical Skill	25%	• Comprehension of discipline-based vocabulary. • Understanding rhythmic groupings, 8 count. • Response to performance direction by instructor. • Practice and execution • Understanding of Musicality, Rhythm and Phrasing. • Historical context of dance disciplines.
Performance Disciplines	25%	• Proper posture • Proper Attire • Daily Performance Execution • Discipline specific performance development • Independence of part • Choreography
Performance Assessment	40%	• In-class performance assessments • School assemblies • Winter/spring Programs • Competitions
Written Assessment	10%	• Quizzes and tests • Reports • Choreography writing • Musicality/Rhythm dictation

Elementary English Grading Parameters

Grades 1-2 Reading		
Category	**Weight**	**Suggested Examples**

Tests (1 per unit)	**35%**	• Division Foundational Skills Unit Assessment
Alternative Assessments (1 per unit)	**20%**	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** • Written response to text • Oral presentations • Graphic Organizers • Benchmark Advance Culminating Unit Task
Quizzes (Minimum 4 per quarter)	**25%**	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** • Benchmark Advance Comprehension and Vocabulary Weekly Assessments • Foundational Skills Day 5 Assessment • Benchmark Advance Phonics and Word Study Cumulative Unit Assessments (Word Fluency)
Classwork (Minimum 7 per quarter)	**20%**	**Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to:** • Text Annotations (2nd grade only) • Written responses to text • Independent activities • Knowledge Blueprint (2nd grade only) • Foundational Skills Formative Assessments
Grades 3-5 Reading		
Category	**Weight**	**Suggested Examples**
Tests (1 per unit)	35%	• Division Unit Assessment

Alternative Assessments (minimum 1 per unit)	20%	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** ● Written response to text ● Oral presentations ● Graphic Organizers ● Benchmark Advance Culminating Unit Task
Quizzes (Minimum 4 per quarter)	20%	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** ● Benchmark Advance Phonics/Word Study Unit Assessments ● Benchmark Advance Comprehension and Vocabulary Assessments
Classwork (Minimum 7 per quarter)	20%	**Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to:** ● Text Annotations ● Written responses to text (Apply Understanding) ● Independent activities ● Benchmark Advance Knowledge Blueprint ● Formative Assessments
Homework	5%	● Homework

Grades 1-5 Writing		
Category	**Weight**	**Examples**
Assessments (Minimum 4 per quarter)	**30%**	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** ● Benchmark Advance Language Quick-Checks ● Prompt Responses ● Benchmark Advance Phonics and Word Study Cumulative Unit Assessments (Dictation and/or Spelling) ● Benchmark Advance Research and Inquiry Project
3 Compositions (Minimum of 3 writing pieces per quarter)	**60%**	● 3 samples scored according to the NPS Rubric including Division On-Demand Writing (Grades 3-5)

Classwork (Minimum of 11 per quarter)	**10%**	**Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to:** ● Journal and reflection writing ● Practice activities (i.e. handwriting, grammar, spelling) ● Evidence of writing process ● Quick Writes ● Benchmark Advance Grammar and Spelling Activity Book

Secondary English Grading Parameters

Grades 6 – 8 English/Reading		
Category	**Weight**	**Examples**
Test/Essays **1 each per unit**	35%	● Common Unit Assessment ● At least one process based multi paragraph essay scored according to the NPS Rubric
Homework	**10%**	● Practice activities
Class Assignments **Minimum 6 per unit**	**30 %**	**Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to:** ● Warm ups, exit tickets, pre, during and after reading tasks, quick writes, writing process steps, discussions, short answers, justifications, etc.
Alternative Assessments **Minimum 3 per unit**	25%	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** ● Multiple choice, short response with justifications, quick writes, presentations, Socratic seminars, multimodal projects, creative content specific projects
Grades 9 - 12 English		
Category	**Weight**	**Examples**

Test/Essays **1 each per unit**	**40%**	• Weekly, every other week, monthly, unit, *scored compositions, etc. • At least one process based multi paragraph essay scored according to the NPS Rubric Performance Based Assessments
Homework	**10%**	• Practice activities
Class Assignments **Minimum 4 per unit**	**25%**	**Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to:** • Warm ups, exit tickets, pre, during and after reading tasks, quick writes, writing process steps, discussions, short answers, justifications, etc
Alternative Assessments **Minimum 2 per unit**	**25%**	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** • Multiple choice, short response with justifications, quick writes, presentations, Socratic seminars, multimodal projects, creative content specific projects

English **AP / IB**	
Category	**Weight**
Unit Tests	**30%**
Essays (FRQs/DBQs)	**30%**
Assignments	**15%**
Quizzes	**15%**
Homework	**10%**

Family & Consumer Sciences Grading Parameters

Grade 6 - 12

Category	Weight	Examples *The items below are examples only and are not an exhaustive list for each category.*
Classwork/ Lab work	**40%**	• Warm-Up / Exit Tickets • Group Activities, Independent practice • Simulations, Hands-on labs • Journal Writing, Presentations • Class Discussions
Tests	**20%**	• Performance Based (Hands-on) • Unit Tests (Culminating) • Oral Presentations • High-Quality Work-Based Learning Activities
Homework	**10%**	• Review / Study Guides • Current Events • Research Assignments • Online Practice Modules
Quiz / Alternative Assessments or Assignments	**30%**	• Project-Based Activities • Research- Based Activities (ex: PowerPoint presentations, reports, etc.) • Skills Acquisition Labs • Portfolios / Workplace Activities • Oral Presentations

Classical Language Grading Parameters (Latin)

Category	Weight	Examples*
Comprehension	**15**	• Reading comprehension (no translating)
Writing	**20**	• Essays • Paragraphs • Exit tickets • Letters • Comics • Social media profile

Tests	**15**	● Unit tests ● Culture tests ● Other appropriate tests

Other Assessments	**20**	• Quizzes
		• Cultural activities
		• Projects
		• Translations
		• Integrated Performance Activities (IPAs)
		• Partner/group activities
		• Dictations
		• Culture activities
		• Speaking:
		  ○ Dialogues/skits
		  ○ Class discussions
		● Presentations

Classwork	**15**	● Exit tickets ● Checks for understanding ● Communication practice activities ● Vocabulary building activities ● Translation activities ● Grammar/structure activities
Homework	**10**	● Assignments that are designed to enhance or reinforce student learning; graded for accuracy with feedback

The examples listed are intended to be a representative sample only and are not all inclusive. You may have other examples that fit each category. You are not required to have work samples for every possible example; however, there should be enough work samples to reflect performance accurately in the category as a whole.

Modern World Language Grading Parameters (HS Credit courses)

Category	Weight	Examples
Comprehension	**20%**	• Reading comprehension (no translating) • Listening comprehension (no translating)

Speaking	**25%**	• Unscripted speaking assessments
		• Interpersonal
		  • Interviews
		  • Dialogues
		  • Conversation cards
		  • Conversations
		  • Scenes/skits
		  • Class discussions in target language
		  • Discussions via Flipgrip/VoiceThread
		• Presentational
		  • Recorded videos/sound files
		  • Unscripted project presentations

Writing	**25%**	• Essays/Paragraphs • Exit tickets • Movie/restaurant reviews • Letters • Comics • Social media profile • Discussion boards • Cinquain poetry
Other Assignments	**20%**	• Unit tests/Quizzes • Cultural activities • Projects • Integrated Performance Activities (IPAs) • Partner/group activities • Exit tickets • Checks for understanding • Communication practice activities • Vocabulary building activities
Homework	**10%**	Assignments that are designed to enhance or reinforce student learning; graded for accuracy with feedback

The examples listed are intended to be a representative sample only and are not all inclusive. You may have other examples that fit each category. You are not required to have work samples for every possible example; however, there should be enough work samples to reflect performance accurately in the category as a whole.

Exploratory World Languages (MS semester courses) Grading Parameters

Category	Weight	Examples*

Speaking	25	• Presentational speaking performance assessments • Interpersonal speaking performance assessments
Projects	25	• Culture projects • Travel projects • UN Sustainable Development Goals Projects

Tests/Quizzes	15	• Traditional and non-traditional assessments
		  • Vocabulary quizzes
		  • Culture quizzes

Homework	10	• Assignments that reinforce or extend learning; graded for accuracy rather than completion
Other Assignments	25	• Writing assignments (in English) • Reading comprehension • Listening comprehension • Classwork • Culture activities • Partner/group work • Vocabulary building activities

The examples listed are intended to be a representative sample only and are not all inclusive. You may have other examples that fit each category. You are not required to have work samples for every possible example; however, there should be enough work samples to reflect performance accurately in the category as a whole.

AP Spanish Language, AP French, AP Latin	
Category	**Weight**
Unit Tests	30%
Essays (FRQs/DBQs)	30%
Quizzes	20%
Assignments	20%

Health & Medical Services Grading Parameters

Grade 6 - 12

Category	Weight	Examples *The items below are examples only and are not an exhaustive list for each category.*
Classwork/ Lab work	**40%**	• Warm-Up / Exit Tickets • Group Activities, Independent practice • Simulations, Hands-on labs • Journal Writing, Presentations • Class Discussions
Tests	**20%**	• Performance Based (Hands-on) • Unit Tests (Culminating) • Oral Presentations • Internship / Clinical Evaluations
Homework	**10%**	• Review / Study Guides • Current Events • Research • Online Practice Drills • Reinforcement lessons
Quiz /Alternative Assessments or Assignments	**30%**	• Project-Based Activities • Research- Based Activities (ex: PowerPoint presentations, reports, etc.) • Skills Acquisition Labs • Portfolios / Workplace Activities • Oral Presentations

History/Social Science Grading Parameters

Grades 1-2		
Category	**Weight**	**Examples**
Tests (Minimum 1 per unit)	**30%**	• Unit Assessments (locally developed)
Alternative Assessments (Minimum 1 per quarter)	**25%**	• Models/Projects • Oral Presentations • Written assignments that demonstrate the full writing process (pre-writing, revisions, etc.)

Quizzes/Formative Assessments (Minimum 2 per unit)	**25%**	• Quizzes: Short, single- or multi-standard assessments • Daily formative assessments

Classwork (Minimum 2 per unit)	**20%**	• Independent Activities
		  ◦ Journals or short writings
		  ◦ Inquiry activities
		  ◦ Graphic organizers
		  ◦ Reading activities with questions or accompanying strategy

Grades 3-5		
Category	**Weight**	**Examples**

Tests (Minimum 1 per unit)	**30%**	• Unit assessments (district or local)
		• District Unit Multiple-Choice Assessments
		  ◦ Grade 3: Our World, Ancient China, & Ancient Rome
		  ◦ Grade 4: Virginia Studies Unit Assessments

Alternative Assessments (Minimum 2 per quarter)	**25%**	• District Performance Assessments ◦ Grade 3: Ancient Egypt, Ancient Greece, The Empire of Mali • Projects • Oral presentations • Written assignments that demonstrate the full writing process (pre-writing, revisions, etc.)
Quizzes/Formative Assessments (Minimum 2 per unit)	**20%**	• Quizzes; Short, single- or multi-standard assessments • Daily formative assessments

Classwork (Minimum 4 per quarter)	**20%**	• Independent Activities
		  ◦ Journals or short writings
		  ◦ Inquiry/Analysis activities
		  ◦ Graphic organizers
		  ◦ Reading activities with questions or accompanying strategy

Homework (Minimum 3 per quarter)	**5%**	• Out of Class Assignments
		  ◦ Reinforcement of Concepts
		  ◦ Class Preparation

Grades 6-8		
Category	**Weight**	**Examples**

Unit Assessments (Minimum 2-4 per quarter)	**35%**	• District Unit Assessments (USI, Honors 6, USII, Civics, WG) or locally created unit assessments (Leadership, Physical Geography) • Quarterly Performance Assessments (USI, Honors 6, USII) • Projects • Oral presentations • Research papers

Homework (Minimum 3 per quarter)	**10%**	• Out of Class Assignments
		  ◦ Reinforcement of concepts
		  ◦ Class Preparation

Class Assignments (Minimum 2 per unit)	**25%**	• Independent Activities
		  ◦ Journals or short writings
		  ◦ Inquiry/Analysis activities
		  ◦ Reading activities with questions or accompanying strategy
		  ◦ Skills-based activities

Quizzes (Minimum 1 per unit)	**30%**	• Short, single- or multi-standard assessments
Grades 9-12		
Category	**Weight**	**Examples**
Unit Assessments (Minimum 2-4 per quarter)	**35%**	• District Unit Assessments (WG, WHI, VA/US History) or locally created unit assessments (Pre-AP, Government, & Electives) • Projects • Oral presentations • Research papers

Homework (Minimum 3 per quarter)	**10%**	• Out of Class Assignments
		  ◦ Reinforcement of concepts
		  ◦ Class Preparation

Class Assignments (Minimum 3-4 per quarter)	**25%**	• Independent Activities
		  ◦ Journals or short writings
		  ◦ Inquiry/Analysis activities
		  ◦ Reading activities with questions or accompanying strategy
		  ◦ Skills-based activities

Quizzes/Essays (Minimum 3-4 per quarter)	**30%**	• Short, single- or multi-standard assessments

History/Social Science AP / IB	
Category	**Weight**
Unit Tests (Minimum 2 per quarter)	**35%**
Essays (FRQs/DBQs/SAQs/LEQs) (Minimum 2 per quarter)	**35%**
Assignments (Minimum 5 per quarter)	**15%**
Quizzes (Minimum 5 per quarter)	**15%**

Physical/Health Education Grading Parameters

Grades 1-5 Physical Education		
Category	**Weight**	**Examples**
Motor Skill Development	**20%**	• Locomotor/non-locomotor skills/manipulative skills
Anatomical Basis of Movement	**20%**	• Applying pathways/levels/temp/force/direction during activities
Fitness Planning		• Warm-up, fitness development (heart

	20%	rate, breathing rate)
Social Development	**20%**	• Cooperation, good sportsmanship, responsibility during activities
Energy Balance	**20%**	Establish and maintaining an active lifestyle through physical, health, and safety education activities
Grades 6-10 Physical and Health Education		
Category	**Weight**	**Examples**
Physical Education	**50% of the Total HPE Grade**	
Physical Education Performance	**25% of the PE Grade**	• Sports Skills (basketball, volleyball, etc.) • Portfolio • Fitness Development (aerobic, strength, etc.)
Physical Education Participation	**25% of the PE Grade**	• Proper Attire • Sports Skills • Team Sports • Individual Sports • Lead-up Games • Fitness Activities • Fitness Testing
Health Education	**50% of the Total HPE Grade**	
Health Quiz/Test	**20%**	• Weekly, chapter, unit
Health Class Work/Participation	**25%**	• Unit questions • Chapter reviews • Writing • Oral presentations • Projects • Concept maps • Discussion • Reading activities
Health Homework	**5%**	• Practice Activities
Grade 10 Driver's Education Class		
Category	**Weight**	**Examples**
Quarter 1	**50%**	• Test, Quizzes, Class Assignments and Projects
Quarter 2	**50%**	• Test, Quizzes, Class Assignments and Projects
Final Exam	**0%**	• Parent Video

Marketing Grading Parameters

Grade 9 - 12		
Category	**Weight**	**Examples** *The items below are examples only and are not an exhaustive list for each category.*
Classwork/ Lab work	**40%**	• Warm-Up / Exit Tickets • Group Activities, Independent practice • Simulations, Hands-on labs • Journal Writing, Presentations • Class Discussions
Tests	**20%**	• Performance Based (Hands-on) • Unit Tests (Culminating) • Oral Presentations • High-Quality Work-Based Learning Activities
Homework	**10%**	• Review / Study Guides • Current Events • Research Assignments • Online Practice Modules
Quiz / Alternative Assessments or Assignments	**30%**	• Project-Based Activities • Research- Based Activities (ex: PowerPoint presentations, reports, etc.) • Skills Acquisition Labs • Portfolios / Workplace Activities

Mathematics Grading Parameters

Grades 1-2		
Category	**Weight**	**Examples**
Tests **(Minimum 3 per quarter)**	**30%**	• Unit Assessment • Common Formative Assessment

Alternative Assessments (Minimum 1 per quarter)	**25%**	• Performance based tasks • Projects
Quizzes/Formative Assessments (Minimum 1 per unit)	**25%**	• Daily Math Review Quiz • Unit Quiz
Classwork (Minimum 10 per quarter)	**20%**	• Independent Activities • Interactive Notebooks • Exit slips

Grade 3-5		
Category	**Weight**	**Examples**
Tests (Minimum 1 per unit)	30%	• Common Formative Assessment • Unit-Assessments
Alternative Assessments (Minimum 1 per quarter)	25%	• Performance based • Projects
Quizzes/Formative Assessments (Minimum 1 per unit)	20%	• Daily Math Review Quiz • Unit Quiz
Classwork (Minimum 10 per quarter)	20%	• Independent Activities • Interactive Notebooks • Exit slips
Homework	5%	• Practice Activities

Grades 6-8		
Category	**Weight**	**Examples**
Tests (Minimum 1 per unit)	30%	• Common Formative Assessment • Unit Assessments
Quizzes/Formative Assessment (Minimum 1 per unit)	20%	• Daily Math Review Quiz • Unit Quiz
Alternative Assessments (Minimum 1 per quarter)	15%	• Performance based assignments • Projects • Exit Slips
Classwork (Minimum 10 per quarter)	25%	• Independent Activities • Interactive Notebooks
Homework	10%	• Practice activities

Grades 9-12		
Category	**Weight**	**Examples**
Tests (Minimum 1 per unit)	25%	• Common Formative Assessment • Unit Assessment
Quizzes/Formative Assessment (Minimum 1 per unit)	20%	• Daily Math Review Quiz • Unit Quiz
Alternative Assessments (Minimum 1 per quarter)	15%	• Performance based assignments • Projects • Exit-slips
Classwork (Minimum 10 per quarter)	30%	• Independent Activities • Interactive Notebook
Homework	10%	• Practice Activities

Mathematics AP/IB	
Category	**Weight**
Unit Tests	30%
Essays (FRQs/DBQs)	30%
Assignments	20%
Quizzes	20%

Multimedia Production Grading Parameters

Grades 6-12		
Category	**Weight**	**Examples**
Classwork	70%	• In-class performance • Technical exercises • Care of equipment
Homework	10%	• Practice activities

Alternative Assessments	20%	• Application activities • Projects/Intermediate progress on project • Tests

Music Grading Parameters

Grades 1-4		
Category	**Weight**	**Examples**
Singing	25%	• Call and response • Pitch matching • Intonation
Listening	25%	• Guided listening
Moving	25%	• Form based creative movement
Playing	25%	• Instrument performance-rhythmic and melodic
Grades 5-12		
Category	**Weight**	**Examples**
Rehearsal Skills (Classwork)	25%	• Equipment / materials check • Rehearsal engagement assessment • Posture assessment • Response to musical direction (conducting)
Quizzes	25%	• Written or performance based • Music check-offs • Musical skill quizzes
Performance Assessments (Tests)	40%	• Performance based assessments • Performance based projects • Concert participation assessment • Concert etiquette assessment

Written Assessments	10%	• Written assessments • Reports / written projects • Musical reflections • Practice journals

AP Music Theory	
Category	**Weight**
Assignments/Homework	20%
FRQs	30%
Quizzes	20%
Tests	30%

Theater Grading Parameters

Category	**Weight**	**Examples**
Tests	40%	• Vocabulary Assessments • Character Evaluations • Quizzes
Class Assignments	30%	• Daily Participation Grade (vocal and physical warm ups, improvisation, scene work) • Formative Assessments • Journal Checks • Character/ Scene study • Graphic Organizers
Alternative Assessments	30%	• Partner/Scene Performances (Rubric) • Projects • Written scenes/Plays • Unit Assessments

Science Grading Parameters – Elementary

Grades 1-2		
Category	**Weight**	**Examples**
Tests **(Minimum 1 per unit)**	**30%**	• Unit Assessments
Alternative Assessments **(Minimum 2 per unit)**	**25%**	• Alternative Assessments: ○ Inquiry-based Experiments/Lab Investigations ○ Engineering Design Challenges ○ Models/Projects ○ Oral Presentations ○ Performance Based Assessment (PBAs)
Quizzes **(Minimum 1 per unit)**	**25%**	• Quizzes: Short, multi-standard assessments
Classwork **(Minimum 4 per unit)**	**20%**	• Group and/or Independent Activities • Daily formative assessments (exit tickets, quick-writes, graphic organizer, assignments used to check for mastery of the daily lesson, etc.) • Vocabulary Development Activities • Quick-Check • Learning Response Journal
Classwork **(Minimum 5 per unit)**	**20%**	• Group and/or Independent Activities • Daily formative assessments (exit tickets, quick-writes, graphic organizer, assignments used to check for mastery of the daily lesson, etc.) • Vocabulary Development Activities • Quick-Check • Learning Response Journal

Homework	**5%**	• Out of Class Assignments (Observations, Reading/Writing Responses, Scavenger Hunt, Graphic Organizer, Practice Activities, etc.)
Grade 3		
Category	**Weight**	**Examples**
Tests (Minimum 1 per unit)	**30%**	Division Unit Assessment
Alternative Assessments (Minimum 1 per unit)	**25%**	• Inquiry-based investigations and laboratory experiences • Models and projects • Engineering design challenges • Oral presentations • Performance-based assessments Science and Engineering Fair project components
Quizzes (Minimum 2 per quarter)	**20%**	• Short assessments addressing current and previously taught standards • Selected response and technology-enhanced items • Brief application or evidence-based response tasks
Classwork (Minimum 8 per quarter, with evidence collected from each unit)	**20%**	• Individual or collaborative learning activities • Investigation records and data analysis • Models, explanations, and evidence-based conclusions • Selected exit tickets, quick writes, and mastery checks • Graphic organizers • Learning-response journals
Homework	**5%**	• Practice activities • Reading and writing responses • Observations or data collection • Evidence-based explanations • Graphic organizers
Grade 5		
Category	**Weight**	**Examples**
Tests (Minimum 1 per unit)	**30%**	Division Unit Assessment
Alternative Assessments (Minimum 1 per unit)	**25%**	• Inquiry-based investigations and laboratory experiences • Models and projects • Engineering design challenges • Oral presentations • Performance-based assessments

		Science and Engineering Fair project components
Quizzes **(Minimum 3 per quarter)**	**20%**	• Short assessments addressing current and previously taught standards • Selected response and technology-enhanced items Brief application or evidence-based response tasks
Classwork **(Minimum 7 per quarter, with evidence from each unit)**	**20%**	• Individual or collaborative learning activities • Investigation records and data analysis • Models, explanations, and evidence-based conclusions • Selected exit tickets, quick writes, and mastery checks • Graphic organizers • Learning-response journals
Homework	**5%**	• Retrieval and spiral-review practice • Observations or data collection • Reading and writing responses • Evidence-based explanations Practice activities

Science Grading Parameters – Secondary

Grades 6-8		
Category	**Weight**	**Examples**
Assessments **(Minimum 1 per unit)**	**30%**	● Unit Assessments (Division or School-based)
Alternative Assessments **(Minimum 2 per unit)**	**20%**	● Inquiry-based Experiments/Lab Investigations ● Practicum, Formal Lab Reports ● Models, Projects ● Science writing prompts, Writing integration, ● Computer-based Program Activities ● Oral presentations of Science Concepts
Quizzes **(Minimum 2 per unit)**	**15%**	● Quizzes: Short, multi-standard assessments

Classwork **(Minimum 5 per unit)**	**25%**	• Daily Formative Assessments (exit tickets, quick-writes, graphic organizer, assignments used to check for mastery of the daily lesson, etc.) • Daily warm up • Responses to text-based questions • Vocabulary Development Activities
Homework	**10%**	• Out of Class Assignments (Observations, Reading/Writing Responses, Scavenger Hunt, Graphic Organizer, Practice)

Grades 9-12/End-of-Course		
Category	**Weight**	**Examples**
Assessments **(Minimum 1 per unit)**	**30%**	• Unit Assessments (Division or School-based)
Alternative Assessments **(Minimum 3 per unit)**	**20%**	• Inquiry-based Experiments/Lab Investigations • Practicum, Formal Lab Reports • Models, Projects • Science writing prompts, Writing integration, • Computer-based Program Activities • Oral presentations of Science Concepts
Quizzes **(Minimum 2 per unit)**	**15%**	• Quizzes: Short, multi-standard assessments
Classwork **(Minimum 7 per unit)**	**25%**	• Daily Formative Assessments (exit tickets, quick-writes, graphic organizer, assignments used to check for mastery of the daily lesson, etc.) • Daily warm up • Responses to text-based questions • Vocabulary Development Activities
Homework	**10%**	• Out of Class Assignments (Observations, Reading/Writing Responses, Scavenger Hunt, Graphic Organizer, Practice Activities, etc.)
Science **AP / IB**		
Category	**Weight**	

Unit Tests	**30%**
Essays (FRQs/DBQs)	**30%**
Assignments	**20%**
Quizzes	**20%**

Technology Education /Trade & Industry Grading Parameters

Grade 6 – 12		
Category	**Weight**	**Examples** *The items below are examples only and are not an exhaustive list for each category.*
Classwork/ Lab work	**40%**	• Warm-Up / Exit Tickets • Group Activities, Independent practice • Simulations, Hands-on labs • Journal Writing, Presentations • Class Discussions
Tests	**20%**	• Performance Based (Hands-on) • Unit Tests (Culminating) • Oral Presentations • High-Quality Work-Based Learning Activities
Homework	**10%**	• Review / Study Guides • Current Events • Research Assignments • Online Practice Modules
Quiz / Alternative Assessments or Assignments	**30%**	• Project-Based Activities • Research- Based Activities (ex: PowerPoint presentations, reports, etc.) • Skills Acquisition Labs • Portfolios / Workplace Activities

Procedures Governing Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic gradebook with **"Inc"** or **"Mi"** placed in the grade book for any incomplete or missing assignments. **Teachers are expected to provide multiple opportunities for students to make-up assignments to avoid assigning zeroes. Principals will ensure these opportunities are provided for all students.**

1. All students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work). Teachers are fully responsible for providing the incomplete or missing assignments to the students, including during and after suspensions.

2. A student who misses homework assignments due to absences, excused or unexcused, due to their access to resources, or due to any family circumstance that made homework challenging, shall be given sufficient time to make up the work and/or be allowed to complete the assignment while at school.

3. Teachers will communicate (via telephone, e-mail, or in writing) with students and/or parent/guardian regarding incomplete work, missing assignments, or unsatisfactory course/class work.

4. **Make-up work completed** within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.

5. It is expected that students will make up incomplete or missing assignments. An **incomplete (Inc) or missing (Mi)** may not be given as a final grade.

    - School Days are concurrent and not by class meeting days

Procedures Governing the Designation of Honor Students
The following procedures should be used in identifying honor roll students and honor graduates in Norfolk Public Schools. These regulations should be applied to all students participating in an approved program of studies.

"A" Honor Roll
Students with grades of "A" or "A-" in all subjects in elementary and middle school and in all credit-bearing courses in senior high school should be placed on the "A" Honor Roll.

"B" Honor Roll
Students with grades of A, A-, B+, B, B- in all subjects in elementary and middle school and in all credit-bearing courses in high school should be placed on the "B" Honor Roll.

"B Average" Honor Roll
Students with a grade point average of 3.0 with no grade below a C- should be placed on the "B" Average Honor Roll.

Honor Graduate
Students must have a minimum grade point average of 3.0 or above to be designated an Honor Graduate

Homework and Grading

Homework will be assigned in order to provide teachers additional information by which to design relevant and prescriptive instruction. Teachers will use discretion when assigning homework and will not assign homework over holidays except to complete long-range assignments and projects. Teachers should take in consideration and be aware of the observance of religious holidays when assigning homework.
The following length of homework assignments are recommended based on research:

PreK-K	Activities shall be designed to engage the family in promoting the development of socially and emotionally relevant skills (i.e. activities that foster positive attitudes, habits, and character traits; permits appropriate parent involvement).
Grades 1- 2	No more than 20 minutes per night (to include all content combined)
Grades 3-5	No more than 50 minutes per night (to include all content combined)
Grades 6	No more than 60 minutes per night
Grade 7-8	No more than 20 minutes per subject per night
Grades 9-12	No more than 30 minutes per subject per night

Students, teachers, and parents have a responsibility concerning homework.

A. Students have the responsibility to:
    1. Complete all homework as assigned.
    2. Ask teachers questions to clarify any problems encountered.
    3. Inform teachers of any difficulties experienced during the completion of homework assignments.
    4. Take home all necessary materials to complete homework assignments.
    5. Secure assignments when absent (grades 4-12).
    6. Make-up work is due within 2 class periods of returning to school

B. Teachers have the responsibility to:
    1. Ensure that homework reinforces classroom learning.
    2. Assign homework that meets the academic needs of the student while allowing for physical, emotional, and social needs.
    3. Require the use of only those resources known to be available.
    4. Assign homework that promotes creative thinking and independent research.
    5. Provide feedback (verbal or written) promptly to the student.
    6. Maximize opportunities for students to complete assignments while at school that may include before school, during lunch and after school to allow equal access to resources that may be needed.

Homework is required at all levels and is assigned a minimum of four nights a week. However, in some content areas homework may not be appropriate. Because homework is an extension of class assignments at an independent level, students should be held accountable for completing homework assignments and given credit for fulfilling the required tasks. Homework assignments should be reasonable in length, academically based, and meaningful to student learning. Assignments should not be “busy work”.

All homework will be counted. Because of the variety of assignments that may be included as homework, some homework assignments may receive grades, and some may receive checks for completion. The way in which homework is evaluated will be based on teacher discretion and should be clearly communicated to parents and students. To ensure that grading and accounting for homework assignments will be consistent across the district the following have been developed:

GRADES K-2
Homework will be assigned and accounted for but will not be given a letter grade or be used in calculating content grades.

GRADES 3-5
Homework will be assigned, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g., grades and/or frequency of completion). Homework in a particular content area will be included in calculating that content area grade for a 9-week period and will represent between 5- 10% of the 9-week grade.

MIDDLE / HIGH SCHOOL
Homework will be assigned, and students will be held accountable for homework assignments. Teachers will maintain records of homework assignments (e.g., grades and/or frequency of completion). Homework in a particular content area of course will be included in calculating that specific grade for the 9-week period and will represent between 5-10% of the 9-week grade. Teachers will also use the "Recommendation Codes" area of the report card to note a concern or need for improvement.

Teachers with assigned Advanced Placement and/or International Baccalaureate courses are required to work with their program coordinator and/or supervising administrator to ensure their assigned work outside of the classroom is reasonable. This can be accomplished by reviewing and approving a detailed course syllabus. Students should have workloads that allow them to be well-rounded and engaged in positive non-academic pursuits in school and in the community.

Grading Exceptions

Students with Disabilities

Certain students with disabilities have Individual Education Program (IEP) teams who have determined that they will be graded according to their progress toward meeting their IEP goals.

Identified Gifted Students

Gifted Resource Teachers (GRTs) collaborate with classroom teachers regarding assessment practices for work completed outside the regular classroom.

Identified students at the elementary school level are provided progress reports quarterly to highlight student performance in relation to higher level thinking skills. *The 4th quarter progress report contingent upon availability, due to SOL testing time constraints.*

The following assessment codes are used in Gifted Services' Progress Reports to indicate gifted student achievement in areas of aptitude, intellectual curiosity, persistence, and attitude:

E = Exceeds Expectations **M** = Meets Expectations **N** = Needs Improvement

English Learners

Unlike native English-speaking students, English learners (ELs) are tasked with acquiring language and grade-level content simultaneously and therefore may encounter academic difficulties due to limited English proficiency.

Language acquisition is a developmental process that varies for each student. **Social English**, or conversational English, typically develops within **1-2 years**. **Academic English** proficiency generally takes **5-7 years** to fully develop.

When the English proficiency level of a student prohibits progress in the content areas, English Learners can be given an "L" grade rather than a failing letter grade. **The "L" grade indicates that a student's academic performance is significantly impacted by language acquisition rather than a lack of content knowledge.**

<u>Collaboration and Determination of L Grades</u>

Classroom/content teachers or other school personnel may not assign an English Learner an "L" grade without the consultation of the school's English as a Second Language (ESL) teacher. Assigning an "L" grade must be a collaborative decision to determine if the student's academic difficulties are in fact language based. This collaboration should occur regularly in accordance with the division's scheduled marking periods**.**

An EL's proficiency level on the WIDA ACCESS © assessment can be used as a guideline for determining which type of grade to assign; however, performance on WIDA ACCESS should not be the sole determining factor when assigning an "L" grade.

English Proficiency Levels based on WIDA ACCESS	**Guideline for assigning letter grades or "L"**
ELs at Level 1 and 2 (1.0 – 2.4)	May require an "L" grade in core content courses, but could feasibly earn regular letter grades (A, B, C, D) in some content areas or performance-based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided.
ELs at Level 2 and 3 (2.5 – 3.9)	Should be able to earn *at least* a passing letter grade (D) in all content areas if the following has occurred: a. The teacher has engaged the student and appropriate accommodations and scaffolds to instruction have been provided. b. The student has attended class and attempted work. c. The student is able to demonstrate understanding in

	non-linguistic ways.
ELs at Levels 4 and 5 (4.0 or higher)	Can *generally* be expected to earn regular letter grades in all content areas**.**

High School ELs and Grading: High school teachers need to be particularly judicious when assigning an "L" to a student. An "L" earns the student NO credit for the course. High school English learners who receive an "L" grade for a course will have to repeat the course or participate in summer credit recovery.

Consistency in the Use of "L" Grades

Teachers must make thoughtful, consistent decisions regarding the use of the "L" grade at the beginning of the course and across all marking periods. Teachers **should not assign a passing letter grade (A-D) in earlier marking periods and later replace it with an "L" grade.** This reflects inconsistent grading practices and may misrepresent the underlying cause of the student's academic performance.

Non-Allowable Use of the "L" grade

Q1	Q2	Q3	Q4
C	D	L	L

However, a student may begin the school year receiving an "L" grade, and as their English proficiency develops, transition to traditional letter grades.

Allowable Use of the "L" grade

Q1	Q2	Q3	Q4
L	L	D	C

Once English Learners (ELs) have acquired enough English proficiency to earn a passing grade (A, B, C, or D) in a content area, traditional letter grades must be given using the same grading criteria required of all students.

Retention and English Learners

Retention decisions for English learners must be made with careful consideration of language acquisition. **English Learners may not be retained if the sole reason for grade level retention is limited English proficiency.**

The assignment of an "L" grade formally documents that a student's academic difficulty is primarily language-based; therefore, **students receiving an "L" grade should not be recommended for retention on that basis alone.**

Newcomer and beginning-level English learners should not be expected to perform on grade level within a single academic year. If a student is demonstrating adequate progress in English Language Development (ELD), retention is not appropriate.

However, higher-proficiency English learners or long-term English learners who have been enrolled in U.S. schools for multiple years **and** whose academic difficulties are not primarily language-based (e.g., chronic absenteeism, lack of effort, or incomplete work) may be considered for retention using the same criteria the school division uses for non-English learner students.

All retention decisions must be based on a comprehensive review of multiple data points, including but not limited to:

- language proficiency,
- instructional supports and interventions provided,
- attendance, and
- academic progress.

English Learner Grade Level Placement Procedures

English learners must be placed in age-appropriate grade levels to ensure equitable access to grade-level curriculum, instructional opportunities, and pathways toward on-time promotion and graduation.

A student's level of English proficiency, including limited literacy in English, may not be used to assign a student to a lower grade level than their similar-aged peers.

For example, a 9-year-old student with limited English proficiency should never be placed in the first grade.

Placement of Newly Enrolled English Learners: Please refer to the chart below to ensure that newly-enrolled English learners are placed in the appropriate grade level with same aged peers.

Elementary School: English Learners will be placed at a grade level as indicated by his/her age:

Grade:	**If by September 30 the student's age is:**
Kindergarten	5
Grade 1	6
Second 2	7
Grade 3	8
Grade 4	9
Grade 5	10

Middle School: English Learners will be placed at a grade level as indicated by his/her age**:**

Grade	**If by September 30 the student's age is:**
Grade 6	11
Grade 7	12
Grade 8	13

High School: English Learners will be placed at a grade level as indicated by his/her age**:**

Grade	**If by September 30 the student's age is:**
Grade 9	14
Grade 10	15
Grade 11	16
Grade 12	17+

School districts are to place English learners (ELs) in age-appropriate grade levels so they can have meaningful access to their grade-appropriate curricula and an equal opportunity to graduate. It would be inappropriate for any school to place high school-aged students with interrupted formal education (SLIFE) in middle or elementary school campus programs because this would not permit access to high school grade-level standards and graduation requirements.

Every effort should be made to give English learners who arrive with transcripts as much high school credit as possible. Schools should work with NPS transcript analysts to have international transcripts

translated to award any available credits towards high school graduation.

When transcripts are not available, place SLIFE and other ELs in the age-appropriate grade (e.g., 14 years old in ninth grade; 16 years old in eleventh grade), making it clear to students and families that SLIFE students will still need the necessary number of credits, including verified credits, in order to graduate. SLIFE students and older English learners who have not yet earned a high school diploma can remain in Virginia public schools until the age of 22. *See Virginia State Codes § 22.1-5., Section D and § 22.1-253.13:1., Section D.12.*

All high schools must provide meaningful consultation to English Learner (EL) and SLIFE students/families to discuss goals, graduation pathways and program options, and provide academic advising according to the student's goals. Graduation coaches, academic advisors, and school counselors should explore options to support content acceleration and earning credits (e.g., credit recovery programs and software, afterschool, evening, or summer programs; tutoring).