

STUDENT GRADING, EVALUATION AND REPORTING

Introduction

Evaluation is an integral part of learning and teaching. The process used must be understood by teachers, parents and students. It must convey, in specific terms, the status of progress, or lack thereof, and provide direction for further teaching and learning.

Of primary importance in student evaluation is the attainment of well-defined competencies of the particular subject. At the same time, the components which comprise the evaluation should be numerous and varied. They may include tests, homework, constructive class participation, regular school attendance, promptness, earnest desire to learn, attempts to complete assignments, initiative, capability, and respect for the dignity and rights of others may be considered.

Ultimately, the teacher shall be responsible for the grading and evaluation of the achievement of students in his or her class(es). The principal shall maintain the prerogative to review the grades assigned by teachers and to resolve questionable matters. The superintendent shall be responsible for establishing and implementing division-wide uniform procedures for evaluating student progress and for promotion, retention and acceleration of students.

Pupil Reporting

1. Regular formal progress reports shall be sent to parents and guardians by way of their student, or directly to emancipated students. Report cards shall reflect both the standard of work the student has achieved, his/her attitudes, and his/her work habits.

2. While these regular formal reports are very important, many other methods of communicating with parents/guardians regarding the progress of their student are essential. Some of the following should be used as additional methods of reporting:
 - a. parent conferences;
 - b. folders of the student's work;
 - c. written narratives, such as letters and comments on report cards;
 - d. reports of student performance on standardized tests, such as SOL tests; and
 - e. mid-term reports.

3. The following reporting symbols shall be used:

Grading Scale – Beginning 2022-2023, grades K-2 will use Standards Based Grading; grades 3-12 will use a 10-point scale without plus (+) or minus (-). (There will be No Grade below 40 for the first 9-weeks grading period – for semester and year-long courses.) Courses taken at JRTC may have additional requirements for credential certification.

Grades 6th - 12th		All classes	
10 point Grading Scale		GPA	Weighted GPA
100-90	A	4.0	5.0
89-80	B	3.0	4.0
79-70	C	2.0	3.0
69-60	D	1.0	2.0
59-0	F	0.0	0.0

Therapeutic special education (VAAP Students), remediation, and computer lab will receive:

P=Pass or F=Fail

Grades 3rd through 5th

Core Classes-10 point Grading Scale

100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Grades for Specials/Electives

P =Proficient-Meets Expectations for standard
E= Emerging/Does not yet meet expectations

Grades PK-2nd

Core Report cards

For Grades 1-2:

AP (Advanced Proficient) = 90-100%

P (Proficient) = 81-89%

DP (Developing Proficiency) = 61-80%

E (Emerging) = 60% or below

NE = (Not Evaluated)

For Grades PK/JK-K:

P (Proficient) = 81-100%

DP (Developing Proficiency) = 61-80%

E (Emerging) = 60% or below

NE = (Not Evaluated)

Elective Grades will follow similar alignment with:

P (Proficient) = Meets expectations for standard or

E (Emerging) = Emerging/does not yet meet expectations for standard

Grading Period - All Grades PreK-12 (9 weeks grading period)

Report Cards – PreK-12 (end of each 9-week grading period with mid quarter progress report for unsatisfactory or below “C”); all Special Education students will have a progress report sent home by the respective case manager. (Note: Mid quarter is no later than 4.5 weeks into the 9 weeks and the contact must be documented.)

End of Course Exams – Final Exam/Assessment Policy by semester for grades 9-12 (year-long courses if applicable).

The exam will count 20% of the course grade.

Students in English 12 will complete a portfolio regardless of exemption status.

Courses taken at JRTC may have additional requirements for credential certification.

Final Exam/Assessment by semester for grades 9-12 (year-long courses if applicable) is not required if the student:

1. Is passing the class and missed 5 days or less in each individual block class or 10 days or less in a year-long class for any reason, excused or unexcused including tardies;
2. Is required to take the SOL/Credential test for the class and is passing the class.
3. Students who are exempt from taking the exam but choose to take the exam will only have the exam count if it benefits their final grade.
4. Many of the components in the evaluation of student work cannot be given a numerical equivalent. Where numerical equivalent is appropriate, the county standard is:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

5. Official student transcripts shall display letter grade symbols as defined in this policy.
6. When students transfer credits from other schools, correspondence course programs, distance learning programs and/or dual enrollment programs, their letter grades will be accepted in accordance with the grading scale applied by the “sending institution.” For example, if the student earned a “B” in a course taken with the sending institution, then the transfer credit will be received as a “B” for GPA and class rank purposes in Allegheny County. Numeric averages associated with letter grades earned at sending institutions will not serve as justification for altering letter grades associated with transfer credit.

7. Weighted Grade Status

- a. “Weighted Courses” are limited to “advanced placement” courses, and to “dual enrollment” courses that qualify for “academic college transfer credit.”
- b. All dual enrollment courses that the given college defines as “academic college transfer credits” shall be considered for weighted grade status.
- c. Before he/she is allowed to enroll in a dual enrollment course, the student must secure acceptance from the given college program and prior approval of the principal.
- d. A student must declare, at registration, whether a college class will count as part of the high school transcript.
- e. Withdrawal from a dual enrollment class, which was declared as a part of the high school transcript, will be treated the same as a withdrawal from a high school class.

8. Examinations

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- b. Students in English 12 will complete a portfolio regardless of exemption status.
- c. Courses taken at JRTC may have additional requirements for credential certification.

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- b. Is required to take the SOL/Credential test for the class and is passing the class.
- c. Students who are exempt from taking the exam but choose to take the exam will only have the exam count if it benefits their final grade.

9. Academic Awards and Distinctions

a. Alleghany Highlands Public Schools recognizes the distinctions of “valedictorian” and/or “salutatorian” based solely on the highest statistical grade point averages. Procedures for the determination of additional academic honors and/or distinctions shall be made at the school level, and shall be subject to final approval of the principal.

b. Students in grades 4-12 shall be recognized through an honor roll system. Qualifications for honor roll status shall be established at the school level, and shall be subject to final approval of the principal.

Adopted: July 1, 2022

Legal Ref.: Code of Virginia 22.1-253.13:4

Cross Ref.: IZ-R Promotion / Retention / Acceleration