GRADING PROCEDURES

Handbook for Teachers

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"Drive for Five"

Five Goals for Achieving Equity and Excellence for All . . .

1. **Work to improve students' academic performance while integrating social-emotional learning into daily instruction.**

2. **Attract and retain highly qualified, effective teachers to teach our students.**

3. **Improve our aging infrastructure so that our students are educated in school buildings that are worthy of them.**

4. **Be more purposeful and strategic in developing and sustaining effective partnerships with our families and other community stakeholders.**

5. **Be more intentional in our efforts to foster a division-wide culture of caring.**

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	93-100	4.0	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).
A-	90-92	3.7	
B+	87-89	3.3	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).
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	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).
C	73-76	2.0	
C-	70-72	1.7	
D+	67-69	1.3	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).
D	64-66	1.0	
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 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

Reading: The DRA benchmark for kindergarten is an Independent DRA Level 4.

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%

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**
Sketchbook, Class Work, And Projects	**100% All grades are of equal weight**	**Sketchbook:** ● Observational drawings ● Warm ups ● Thumbnails and preparatory sketches ● Notes, reflections, research, technical exercised written responses ● Independent development of ideas **Class Work:** ● Productivity (not participation or behavior) based on the 8 studio habits of mind* ● Intermediate progress on project requirements, performance goals or project benchmarks **Projects:** ● Final performance assessment for a completed assignment

Middle and High School		
Category	**Weight**	**Examples**
Sketchbook	**25%**	● Observational drawings ● Warm ups ● Thumbnails and preparatory sketches ● Notes, reflections, research, technical exercises and written responses of independent development of ideas
Classwork	**25%**	● Productivity (not participation or behavior) based on the 8 studio habits of mind* ● Intermediate progress on project requirements, performance goals or project benchmarks
Projects	**35%**	● Final performance assessment for a completed assignment
Assessments	**5%**	● May be oral, written or performance section of the pre, mid or final assessments, quizzes, artist statements, and/or 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** *All students should be provided multiple opportunities for success. 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

Dance Grading Parameters

Grades 8-12		
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

English Grading Parameters

See the NPS Literacy Model for activities to support instruction for 5 Reading Dimensions

Grades 1-2 Reading		
Category	**Weight**	**Suggested Examples**
Tests **Minimum 1 per unit**	**35%**	● Unit Assessment
Classwork **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:** ● Practice activities ● Written Responses ● Independent activities ● Journal writing
Alternative Assessments Minimum 1 per week	**40%**	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** ● Running Records ● Activities and/or quizzes centered around five reading dimensions: phonics, phonemic awareness, vocabulary, fluency, & comprehension ● Prompt responses ● Presentations ● Projects ● Graphic organizers ● Grade Level Word Study
Grades 3-5 Reading		
Category	**Weight**	**Suggested Examples**
Tests **2 per quarter**	**35%**	● Unit Assessments
Homework	**5%**	● Practice activities
Alternative Assessments **Minimum 1 per week**	**35 %**	**Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to:** ● Formative Assessments ● Prompt responses ● Oral presentations ● Projects ● Graphic Organizers ● Grade Level Word Study ● Comprehension and Vocabulary

Classwork	25%	Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to: ● Practice activities ● Written Responses ● Independent activities ● Journal writing

Grades 1-5 Writing		
Category	**Weight**	**Examples**
Tests 1 test per unit	15%	● Unit writing assessment ● Grammar tests
3 Compositions Minimum of 3 writing pieces	60%	● 3 samples scored according to the NPS Rubric
Classwork	10%	Learning activities that occur as students are learning or practicing new or recurring skills. Such as but not limited to: ● Practice activities ● Quick Writes
Alternative Assessments	15%	Learning activities that occur after students have practiced skills and should be approaching proficiency and synthesizing skills such as but not limited to: ● Journal and reflection writing ● Quick Writes ● Prompt responses ● Oral presentations ● Projects ● Quizzes ● Evidence of writing process

***See Guide to Reading and Writing Assessment and Instruction for diagnostic test administration (3Portfolio components) for grades K-3*

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

Category	Weight	Examples
Grade 6 - 12		
Category	**Weight**	**Examples** *All students should be provided multiple opportunities for success. 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

Classical Language Grading Parameters (Latin)

Category	Weight	Examples*
Homework	**10%**	● Assignments that are checked for completion rather than accuracy
Class Work/Participation	**35%**	● Daily practice-culture, vocabulary, structure ● Listening/reading comprehension practice/activities ● Speaking activities/practices ● Warm-ups/sponge activities ● Partner/group practice/activities ● Workbook/board work ● Culture activities ● Translation ● Foreign Language Week assignments/posters ● Grammar/culture/vocabulary games
Alternative Assessments	**25%**	● **Formative** assessments ● Quizzes ● Listening/Reading comprehension assessments ● Speaking assessments ● Writing/draft writing assessments ● Dictations ● Essays ● Skits and dialogues ● Partner/group activities ● Cultural activities/assessments ● Translation assessments ● Projects/draft projects assignments
Tests	**30%**	● **Summative** assessments ● Unit tests ● Projects/presentational assessments ● Listening/reading comprehension assessments ● Integrated performance assessments ● Timed writings ● Dictations ● Translation assessments ● Essays

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.

World Language Grading Parameters

Category	Weight	Examples*
Homework	**10%**	● Assignments that are checked for completion rather than accuracy
Classwork/Participation	**35%**	● Daily practice-culture, vocabulary, structure ● Listening/reading comprehension practice/ activities ● Speaking activities/practices ● Warm-ups/sponge activities ● Partner/group practice/activities ● Workbook/board work ● Culture activities ● Translation ● Foreign Language Week assignments/posters ● Grammar/culture/vocabulary games
Alternative Assessments	**25%**	● **Formative** assessments ● Quizzes ● Listening/Reading comprehension assessments ● Speaking assessments ● Writing/draft writing assessments ● Dictations ● Essays ● Skits and dialogues ● Partner/group activities ● Cultural activities/assessments ● Translation assessments ● Projects/draft projects assignments
Tests	**30%**	● **Summative** assessments ● Unit tests ● Projects/presentational assessments ● Listening/reading comprehension assessments ● Integrated performance assessments ● Timed writings ● Dictations ● Translation assessments ● Essays

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** *All students should be provided multiple opportunities for success. The items below are examples only and are not an exhaustive list for each category.*
Classwork/ Lab work	**30%**	● Warm-Up / Exit Tickets ● Group Activities, Independent practice ● Simulations, Hands-on labs ● Journal Writing, Presentations ● Class Discussions
Tests	**30%**	● 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**
Unit Assessments (Minimum 2 per quarter)	30%	• Weekly, every other week, monthly
Classwork (Minimum 6 per quarter)	40%	• Teacher modeled/mentored writing prompts • Text-based questions • Journal writing • Formative assessments • Daily warm-ups • Vocabulary activities • Computer based programs • Essential Skills-based activities (SOL.1a – j)
Alternative Assessments (Minimum 2 per quarter)	30%	• Independent writing prompts • Essential Skills Activities (Grade 2: SOL.1j) • Performance Based Assessments • Individual/Group • Oral presentations

Grades 3-5		
Category	**Weight**	**Examples**
Unit Assessments (Minimum 2 per quarter)	30%	• Unit assessments according to pacing guide • District Unit Multiple-choice Assessments (Grade 3: Units 4 - 8)
Quizzes (Minimum 4 per quarter)	10%	• Daily/Weekly Reviews • Standards

Homework (Minimum 4 per quarter)	5%	• Out of Class Assignments
		  • Reinforcement of Concepts
		  • Class Preparation

Classwork (Minimum 6 per quarter)	30%	• Performance Tasks • District & Teacher Made • Inquiry Activities • Response to Writing Prompts • Text-based questions • Journal writing • Formative assessments (non-quizzes) • Daily warm-ups • Vocabulary activities • Computer based programs • Essential Skills-based activities (SOL.1a – i)
Alternative Assessments (Minimum 2 per quarter)	25%	• Essays • Research Papers/Assignments • Oral presentations • District Performance Based Assessments • (Grade 3: Units 4 - 8) • Essential Skills-based activities (SOL.1j)

Grades 6-8		
Category	**Weight**	**Examples**
Unit Assessments **(Minimum 3-4 per quarter)**	**35%**	● Unit Assessments ● Quarterly Performance Based Assessments ● Projects ● Oral presentations ● Research papers ● DBA to replace lowest grade
Homework **(Minimum 5 per quarter)**	**10%**	● Out of Class Assignments • Reinforcement of concepts • Class Preparation
Class Assignments **(Minimum 5 per quarter)**	**30%**	● Application activities ● Journal writing ● Daily warm-ups ● Daily assessments (exit tickets) ● Performance Tasks ● Essential Skills-based activities (SOL.1a – j)
Quizzes/Essays **(Minimum 5 per quarter)**	**25%**	● Daily formative assessments ● Extended Writing Activities (DBQs, Free response, short answer, performance tasks, etc.)
Grades 9-12		
Category	**Weight**	**Examples**
Assessments **(Minimum 3-4 per quarter)**	**35%**	● Unit Assessments ● Quarterly Performance Based Assessments ● Projects ● Oral presentations ● Research papers ● DBA to replace lowest grade
Homework **(Minimum 5 per quarter)**	**10%**	● Out of Class Assignments • Reinforcement of concepts • Class Preparation
Class Assignments **(Minimum 5 per quarter)**	**25%**	● Application activities ● Journal writing ● Daily warm-ups ● Performance tasks ● Daily assessments (exit tickets) ● Essential Skills-based activities (SOL.1a – j)
Quizzes/Essays **(Minimum 5 per quarter)**	**30%**	● Daily formative assessments ● Extended Writing Activities (DBQs, performance tasks)

History/Social Science AP / IB	
Category	**Weight**
Unit Tests (Minimum 2 per quarter)	35%
Essays (FRQs/DBQs) (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	**20%**	● Warm-up, fitness development (heart 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

Marketing Grading Parameters

Category	Weight	Examples
		Grade 6 - 12
Category	**Weight**	**Examples** *All students should be provided multiple opportunities for success. 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

Mathematics Grading Parameters

Grades 1-2		
Category	**Weight**	**Examples**
Tests **(Minimum 1 per unit)**	25%	● Monthly Assessments ● Unit Assessments
Quizzes **(Minimum 1 per unit)**	15%	● Daily Math Review Quiz ● Unit Quiz
Alternative Assessments **(Minimum 1 per quarter)**	30%	● Performance based ● Exit-slips
Classwork **(Minimum 10 per quarter)**	30%	● Independent Activities ● Interactive Notebooks ● Exit slips

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

Grades 6-8		
Category	**Weight**	**Examples**
Tests **(Minimum 1 per unit)**	30%	• Monthly Assessments • Common Formative Assessment • Unit Assessments
Quizzes **(Minimum 1 per unit)**	20%	• Daily Math Review Quiz • Unit Quiz
Alternative Assessments **(Minimum 1 per quarter)**	15%	• Performance based • Projects • Exit-slips
Classwork **(Minimum 10 per quarter)**	25%	• Independent Activities • Interactive Notebooks • Exit-slips
Homework	10%	• Practice activities
Grades 9-12		
Category	**Weight**	**Examples**
Tests **(Minimum 1 per unit)**	25%	• Monthly Assessment • Common Formative Assessment • Unit Assessment
Quizzes **(Minimum 1 per unit)**	20%	• Daily Math Review Quiz • Unit Quiz
Alternative Assessments **(Minimum 1 per quarter)**	15%	• Performance based • Projects • Exit-slips
Classwork **(Minimum 10 per quarter)**	30%	• Independent Activities • Interactive Notebooks • Exit-slips
Homework	10%	• Practice Activities
AP / IB	
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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**
Technical Skill	25%	● Comprehension of musical symbols and terms ● Breath control ● Phrasing, fingering, response to musical direction (conducting)
Musical Disciplines	25%	● Proper posture ● Care of equipment/instruments ● Engagement in rehearsal ● Instrument specific performance qualities ● Independence of part
Performance Assessment	40%	● In-class performance ● School assemblies ● Winter/spring concerts ● VBODA/VMEA district performance assessment
Written Assessment	10%	● Quizzes and tests ● Reports ● Part writing ● Musical direction

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**
Assessments (1 per Quarter)	30%	• Every other week, Monthly, Unit, Non- diagnostic
Alternative Assessments (1 per Quarter)	40%	• Inquiry-based experiments, lab investigations • Science Fair components • Models, Projects • Engineering Design Briefs • Problem/Teacher Generated Project-based Learning tasks • Oral presentations
Classwork (3 per Quarter)	30%	• Independent science writing prompts • Formative Assessments • Daily Review/Warm Up • Responses to text-based questions • Vocabulary activities • Computer-based program activities
Grades 3-5		
Category	**Weight**	**Examples**
Assessments (1 per Quarter)	30%	• Every other week, Monthly, Unit, Non- diagnostic
Alternative Assessments (1 per Quarter)	30%	• Inquiry-based experiments, lab investigations • Science Fair components • Models, Projects • Engineering Design Briefs • Problem/Project-based Learning tasks • Oral presentations • Performance Based Assessments (PBAs)
Quizzes (1 per Quarter)	10%	• Formative Assessments
Classwork (4 per Quarter)	25%	• Independent science writing prompts • Formative Assessments (non-quizzes) • Daily Review/Warm Up • Responses to text-based questions • Vocabulary activities • Computer-based program activities

Homework (3 per Quarter)	5%	• Out of Class Assignments
		  • Reinforcement of Concepts
		  • Practice activities
		  • Class Preparation

Science Grading Parameters – Secondary

Grades 6-8		
Category	**Weight**	**Examples**
Assessments (1 per Unit)	30%	● Test (Unit, every other week, Non-diagnostic, CFAs, Mock SOL)
Alternative Assessments (1 per Unit)	25%	● Inquiry-based experiments, lab investigations ● Practicum, Formal lab reports ● Models, Projects ● Science writing prompts, Writing integration, Journal writings, Essays ● Computer-based program activities, Web Quests ● Oral presentations of science concepts
Quizzes (1 per Unit)	10%	● Formative Assessments
Classwork (7 per Unit)	25%	● Formative Assessments (non-quizzes) ● Daily warm up ● Responses to text-based questions ● Vocabulary activities ● Computer-based program activities
Homework (4 per Unit)	10%	● Out of Class Assignments • Reinforcement of Concepts • Practice activities ● Class Preparation

Grades 9-12/End-of-Course		
Category	**Weight**	**Examples**
Assessments (1 per unit)	20%	● Test (Unit, Non-diagnostic, CFAs, Mock SOL)
Alternative Assessments (3 per unit)	30%	● Inquiry-based experiments, lab investigations ● Practicum, Formal lab reports ● Models, Projects ● Science writing prompts, Writing integration, Journal writings, Essays ● Computer-based program activities, Web Quests ● Oral presentations of science concepts
Quizzes (1 per unit)	15%	● Formative Assessments

Classwork (7 per unit)	25%	- Formative Assessments (non-quizzes) - Daily warm up - Responses to text-based questions - Vocabulary activities - Computer-based program activities
Homework (2 per unit)	10%	- Out of Class Assignments - Reinforcement of Concepts - Practice activities - Class Preparation

Science AP / IB	
Category	**Weight**
Unit Tests (1 per unit)	30%
Essays (FRQs/DBQs) (3 per unit)	30%
Assignments (5 per unit)	20%
Quizzes (1 per unit)	20%

Technology/Trades & Industry/Agricultural Education Grading Parameters

Grade 6 - 12		
Category	**Weight**	**Examples** *All students should be provided multiple opportunities for success. 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

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

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
IKB-R. HOMEWORK REGULATION (Revised July 17, 2019)

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 in accordance with School Board Policy 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, in accordance with School Board Policy, 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, in accordance with School Board Policy, 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.

English Learners: Once English Learners (ELs) have been determined to be English proficient enough to earn an A, B, C, or D in the content areas, grades should be given using the same criteria required of all students.

However, as long as the level of English proficiency prohibits progress in the content areas, English Learners should be given an "L" (no grade/ESL student) rather than a traditional letter grade. In any case, a student's lack of English proficiency should not be the sole reason a student earns a failing grade.

An EL's proficiency level on the ACCESS for ELLs © test can be used as a guideline for determining which type of grade to assign.

English Proficiency Levels (1-5) based on the WiDA ACCESS for ELLs© Test	Guideline for assigning letter grades or "L"
ELs at Levels 1 and 2	Can *generally* be expected to earn an "L" in their core content courses, but could feasibly earn regular letter grades (A, B, C, etc.) in Math courses or performance based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided.
ELs at level 3	Should be able to earn *at least* a passing letter grade (D) if the following has a 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 of content in non-linguistic ways.
ELs at levels 4 and 5	Can *generally* be expected to earn regular letter grades.

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.

Placement of Newly Enrolled English Learners

Kindergarten-Grade 5: English Learners at proficiency levels 1 and 2 will be placed at a grade level as indicated by his/her age or the current grade level the student was enrolled.

Grade:	**If by October 31 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 at proficiency levels 1 and 2 will be placed at a grade level as indicated by his/her age.

Grade	**If by October 31 the student's age is**:
Grade 6	11
Grade 7	12
Grade 8	13

High School: When transcripts are not available, LEP students will be placed initially in grade 9. This will give them sufficient time to learn English and accumulate the credits required for graduation. They may be promoted to a higher grade upon evidence of progress or receipt of transcripts. Otherwise, promotion will be determined using the same criteria used for all other students.

Frequently, immigrant and refugee students are unable to provide student records or transcripts. Their placement should be made using the guidelines noted above and information pertaining to previous schooling provided by the student or parent/guardian. Adjustments in placement can be made after the student has spent time in class. If you need clarification or assistance, contact your principal.

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 three – four times a year to highlight student performance in relation to higher level thinking skills. *The 4th quarter progress report is 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