

GRADING PROCEDURES Handbook for Teachers



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Philosophy

Students will attain academic proficiency as defined by local, state, national, and international standards. Students will have many opportunities to internalize and demonstrate their understanding of newly acquired information, skills, and processes that are tied to rigorous academic standards and powerful literacy.

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 various assessments to evaluate the level of student proficiency and to assign grades according to district policy. Therefore, grading practices will be thoroughly understood by administrators, teachers, students and parents.

General Guidelines

All students will be held accountable for the Standards of Learning (SOL) and grades 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.

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.
- Grades will be posted 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. Work and behavior habits will be reported separately from achievement grades. 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, semester, project, and/or course. Parents can also monitor their student's performance in core 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 informal progress reports as outlined below:

- **Kindergarten**: Students receive 4 report cards per year.
- **Grades 1 – 5**: Students receive 4 informal progress reports and 4 letter-grade report cards.
- **Grades 6 – 8**: Students receive 4 informal progress reports and 4 letter-grade report cards.
- **Grades 9 – 12**: Students receive 6 interim evaluations and 2 letter-grade report cards issued at the end of each semester.

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

Work and behavior assessments will be used to:

- Provide a record of attendance/punctuality, respect for authority, and compliance with school rules
- Provide a record of student preparedness and task performance
- Align work-related skills to character education
- Provide employers with a broad picture of student performance

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 mastery only. 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 should include but not be 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 could include, but not be limited to:

Projects	Content Portfolio	Presentations	Writing Samples
Videos	Math Applications	Journal/Sketchbook	Work Samples
Drawings	Non-linguistic representation		

Teacher-Made Tests/Quizzes:

Both tests and quizzes can provide valuable feedback for making instructional decisions and assessing student progress. Quizzes alert teachers to student readiness for further instruction and/or the need for re-teaching. Formative assessments should 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 in line with district curriculum and instructional objectives. Some of these tests may require modification before they can be used to accurately and effectively measure what has been taught.

Posting of Grades

Elementary Level – A **minimum** of 1 to 2 posted grades per current content bi-weekly – not including homework. However, the monitoring of the number and posting of grades will be at the discretion of the building principal.

Secondary Level – A **minimum** of 1 to 2 posted grades per content bi-weekly – not including homework. However, the monitoring of the number and posting of grades will be at the discretion of the building principal.

Homework will be reviewed, marked, and returned within a reasonable period of time (not to exceed **two days** for elementary students and **two to three class periods/meetings/blocks** for secondary).

Building administrators will monitor and give feedback to teachers about their grading practices. The expectation is that grades for assigned work will be posted in a timely manner and that the grades will represent quality work.

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.

Content coordinators, in collaboration with teacher leaders and department chairs, annually review and update the parameters and weights for assessing student achievement.

PLEASE NOTE: NPS District Common Formative Assessments **ARE NOT** to be calculated into interim, quarterly, or final grades.

Pre-Kindergarten and Kindergarten

Pre- Kindergarten

Pre-kindergarten parents receive a **Prekindergarten Parent Conference Form** in the fall, spring, and at the End-of-Year reflecting progress in the following areas:

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

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	Progressing	The student has been introduced to the skill and is still learning and/or practicing. The skill has not yet been evaluated for mastery.
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:

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: Teachers will keep e-Portfolio current and communicate the progress with parents. By the end of the year, students must be at 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.

Informal Progress Reports

Grades 1-2

The assessment codes listed below will be used for the **Informal Progress Report** for **Grades 1-2** and for evaluating and reporting student achievement in the Work Related Skill Performances. **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 Informal Progress Report.

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 final grade should include grades from each category. All students in credit bearing art classes will take a final exam each semester. 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: <ul style="list-style-type: none"> • Observational drawings • Warm ups • Thumbnails and preparatory sketches • Notes, reflections, research, technical exercised written responses • Independent development of ideas Class Work: <ul style="list-style-type: none"> • Productivity (not participation or behavior) based on the 8 studio habits of mind* • Intermediate progress on project requirements, performance goals or project benchmarks Projects: <ul style="list-style-type: none"> • Final performance assessment for a completed assignment
Middle and High School		
Category	Weight	Examples
Sketchbook	25%	<ul style="list-style-type: none"> • Observational drawings • Warm ups • Thumbnails and preparatory sketches • Notes, reflections, research, technical exercises and written responses of independent development of ideas
Classwork	25%	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • Final performance assessment for a completed assignment
Exam	10%	All exams will be comprised of 2 parts: <ul style="list-style-type: none"> • Oral/written (such as commentary, self-critique, multiple choice, artist statement, description of idea development and process) • Performance (such as problem-based assessment, culminating mixed media, application of technical process or skills)
Quizzes	5%	<ul style="list-style-type: none"> • May be oral, written or performance section of the second semester final exam.

Business & Information Technology Grading Parameters

Grade 6 - 12		
Category	Weight	Examples
Classroom Participation	5%	<ul style="list-style-type: none"> • Appropriate response to prompts • Peer review/ Peer editing • Essential Questions • Journal entries • Q & A review sessions
Homework	10%	<ul style="list-style-type: none"> • Graphic organizers • Proofreading / Editing • Newspaper article analysis • Certification practice • Internet searches • Drill and practice
Classwork/ Labs	30%	<ul style="list-style-type: none"> • Oral presentations • Timed writings • Online course work assignments • Simulations • Role plays • PowerPoint presentation • Formatting documents
Alternative Assessments	20%	<ul style="list-style-type: none"> • Vocabulary/ Word Wall quiz • Technique assessment • Objective tests • Application problems • Certification practice test • Notebook evaluation • Career research project • Employment portfolios • Group projects • Internet search activity • Oral presentation • Business plan • Create budget • Create webpage
Tests	20%	<ul style="list-style-type: none"> • Unit assessment • Industry certification exam • On-the-job performance evaluation • Document formatting • Office suite integration • Workplace Readiness Assessments • Theory test
9 Weeks/ Final/ Semester Exams	15%	<ul style="list-style-type: none"> • Comprehensive assessment of skills and knowledge • Performance assessment • Oral exam, Written exam • Timed Keyboarding test • Presentation

English Grading Parameters

**See SchoolNet for activities to support instruction for 5 Reading Dimensions*

Grades 1-2 Reading		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Bi-weekly • Monthly, unit • Formative Assessments
Classwork/Participation	30%	<ul style="list-style-type: none"> • Practice activities • Written Responses • Independent activities
Alternative Assessments*	40%	<ul style="list-style-type: none"> • Activities centered around five reading dimensions: phonics, phonemic awareness, vocabulary, fluency, & comprehension • Journal writing • Prompt responses • Presentations • Projects • Graphic organizers • Word Study • Comprehension and Vocabulary
Grades 3-5 Reading		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Bi-weekly • Monthly, unit • Formative Assessments
Homework	5%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	40%	<ul style="list-style-type: none"> • Journal writing • Prompt responses • Oral presentations • Projects • Graphic Organizers • Word Study • Comprehension and Vocabulary
Classwork/Participation	25%	<ul style="list-style-type: none"> • Practice activities • Written Responses • Independent activities

Grades 1-5 Writing		
Category	Weight	Examples
Test	15%	<ul style="list-style-type: none"> • Weekly, bi-weekly • Monthly, unit • Grammar tests
3 Composition	45%	<ul style="list-style-type: none"> • Composition Evaluations
Classwork/Participation	10%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	30%	<ul style="list-style-type: none"> • Journal writing • Prompt responses • Oral presentations • Projects • Quizzes

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

English Grading Parameter

Grades 6 – 8 English/Reading (*Teachers must send holistically scored 2 nd draft home for parent to review and return to teacher)		
Category	Weight	Examples
Test/*Essays	30%	<ul style="list-style-type: none"> • Weekly, bi-weekly, monthly, unit, etc.
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Class Assignments	35%	<ul style="list-style-type: none"> • Entrance/Exit Slips, Pre-reading and Pre-writing activities, Pair-Share/Whole and Small group discussion • Comprehension activities, Unit/Skill Quizzes, Editing/Revision Practice, Daily classroom activities
Alternative Assessments	25%	<ul style="list-style-type: none"> • Journal writing, Prompt responses, Oral presentations, summaries
Grades 9 - 12 English		
Category	Weight	Examples
Test/*Essays	20%	<ul style="list-style-type: none"> • Weekly, bi-weekly, monthly, unit, etc.
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Class Assignments	35%	<ul style="list-style-type: none"> • Daily activities completed during the classroom block
Alternative Assessments	20%	<ul style="list-style-type: none"> • Journal writing, Prompt responses, Oral presentations, Summaries
Final Exam	15%	<ul style="list-style-type: none"> • Final semester assessment
English Advanced Placement		
Category	Weight	
Unit Tests	30%	
Essays (FRQs/DBQs)	30%	
Assignments	15%	
Quizzes	15%	
Midterm/Final Exam	10%	

Family & Consumer Sciences Grading Parameters

Category	Weight	Examples
Class Work	35%	<ul style="list-style-type: none"> • E.Q./math problem • T.Q. • Exit Card • Web Quest
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	20%	<ul style="list-style-type: none"> • Kitchen labs • Projects • Oral presentations • Notebook check • All quizzes
Tests	20%	<ul style="list-style-type: none"> • Tests
9 Week/Final/Semester	15%	<ul style="list-style-type: none"> • Final tests • Final oral presentations

Classical Language Grading Parameters (Latin)

Category	Weight	Examples*
Homework	10%	<ul style="list-style-type: none"> • Assignments that are checked for completion rather than accuracy
Class Work/Participation	35%	<ul style="list-style-type: none"> • 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	20%	<ul style="list-style-type: none"> • 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	20%	<ul style="list-style-type: none"> • Summative assessments • Unit tests • Projects/presentational assessments • Listening/reading comprehension assessments • Integrated performance assessments • Timed writings • Dictations • Translation assessments • Essays
Final Semester Exam	15%	Final semester assessment

**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.*

Foreign Language Grading Parameters

Category	Weight	Examples*
Homework	10%	<ul style="list-style-type: none"> • Assignments that are checked for completion rather than accuracy
Classwork/Participation	35%	<ul style="list-style-type: none"> • 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	20%	<ul style="list-style-type: none"> • 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	20%	<ul style="list-style-type: none"> • Summative assessments • Unit tests • Projects/presentational assessments • Listening/reading comprehension assessments • Integrated performance assessments • Timed writings • Dictations • Translation assessments • Essays
Final Semester Exam	15%	<ul style="list-style-type: none"> • Final semester assessment

**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.*

Health & Medical Services Grading Parameters

Category	Weight	Examples
Class Work/Homework	35%	<ul style="list-style-type: none"> • Work Sheets/Study guides • Assignments to be done at home • Lab assignments • Home Health Aide-Clinical experience • Work Force Readiness • HOSA • Brain teasers • Discussion questions
Homework	10%	<ul style="list-style-type: none"> • Completion of assigned work
Alternative Assessments	20%	<ul style="list-style-type: none"> • Individual or SRP work • Performance competency check offs • Weekly performance-Medical Assistant • Clinical grade-Practical Nursing I • Final clinical –Home Health Aide • Theory subtests • Open book tests • Lab quizzes • Open House-Practical Nursing II
Tests	20%	<ul style="list-style-type: none"> • All tests within semester except final • Internship: Dental Assist, Pharmacy Tech, Medical Assistant • Dental Assist. Lab competency Open house- Practical Nursing I, Pharmacy Tech
Semester Exam	15%	<ul style="list-style-type: none"> • May include standardized tests for competency or certification

History/Social Science Grading Parameters

Grades 1-2		
Category	Weight	Examples
Unit Assessments	30%	<ul style="list-style-type: none"> Weekly, bi-weekly, monthly, unit
Classwork	40%	<ul style="list-style-type: none"> 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	30%	<ul style="list-style-type: none"> Independent writing prompts <ul style="list-style-type: none"> Essential Skills Activities (Grade 2: SOL.1j) Performance Based Assessments <ul style="list-style-type: none"> Individual/Group Oral presentations
Grades 3-5		
Category	Weight	Examples
Unit Assessments	30%	<ul style="list-style-type: none"> Weekly, bi-weekly, monthly, unit
Quizzes	10%	<ul style="list-style-type: none"> Formative Assessments
Homework	5%	<ul style="list-style-type: none"> Out of Class Assignments <ul style="list-style-type: none"> Reinforcement of Concepts Class Preparation
Classwork	30%	<ul style="list-style-type: none"> 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	25%	<ul style="list-style-type: none"> Essays Research Papers/Assignments Oral presentations Performance Based Assessments <ul style="list-style-type: none"> Individual/Group Essential Skills-based activities (SOL.1j)

Grades 6-8		
Category	Weight	Examples
Unit Assessments	35%	<ul style="list-style-type: none"> • Unit Assessments • Performance Based Assessments • Projects • Oral presentations • Research papers
Homework	10%	<ul style="list-style-type: none"> • Out of Class Assignments <ul style="list-style-type: none"> • Reinforcement of concepts • Class Preparation
Class Assignments	30%	<ul style="list-style-type: none"> • Application activities • Journal writing • Daily warm-ups • Daily assessments (exit tickets) • Essential Skills-based activities (SOL.1a – j)
Quizzes/Essays	25%	<ul style="list-style-type: none"> • Daily formative assessments • Extended Writing Activities (DBQs, Free response, short answer, etc.)

Grades 9-12/End-of-Course		
Category	Weight	Examples
Unit Assessments	35%	<ul style="list-style-type: none"> • Unit Assessments • Performance Based Assessments • Projects • Oral presentations • Research papers
Homework	10%	<ul style="list-style-type: none"> • Out of Class Assignments <ul style="list-style-type: none"> • Reinforcement of concepts • Class Preparation
Class Assignments	20%	<ul style="list-style-type: none"> • Application activities • Journal writing • Daily warm-ups • Daily assessments (exit tickets) • Essential Skills-based activities (SOL.1a – j)
Quizzes/Essays	25%	<ul style="list-style-type: none"> • Daily formative assessments • Extended Writing Activities (DBQs,)
Final Exam	10%	<ul style="list-style-type: none"> • Final semester assessment

History/Social Science Advanced Placement	
Category	Weight
Unit Tests	30%
Essays (FRQs/DBQs)	30%
Assignments	15%
Quizzes	15%
Midterm/Final Exam	10%

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	<ul style="list-style-type: none"> • Sports Skills (basketball, volleyball, etc.) • Portfolio • Fitness Development (aerobic, strength, etc.)
Physical Education Participation	25% of the PE Grade	<ul style="list-style-type: none"> • 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%	<ul style="list-style-type: none"> • Weekly, chapter, unit
Health Class Work/Participation	25%	<ul style="list-style-type: none"> • Unit questions • Chapter reviews • Writing • Oral presentations • Projects • Concept maps • Discussion • Reading activities
Health Homework	5%	<ul style="list-style-type: none"> • Practice Activities

Marketing Grading Parameters

Category	Weight	Examples
Classwork	35%	<ul style="list-style-type: none"> • Journal writing • Role plays • Team assignments • Practice activities • Discussion • Warm-ups • Notebook check
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	20%	<ul style="list-style-type: none"> • PowerPoint presentation • Portfolios • Unit projects • Oral presentations • Marketing plans • Competency-based quiz • Application problems • Unit quiz
Tests	20%	<ul style="list-style-type: none"> • Weekly unit test • Bi-weekly test • Competency-based test • Industry certification test
9 Week/Final/Semester Exams	15%	<ul style="list-style-type: none"> • Comprehensive semester exam • 9-week comprehensive exam

Mathematics Grading Parameters

Grades 1-2		
Category	Weight	Examples
Test	30%	<ul style="list-style-type: none"> • Bi-weekly • Monthly • Nine weeks • <i>Not diagnostic</i>
Classwork	30%	<ul style="list-style-type: none"> • Summaries • Daily Math Review
Alternative Assessments	40%	<ul style="list-style-type: none"> • Student products • Open-ended, performance and observational assessments • Journal, exit-slips • Oral assessments • Accountability quiz
Grade 3-5		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Bi-weekly • Monthly • Nin weeks • <i>Not diagnostic</i>
Classwork	25%	<ul style="list-style-type: none"> • Summaries • Daily Math Review • Independent assignment
Homework	5%	<ul style="list-style-type: none"> • Practice activities
Alternative Assignments	40%	<ul style="list-style-type: none"> • Student products • Open-ended, performance and observational assessments • Journal, exit-slips • Oral assessments • Accountability quiz

Grades 6-8		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Bi-weekly • Monthly • Nine weeks • Not diagnostic
Classwork	35%	<ul style="list-style-type: none"> • Summaries • Daily Math Review • Independent assignments
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	25%	<ul style="list-style-type: none"> • Student products • Open-ended, performance and observational assessments • Journal, exit-slips • Mini-assessments • Accountability
Grades 9-12		
Category	Weight	Examples
Tests	20%	<ul style="list-style-type: none"> • Bi-weekly • Monthly • Nine weeks • Not diagnostic
Alternative Assessments	20%	<ul style="list-style-type: none"> • Journal, exit-slips • Mini-assessments • Accountability quiz
Classwork	35%	<ul style="list-style-type: none"> • Summaries • Daily Math Review • Independent assignments
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Final Exam	15%	<ul style="list-style-type: none"> • Final semester assessment
Advanced Placement		
Category	Weight	
Unit Tests	30%	
Essays (FRQs/DBQs)	30%	
Assignments	15%	
Quizzes	15%	
Midterm/Final Exam	10%	

Multimedia Production Grading Parameters

Grades 6-12

Category	Weight	Examples
Classwork	70%	<ul style="list-style-type: none">• In-class performance• Technical exercises• Care of equipment
Homework	10%	<ul style="list-style-type: none">• Practice activities
Alternative Assessments	20%	<ul style="list-style-type: none">• Application activities• Projects/Intermediate progress on project• Tests

Music Grading Parameters

Grades 1-4		
Category	Weight	Examples
Singing	25%	<ul style="list-style-type: none"> • Call and response • Pitch matching • Intonation
Listening	25%	<ul style="list-style-type: none"> • Guided listening
Moving	25%	<ul style="list-style-type: none"> • Form based creative movement
Playing	25%	<ul style="list-style-type: none"> • Instrument performance-rhythmic and melodic
Grades 5-12		
Category	Weight	Examples
Technical Skill	25%	<ul style="list-style-type: none"> • Comprehension of musical symbols and terms • Breath control • Phrasing, fingering, response to musical direction (conducting)
Musical Disciplines	25%	<ul style="list-style-type: none"> • Proper posture • Care of equipment/instruments • Engagement in rehearsal • Instrument specific performance qualities • Independence of part
Performance Assessment	40%	<ul style="list-style-type: none"> • In-class performance • School assemblies • Winter/spring concerts • VBODA/VMEA district performance assessment
Written Assessment	10%	<ul style="list-style-type: none"> • Quizzes and tests • Reports • Part writing • Musical direction

Science Grading Parameters - Elementary

Grades 1-2		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Bi-weekly, Monthly, Unit, Non-diagnostic
Alternative Assessments	40%	<ul style="list-style-type: none"> • Labs/Projects • Science Fair • Science Investigations • Models/Experiments • Design Briefs • Science Reports • Problem-based Learning tasks
Classwork	30%	<ul style="list-style-type: none"> • Class participation • Journal writing • Exit tickets • Response to prompts • Oral presentations • Interactive notebooks
Grades 3-5		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Bi-weekly, Monthly, Unit, Non-diagnostic
Homework	5%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	40%	<ul style="list-style-type: none"> • Labs/Projects • Science Fair • Science Investigations • Models, Design Briefs • Science Reports • Problem-based Learning tasks/Experiments
Classwork	25%	<ul style="list-style-type: none"> • Class participation • Journal writing • Exit tickets • Response to prompts • Oral presentations • Interactive notebooks

Science Grading Parameters – Secondary

Grades 6-8		
Category	Weight	Examples
Tests	30%	<ul style="list-style-type: none"> • Test (Unit, Bi-weekly, Non-diagnostic, CFAs, Mock SOL)
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	25%	<ul style="list-style-type: none"> • Labs • Projects • Papers • Practicum • Models • Web Quests • Presentations • Journal Writing • Essays • Quizzes • Formal lab reports
Classwork	35%	<ul style="list-style-type: none"> • Class work • Warm-up • Closure • Interactive Notebook entries • Class participation

Grades 9-12/End-of-Course		
Category	Weight	Examples
Tests	20%	<ul style="list-style-type: none"> • Test (Unit, Bi-weekly, Non-diagnostic, CFAs, Mock SOL)
Homework	10%	<ul style="list-style-type: none"> • Practice activities
Alternative Assessments	20%	<ul style="list-style-type: none"> • Labs • Projects • Papers • Practicum • Models • Web Quests • Presentations • Journal Writing • Essays • Quizzes • Formal lab reports
Classwork	35%	<ul style="list-style-type: none"> • Class work • Warm-up • Closure • Interactive Notebook entries • Class participation
Semester/Final Exams	15%	<ul style="list-style-type: none"> • Midterm • Final exams

Science Advanced Placement	
Category	Weight
Unit Tests	30%
Essays (FRQs/DBQs)	30%
Assignments	15%
Quizzes	15%
Midterm/Final Exam	10%

Technology/Trades & Industry/Agricultural Education Grading Parameters

Category	Weight	Examples
Classwork	35%	<ul style="list-style-type: none"> • Assignments – WS Sheets • Forms/Permission Slip • Portfolios-Vocabulary Quality • Questioning Projects Reading • Assessments Research/Current • Events Supplies/Study Guides • Warm-up • Lab Cleanup • Note Taking • Research Current Events • Safety • Technical Vocabulary • Student Response System (Turning Point) • Workplace Readiness Skills
Homework	10%	<ul style="list-style-type: none"> • Bring in Supplies (Example Soda Bottle for Rockets) Challenge Question (Relate Classroom Instruction to Real Life Activities) • Current Event • Research (Reinforce Lesson) Safety • Pledge/Permission Slip Study • Guides for Review • Take Home Assignments • Unfinished Classwork
Tests	20%	<ul style="list-style-type: none"> • Certification Test • Pre-Test • Safety Post-Test Unit • Test
Alternative Assessments	20%	<ul style="list-style-type: none"> • Anything That Involves a Finished Product • Build, create, design • Hands on Assessment • Journal, Engineers Notebook, Portfolios, Resume • Kinetic • Solving Real World Problems • Computer Based Assessment • Modality Evaluations • Pop Quizzes Pre-Test • Quick Check Understanding • Self-Reviews • Math Brain Teasers • SOLs Supportive Questions • Sub Unit • Teacher and Student Observations • Vocabulary Test
9 Week/Final/Semester Exams	15%	<ul style="list-style-type: none"> • 9 Week Assessment • Midterm Semester/Final/Year Exam • Industry Certification Exam-License

Procedures Governing Make-up Work

All graded assignments will be assigned a numerical grade and will be entered into the electronic gradebook with “I” or “M” 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. 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.
2. Students have a **maximum of 10 (ten) school days** to make-up incomplete or missing work. **However, the period of time allowed to make-up work may be extended at the discretion of the principal working with the teacher.**
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. After 10 days, if work is not completed the **(I) or (M)** will become a zero grade (0). It is expected that students will make-up incomplete or missing assignments. An **incomplete (I) or missing (M)** may not be given as a final grade.

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 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 should be reviewed, marked, and returned within a reasonable period of time (not to exceed **two days** for elementary students and **two to three class periods/meetings/blocks** for secondary). 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. In order 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. Teachers are to use the “Work Related Skill Performance” area of the report card to note a concern or need for improvement.

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. Teachers will also use the “Work Related Skill Performance” area of the report card to note a concern or need for improvement.

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.

Grading Exceptions

Exceptions:

1. Certain students with disabilities have **Individual Education Plan (IEP)** teams who have determined that they will be graded according to their progress toward meeting their IEP goals.
2. Once Limited English Proficient (LEP) students have been determined to be English proficient enough to earn an A, B, or C 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, Limited English Proficient (LEP) students should be given **L** (no grade/ESL student) rather than a traditional letter grade.

Kindergarten-Grade 5: LEP students at proficiency levels 1 and 2 will be placed at a grade level as indicated by his/her age.

<u>Grade:</u>	<u>If by October 31 the student's age is:</u>
Kindergarten	5
Grade 1	6
Second 2	7
Grade 3	8
Grade 4	9
Grade 5	10

Middle School: LEP students at proficiency levels 1 and 2 will be placed at a grade level as indicated by his/her age.

<u>Grade</u>	<u>If by October 31 the student's age is:</u>
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.