

INSTRUCTION

CLASSROOM MANAGEMENT

GRADING

(This regulation takes effect for the school year 2009-10)

Elementary School

The grade a student receives in any school in Prince William County (K-5) shall be based upon the same criteria. The criteria presented below are both descriptive and numerical in order to accommodate those subject areas or levels that lend themselves to letter grades and those that lend themselves to numerical grades.

Kindergarten, First, and Second Grades: Core Subjects and Specialty Subjects
Grades Three, Four and Five: Specialty Subjects

	ACHIEVEMENT IN SUBJECT	CLASS PERFORMANCE	INDEPENDENCE IN WORK
S+	<ul style="list-style-type: none"> - consistently meets objectives - outstanding achievement and sustains mastery of the subject area - superior level of performance 	<ul style="list-style-type: none"> - fully participates and demonstrates effort in all class activities - exhibits originality in thinking, expression, and work products 	<ul style="list-style-type: none"> - assumes responsibility for behavior and assignments - is self-directed
S	<ul style="list-style-type: none"> - adequately meets objectives - achieves the majority of the grade level objectives - achieves sufficient subject mastery 	<ul style="list-style-type: none"> - willingly participates and demonstrates effort in class activities 	<ul style="list-style-type: none"> - is self-directed - occasionally requires individual attention

	ACHIEVEMENT IN SUBJECT	CLASS PERFORMANCE	INDEPENDENCE IN WORK
S-	<ul style="list-style-type: none"> - inconsistently meets objectives - frequently falls below the average level of achievement - needs teacher support and can meet most objectives with more time and assistance 	<ul style="list-style-type: none"> - inconsistently participates and demonstrates effort in class activities 	<ul style="list-style-type: none"> - frequently requires individual attention
N	<ul style="list-style-type: none"> - has difficulty meeting objectives at this time - most objectives are not being met, even when teacher support or extra time to learn are given 	<ul style="list-style-type: none"> - consistently requires teacher direction and encouragement to participate in class activities - demonstrates little effort in class activities 	<ul style="list-style-type: none"> - consistently requires teacher direction and encouragement to complete tasks

X Having difficulty; demonstrates problems in performance.

* Using a modified curriculum. In order to meet the student's needs, objectives taught are above or below the student's current grade level.

NG No grade. Has not been enrolled for 50% of the grading period.

AGL Student is reading at an instructional reading level that is ABOVE grade level according to the Kindergarten-Grade 2 or Grades 3-5 Reading Benchmarks documents.

OGL Student is reading at an instructional reading level that is ON grade level according to the Kindergarten-Grade 2 or Grades 3-5 Reading Benchmarks documents.

BGL Student is reading at an instructional reading level that is BELOW grade level according to the Kindergarten-Grade 2 or Grades 3-5 Reading Benchmarks documents.

Grades Three, Four and Five: Core Subjects

GRADE	NUMERICAL RANGE	ACHIEVEMENT IN SUBJECT	CLASS PERFORMANCE	INDEPENDENCE IN WORK
A Excellent	90-100%	<ul style="list-style-type: none"> - demonstrates outstanding achievement and mastery of the subject area - evidences understanding and appreciation of the fundamental concepts of the subject area - exercises superior ability in problem solving and in arriving at logical conclusions - expresses ideas clearly both orally and in writing 	<ul style="list-style-type: none"> - fully participates and demonstrates effort in all class activities - exhibits originality in thinking, expression, and work products - submits all work on or before due date - displays neatness, legibility, and accuracy in work 	<ul style="list-style-type: none"> - is self-directed - shows originality in preparation of assignments - consistently contributes independent work in addition to required assignments - submits all work on or before due date
B+ Very Good	87-89%	<ul style="list-style-type: none"> - demonstrates very good achievement and mastery of the subject area - evidences understanding and appreciation of the fundamental concepts of the subject area - expresses ideas clearly both orally and in writing 	<ul style="list-style-type: none"> - usually participates and demonstrates effort in class activities - exhibits originality in thinking, expression, and work products - submits all work on or before due date - displays neatness, legibility, and accuracy in work 	<ul style="list-style-type: none"> - completes assignments on time, thoroughly and accurately - is self-directed - sometimes contributes independent work in addition to required assignments
B Good	80-86%	<ul style="list-style-type: none"> - demonstrates above average achievement and mastery - usually evidences understanding and appreciation of the fundamental concepts of the subject area 	<ul style="list-style-type: none"> - usually participates and demonstrates effort in class activities - usually submits work on or before due date - displays neatness, legibility, and accuracy in work 	<ul style="list-style-type: none"> - usually completes assignments on time, thoroughly and accurately - is self-directed - sometimes contributes independent work in addition to required assignments

GRADE	NUMERICAL RANGE	ACHIEVEMENT IN SUBJECT	CLASS PERFORMANCE	INDEPENDENCE IN WORK
C+ High Average	77-79%	<ul style="list-style-type: none"> - achieves sufficient subject mastery to proceed to the next level - objectives are usually mastered, but not always 	<ul style="list-style-type: none"> - sometimes participates and demonstrates effort in class activities - inconsistently submits work on due date - does not always display neatness, legibility, and accuracy in work 	<ul style="list-style-type: none"> - usually completes assignments on time - is sometimes self-directed, but sometimes needs encouragement to complete tasks
C Average	70-76%	<ul style="list-style-type: none"> - achieves sufficient subject mastery to proceed to the next level - objectives are sometimes mastered, but not always 	<ul style="list-style-type: none"> - sometimes participates and demonstrates effort in class activities - inconsistently submits work on due date - does not always display neatness, legibility, and accuracy in work 	<ul style="list-style-type: none"> - sometimes completes assignments on time - is sometimes self-directed, but sometimes needs encouragement to complete tasks
D+ Below Average	67-69%	<ul style="list-style-type: none"> - frequently falls below the average level of achievement - lacks sufficient subject mastery to proceed to the next level 	<ul style="list-style-type: none"> - often does not participate and demonstrate effort in class activities - submits poor work, but effort is in evidence 	<ul style="list-style-type: none"> - frequently requires individual direction - often does not complete assignments on time, or at all
D Poor	60-66%	<ul style="list-style-type: none"> - demonstrates limited achievement of grade level objectives - consistently falls below grade level requirements 	<ul style="list-style-type: none"> - may be irregular in attendance and generally fails to make up missed work - shows little interest in class and rarely contributes 	<ul style="list-style-type: none"> - seldom completes an undertaking without teacher direction and encouragement

GRADE	NUMERICAL RANGE	ACHIEVEMENT IN SUBJECT	CLASS PERFORMANCE	INDEPENDENCE IN WORK
F Failure	59 % and below	- fails to meet minimum requirements	- frequently fails to complete assignments - demonstrates little or no effort - may have excessive unexcused absences - fails to complete 65% of the assigned, evaluated work	- seldom completes an undertaking without teacher direction and encouragement

X Having difficulty; demonstrates problems in performance.

* Using a modified curriculum. In order to meet the student's needs, objectives taught are above or below the student's current grade level.

NG No grade. Has not been enrolled for 50% of the grading period *or of the school year*.

AGL Student is reading at an instructional reading level that is ABOVE grade level according to the Kindergarten-Grade 2 or Grades 3-5 Reading Benchmarks documents.

OGL Student is reading at an instructional reading level that is ON grade level according to the Kindergarten-Grade 2 or Grades 3-5 Reading Benchmarks documents.

BGL Student is reading at an instructional reading level that is BELOW grade level according to the Kindergarten-Grade 2 or Grades 3-5 Reading Benchmarks documents.

NOTE: Students in grades 3-5 shall be graded using the "S+", "S", "S-", "N" scale for the following subjects: Art, Music, Physical Education, Technology, Handwriting, Oral Language, Listening, Work Habits, and Conduct.

Averaging Grades

1. In grades 3-5, teachers shall record either letters or numbers in the grade book, but regardless of the method of recording grades in the grade book, each grade must be converted to its letter equivalent before averaging.
2. For the purpose of averaging grades for the grading period, the following conversion table shall be used to determine the marking period grade:

$$A = 4 \quad B+ = 3.4 \quad B = 3 \quad C+ = 2.4 \quad C = 2 \quad D+ = 1.4 \quad D = 1 \quad F = 0$$

Example: The following twelve grades would be converted as indicated:

$$\begin{array}{cccccccccccc} D & B+ & C & C & B & C+ & C+ & D+ & D+ & C & B+ & A \\ 1.0, & 3.4, & 2.0, & 2.0, & 3.0, & 2.4, & 2.4, & 1.4, & 1.4, & 2.0, & 3.4, & 4.0 = 28.4 \end{array}$$

Twenty-eight point four (28.4) divided by twelve, the number of grades, equals 2.367 (rounds to 2.37) or the letter grade of C+. (See conversion chart below.)

In calculating grades, carry the calculation to three places (thousandths) and round to two decimal places (hundredths). When the calculation to the nearest hundredth has been completed, the following conversion of averaged grades applies:

CONVERSION OF AVERAGED GRADES
TO LETTER GRADES

A	3.50 - 4.00
B+	3.30 - 3.49
B	2.50 - 3.29
C+	2.30 - 2.49
C	1.50 - 2.29
D+	1.30 - 1.49
D*	0.50 - 1.29
F*	.00 - .49

*Note: Teacher discretion is allowed at the 0.50 level in determining a “D” or “F” grade for the nine-week grading period when the grade-point average falls exactly at 0.50 when rounded to hundredths.

3. The final yearly grade shall be derived by summing the point values (e.g., A=4, B+=3.4, B=3.0, etc.) of the four nine-week grading periods and dividing the total by four (the number of total grading periods).
4. The following scale shall be used to convert the average of the four nine-week grading periods to the final letter grade for the year.

Scale for Yearly Grades

A	3.50 - 4.00
B+	3.30 - 3.49
B	2.50 - 3.29
C+	2.30 - 2.49
C	1.50 - 2.29
D+	1.30 - 1.49
D	0.50 - 1.29
F	.00 - .49

5. During each marking period a student who fails to complete 60% of the assigned, evaluated work shall be subject to failure. The teacher may request an exception to this regulation and, with the concurrence of the principal, may pass the student for that marking period.
6. As a general rule, teachers are required to have at least two achievement grades per student each week in each subject area.
7. Because of the nature of instruction in grades K-5, two grades per week per subject may not be feasible; however, in such cases, the teacher shall be responsible for recording a sufficient number of grades to accurately evaluate the student's progress for the grading period.
8. Unit tests, quizzes, projects, and homework papers shall be given varying grade weights according to the material covered. At the beginning of the course, the teacher shall communicate the system of grade weights to the students.
9. The averaging of grades shall include test scores, class work, class participation homework, and neatness of assigned work.

10. To differentiate between the student who tries and fails and the student who refuses to submit work and may or may not fail, teachers are advised to record a “0” in the grade book each time the student does not submit homework or refuses to do written class work. The “0” is an indication of lack of effort. A student who does not submit homework or refuses to do class work shall receive a “0” which shall be averaged as an “F.”

The Associate Superintendent for Student Learning and Accountability (or designee) is responsible for implementing and monitoring this regulation.

The Associate Superintendent for Student Learning and Accountability (or designee) is responsible for reviewing and revising this regulation in 2012.