

INSTRUCTIONAL PRIORITY OBJECTIVES

Curriculum and Instructional K-12 - General

Grade level instructional objectives in grades kindergarten through twelve reflect the following priorities:

1. Standards of Learning Objectives for Virginia Public Schools.
2. Instructional practices will ensure that all students are guaranteed exposure to the entire curriculum.
3. Differentiation will occur for students regardless of their academic strengths and/or learning styles.
4. Classroom instruction, grouping for instruction and assessment of student learning will utilize research based best practices. Strategies utilized by classrooms/schools must be supported by said written research. This research must be made accessible to any requesting stakeholder.
5. Practices will ensure that all students have opportunity to participate successfully in our most challenging curricula.

Responsibility for Placement

Although the school holds the primary responsibility for placing students grades K-12, parents may appeal the school's decision to the principal.

Grading Systems

The superintendent will be responsible for maintaining a pupil evaluation system, which indicates academic progress in terms of goal achievement and the individual pupil's ability.

The grades recorded on student report cards directly reflect student achievement. Student achievement is what a student knows or is able to do according to the skill sets defined by each curricular content area.

1) Our instructional methodology creates the environment for student success.

All are encouraged to utilize a "mastery learning" instructional model. We view learning as a continuum, which includes multiple opportunities for students to show their success.

Reducing our standards and expectations is not an option.

2) The manner in which grades are derived should give students opportunity to show success.

Avoid straight averaging when figuring grades. Give priority to the most recent evidence, the most comprehensive evidence and the evidence most important to learning goals or standards.

Grades are to be distributed by the following categories:

1. Summative 70%
2. Formative 30%

Definitions:

Summative assessments are defined as student knowledge at the end of an instructional chapter or unit that compares it against state standards or division benchmarks. Other terms used to describe summative assessments are tests, quizzes, projects, writing assignments, or independent student works.

Formative assessments are defined as a way to monitor student learning and to gain feedback that will be used by teachers to improve learning. Other terms used to describe formative assessments are classwork, assignments, homework, benchmarks, and supported assignments.

No credit is defined as a zero for the assignment.

ELEMENTARY GRADING POLICY:

Formative

An "I" will be given for any assignment not completed by the due date. The student will be given until the week before the end of the quarter to complete the assignment. If at the end of the quarter, the student still has not completed the assignment, then the "I" will be changed to an "F" and the student will not receive credit for the assignment.

Summative

For tests and quizzes, students may receive an "I" during a quarter. It is the teacher's responsibility to ensure the test or quiz is made up by the week before the end of the quarter and the "I" changed to a grade that reflects the student's knowledge. If at the end of the quarter, the student still has not made up the test/quiz, then the "I" will be changed to an "F" and the student will not receive credit for the assignment.

MIDDLE SCHOOL GRADING POLICY:

For students missing a summative or formative assignment, the assignment will be marked as "Missing/Incomplete" in PowerSchool and a '0' will be assigned for the grade until the assignment has been completed.

Summative

Students should be allowed to make-up/retake and/or correct materials for any summative assignment at least once for full credit. Students will be given until the week before the end of the quarter for the makeup/retake and/or to correct materials on summative assessments. Regarding the retake, the higher of the two grades will be given.

Formative

Assignments are due on the due date. Credit will only be given for assignments that are attempted. No credit will be awarded for any assignments that are not attempted.

When a student is absent from class, for either an explained or unexplained absence, it is the student's responsibility to schedule a make-up, retake, and/or schedule time to correct material in a timely manner (a maximum of two weeks) as appropriate to the course pacing. After that, students will not receive credit for late assignments.

Academic Dishonesty

If it is discovered that a student has utilized or is utilizing unauthorized assistance on an assignment, or has submitted or is submitting another's work as his/her own, the student may receive a zero for such work. Teachers may offer the offending student an opportunity to submit authentic work, for full or partial credit. Students who are repeat offenders will be referred to the administration for academic

misconduct. Any student who assists another student to do any of the preceding acts will be held accountable to the same disciplinary action or consequences.

*Note: Please refer to the Student Code of Conduct for consequences

HIGH SCHOOL GRADING POLICY:

Teachers may use:

- Total Points within each category
- Percentage based grades in each category

Summative

Students' scores on a summative assignment will range between no credit (0 points/percentage) and full credit (total earned points or 100%). Credit will only be given for assignments that are attempted. No credit will be awarded for any assignments that are not attempted.

At the teacher's discretion, students may be permitted to make up, retake, and/or correct material in a timely manner as appropriate to the course pacing. Students must schedule a time with the teacher, which may fall outside of the course's normal class-time. Retakes and/or corrections cannot result in a lower grade than the original.

Formative

Students' scores on a formative assignment will range between no credit (0 points/percentage) and full credit (total earned points or 100%). Credit will only be given for assignments that are attempted. No credit will be awarded for any assignments that are not attempted.

Students may be permitted to submit, make up, retake, and/or correct material in a timely manner as appropriate to the course pacing and reasonable teacher discretion. Students must schedule a time with the teacher, which may fall outside of the course's normal class-time. Late submission, retakes and/or corrections cannot result in a lower grade than the original. Teachers may accept formative work submitted after its due date for full or partial credit, at teacher discretion.

*Note: Due to the day to day nature of formative assessments, these are not always able to be made up. In this case, an alternate assignment may be offered.

Academic Dishonesty

If it is discovered that a student has utilized or is utilizing unauthorized assistance on an assignment, or has submitted or is submitting another's work as his/her own, the student may receive a zero for such work. Teachers may offer the offending student an opportunity to submit authentic work, for full or partial credit. Students who are repeat offenders will be referred to the administration for academic misconduct. Any student who assists another student to do any of the preceding acts will be held accountable to the same disciplinary action or consequences.

*Note: Please refer to the Student Code of Conduct for consequences

Due Dates & Make-Ups

Teachers have discretion to set due dates for the submission of work, whether summative or formative. If an assignment counts as part of a reporting period's grade, its due date should not be within a different reporting period, barring extenuating circumstances.

When a student misses class time, it is the responsibility of the student to find out what information and work were missed. When a student misses class, the student shall have at least the school days missed, plus one, to complete any missing work. If a student has excessive absences or will be or has been

absent from school/class for an extended time, teachers should develop a reasonable submission timeline on a case-by-case basis.

Course Grade Reporting

1. The letter grade for a reporting period should include only student achievement factors.
 - Do not use plus or minus with a grade.
2. Letter grades should continue to be the primary reporting method for report cards grades.

Grade Descriptors

- “A” indicates that a student excels in performance with respect to the subject
- “B” indicates that a student has displayed above average performance with respect to the subject
- “C” indicates that a student has displayed an average performance with respect to the subject
- “D” indicates that a student has a need to improve performance with respect to the subject
- “F” indicates that a student has a need to repeat the objective to improve performance
- “P” indicates that a student has met the objectives for the course

3. A ten point grading scales is used county wide.
 - A=100-90
 - B=89-80
 - C=79-70
 - D=69-60
 - F=59 and Below
4. The figuring of a final grade includes both mathematical computation and professional judgement. The bottom line is this: Does the grade reflect student achievement?

Elementary School – Grades K-1

Interim reports shall be provided to parents during each nine-week grading period with a parent/teacher conference and/or in written form. Pupils in kindergarten and grade 1 will receive the following grades: O (Outstanding), (S) Satisfactory, (P) (Progressing), and N (Needs Improvement). In reading, writing, mathematics, science, social studies, social growth and work habits. Report cards will be sent home after each nine-week grading period.

“O” indicates that a student is doing outstanding work with respect to the subject

“S” indicates that a student is doing satisfactory work with respect to the subject

“P” indicates that a student is progressing

“N” indicates that a student is not yet performing at the expected level

Elementary School - Grades 2-5

Interim reports shall be provided to parents during each nine-week grading period with a parent/teacher conference and/or in written form. Pupils will receive grades A, B, C, D, or F in reading, writing, mathematics, social studies, and science. (In grades 2-5 in work habits, social growth, and grades, O, S, P, and N will be used.) Report cards will be sent home after each nine-week grading period.

Grade Descriptors

- “A” indicates that a student excels in performance with respect to the subject
- “B” indicates that a student has displayed above average performance with respect to the subject
- “C” indicates that a student has displayed an average performance with respect to the subject
- “D” indicates that a student has a need to improve performance with respect to the subject
- “F” indicates that a student has a need to repeat the objectives to improve performance
- “O” indicates that a student is doing outstanding work with respect to the subject
- “S” indicates that a student is doing satisfactory work with respect to the subject
- “P” indicates that a student is progressing
- “N” indicates that a student is not yet performing at the expected level

Middle School - Grades 6-8

Students will receive grades A, B, C, D, or F in English, Mathematics, History/Civics, Science, and any class for high school credit. All other courses will receive a “P” Pass or “F” Fail. Report cards will be sent home after each nine-week grading period.

Teachers will record a minimum of four summative assessments and eight formative assessments during each quarter.

Grade Descriptors

- “A” indicates that a student excels in performance with respect to the subject
- “B” indicates that a student has displayed above average performance with respect to the subject
- “C” indicates that a student has displayed an average performance with respect to the subject
- “D” indicates that a student has a need to improve performance with respect to the subject
- “F” indicates that a student has a need to repeat the objectives to improve performance
- “P” indicates that that a student is passing the class

Determining a nine-week grade for Middle School and High School

1. The letter grade for a reporting period should reflect student achievement.
2. A letter grade will be assigned to each numerical grade.
3. If the student's quarterly grade is lower than a 50% in any grading period, the grade will be overridden by the teacher to a 50%.

The letter grade will be assigned a point value using the quality point scale. Homework can be used under the guidelines of Policy: IKB.

Middle School

A grade of "Incomplete" may be given at the end of the quarter at teacher discretion. During this time, students will be given a maximum of two weeks after the end of the quarter to complete all incomplete/missing assignments. After such time, no credit will be given for any remaining incomplete/missing assignments. The final grade then will be calculated.

Computing Semester Course End Grade

All quarter points will be averaged to determine the overall grade for the course.

The total number of points that are earned over the grading periods will determine the grade for the course. The following two standards are to be articulated.

1. A minimum of 2 points must be earned in order for the student to receive credit for the course.
2. If a student does not receive a point during the first quarter, then they must receive two points in the second quarter.
3. A minimum of 1 point must be earned during the last grading period regardless of the number of points earned in the previous grading periods in order to receive credit for the class.
4. Grade for the course can be adjusted to match numerical average for all grading periods by teacher discretion.
5. Students shall be graded according to their achievement in relation to course standards, objectives, and competencies. Students with disabilities shall be graded according to the grade level designated in their IEP.

Course grade average for a subject will be computed by utilizing the letter grade to point conversion system: A = 4; B = 3; C = 2; D = 1; F = 0. For fractions of a point, .5 will be rounded up at teacher discretion based on student performance.

Computing Semester/Year Grades for subjects and courses

Semester course example:

<i>Quarter</i>	<i>1</i>	<i>2</i>	<i>Course</i>
Subject X Letter Grade	B	C	B*
Conversion Points to Compute average	3	2	2.5*

*For fractions of a point, .5 will be rounded up at teacher discretion based on student performance.

Example for semester long course: $\frac{\text{Advisory 1} + \text{Advisory 2}}{2}$

Full year Example:

<i>Quarter</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>Year</i>
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Subject X Letter Grade	B	C	B	B	B
Conversion Points to Compute average	3	2	3	3	2.75

Example for all year course: Advisory 1 + Advisory 2 + Advisory 3 + Advisory 4

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Final average is computed by adding the advisory grades and then dividing the total by the number of grading periods.

Student Interim Reports to Parents

The board believes it is essential that parents be regularly and fully informed of their child(ren)'s progress in school.

Each school will report a pupil's progress to the student and to his parent or guardian. The report will be clear, concise, and accurate, and will provide a basis of understanding among teachers, parents, and students for the benefit of the individual pupil. The board directs the administration develop interim report forms or cards in accordance with this policy. (Cross Reference: Policy IKA: Grading Systems) Interim reports to parents are required at the four and a half weeks mark between report cards. The information given on the interim report offers more detail than the report card. Schools are encouraged to offer the Interim report at the end of the grading period along with the report card.

Class Ranking

All subjects, beginning with grade nine, or with any courses carrying *Carnegie credit* in grade eight, will be included to determine a student's class rank. The ranking will include all students in the class (grade level). The placement of an individual student in the class rank will be determined by computing the student's quality point average and by placing that student's name and GPA in the appropriate place in the sequence of averages.

Students may repeat a class which they have passed and for which they have already received one *Carnegie* unit of credit. This letter grade will be recorded on the student's permanent record; however, no additional *Carnegie* unit of credit will be given. The letter grade for which credit was given and the repeat letter grade both will be included in the class rank and counted as subjects taken.

Weighted Grades

We do not weight grades for locally developed honors courses. Weighted Grades Courses that are weighted will use a 5 point scale (A=5, B=4, C=3, D=1, F=0) to calculate a student's GPA. All AP courses will receive weighted credit. In addition, LFCC dual enrolled courses that meet the Passport or Uniform Certificate of General Studies, requirements and are used to satisfy high school diploma requirements will be given weighted credit. If you plan to take a Dual Enrolled course at LFCC and would like to receive weighted credit, you must meet with the Director of School Counseling for prior approval.

Graduation Recognition

Students have the opportunity to receive the following recognition at graduation:

- Honors Graduate: Any student obtaining a 3.5 to a 3.99 grade point average (GPA)

- Distinguished Honors Graduate: Any student obtaining a 4.0 grade point average (GPA) or higher

Seniors will continue to be ranked, but there will be no Valedictorian or Salutatorian.

Promotion and Retention of Students

It shall be the practice of the Warren County Public Schools to provide appropriate counseling and, if necessary, remedial help to assist each student in meeting success with his/her school work. The school staff is charged with providing parents and students an accurate account of school progress. A good reporting system offers many avenues for school and home to exchange and share information related to the academic achievement and personal development of a student. Reporting on performance should occur frequently, especially when achievement has been praiseworthy or when a problem has developed.

In light of educational research, with respect to the effect on students' self-esteem, and the lack of academic benefit in most cases, the staff is charged with exploring options for retention in an effort to facilitate normal matriculation through the grades. In cases where retention is suggested by either parents or the staff, the staff will ensure timely communication to students and parents. Parents are to be given the division produced synopsis of research on retention as part of the communication and discussion of retention.

Elementary School - Grades K-5

The successful completion of a grade level, based on criteria established by the various curriculum guides, will constitute promotion to the next grade level.

By a majority decision of the teacher, principal, and the parent, a student may be retained one grade at the elementary level. The teacher will request a Student Support Team (SST) meeting by March 1st to share concerns, implement interventions, and gather data when there is an academic, behavior, and/or attendance concern which impacts achievement. If retention is a consideration, it will be discussed during the Student Support Team meetings. The SST team will consider the academic and social needs of the student when making a recommendation for retention. The final decision of the team will be shared at an SST meeting by May 1st. The option remains with the parent(s) to veto the retention and place the child in the next grade. A statement of the parent's choice to have the child placed in the next grade will be filed in the student's scholastic folder and a note will be added to the year's final report card to indicate the student was waived to the next grade level.

Middle School – Grades 6 to 8

Grade classification shall be based on the following criteria:

Grade 6 to 7	Pass English, mathematics, science, and history
Grade 7 to 8	Pass English, mathematics, science, and history
Grade 8 to 9	Pass English, mathematics, science, and history

A student that does not pass a core subject course may recover the credit by attending summer school or repeating the course the following school year. WCPS offers summer school on a limited basis to middle school students who need to repeat a core subject course. Summer offerings vary year to year depending on enrollment, teacher availability, overall program needs and resources. If the student does

not attend summer school or if the course is not available, the student may be scheduled to repeat the course during the following school year.

Students that do not pass all four classes may be recommended for retention. If parents would like to appeal the retention, they can file an appeal with the school principal. The principal will form a committee that includes the parent, teachers, counselor, and administrator. After the review, if the parent is still not satisfied with the decision an appeal to the superintendent can be made within 15 days of the schools decision. The superintendent or the superintendent's designee will form a committee that includes the parent, the school principal, and the curriculum coordinator. The superintendent or designee will make the final decision concerning retention or promotion.

Secondary - Grades 9 to 12

The successful completion of a course will be based on the criteria established in the various curriculum guides. Promotion from grade to grade will be based on the number of credits earned and accumulated in accordance with the regulations promulgated by the Board of Education and the school board.

Grade classification shall be based on the following criteria:

Grade 9 to 10	Complete 4 units including English 9
Grade 10 to 11	Complete 10 units including English 10
Grade 11 to 12	Complete 15 units including English 11

The grade classification of students with disabilities shall be their IEP.

Alteration of Student Grades

The board recognizes that from time-to-time, student achievement grades may have to be altered. This may occur because of a clerical error or some extenuating circumstances. Cases are to be handled on an individual basis at the school level. Principals are allowed to change a total of five (5) grades in any school year. If there is a need to change more than five (5) grades, the principal must seek prior approval from the superintendent's designee before any changes are made to any student educational record. The principal will consult with the appropriate teacher(s) and guidance counselor prior to altering records. In all cases where records are altered, a document will be included in the student's folder indicating the date, specific reason(s) for changes made, and list of those staff members involved in making the decision to alter the record(s). Except for clerical errors, student(s) and parent(s) must be involved in any alteration of records. An annual summary report will be made to the board on such changes in grades 9-12; Policy: IKE-E (form) may be used for making this report.

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