

INSTRUCTION

CLASSROOM MANAGEMENT

GRADING

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

Middle School

The grade a student receives in any school in Prince William County (6-8) should be based upon the same criteria. The following are the criteria for determining achievement, effort, and conduct grades. Achievement is based on actual academic performance on assignments directly related to the Curriculum Action Plan whereas effort and conduct are based on the observed behaviors of the student.

The middle school grading scale is as follows:

A	90-100	4.0
B+	87-89	3.4
B	80-86	3.0
C+	77-79	2.4
C	70-76	2.0
D+	67-69	1.4
D	60-66	1.0
F	59 and below	0

I.	Achievement Grade	Percentage
	A = Excellent	90-100
	Demonstrates outstanding scholarship and achievement.	
	Achieves maximum growth in relation to the established objectives.	
	Is self-directed in his/her attainment.	
	Evidences understanding and appreciation of the fundamental concepts of the subject area.	

Achievement Grade		Percentage
	Exercises superior ability in problem solving and in arriving at logical conclusions.	
	Shows originality in preparation of assignments.	
	Is responsible and participates positively in class activities.	
	Expresses ideas clearly both orally and in writing.	
	Submits all work on or before due date. Displays neatness, legibility, and accuracy in work.	
B+ = Very Good	Displays all of the characteristics of the "B" student and some of the characteristics of the "A" student.	87-89
	Modulates between the characteristics of the "B" student and the "A" student.	
B = Good	Displays many of the same characteristics of the "A" student.	80-86
	Demonstrates above average scholarship and achievement.	
	Does his/her assignments thoroughly and accurately and makes creative contributions.	
	Is responsible and participates in class activities.	

Achievement Grade		Percentage
C+ = High Average	Displays all the characteristics of the "C" student and some of the characteristics of the "B" student. Modulates between the characteristics of the "C" student and the "B" student.	77-79
C = Average	Achieves many of the objectives developed for the class. Is responsible and participates in class activities. Frequently requires individual direction. Demonstrates average scholarship and achievement. Finishes most projects or assignments within the time allotted.	70-76
D+ = Fair	Displays all the characteristics of the "D" student and some of the characteristics of the "C" student. Modulates between the characteristics of the "D" student and the "C" student.	67-69
D = Below Average	Frequently falls below the level of achievement of which he/she is capable.	60-66

Achievement Grade

Percentage

Seldom completes an undertaking without teacher direction and encouragement.

Demonstrates little understanding of instructional objectives.

May be irregular in attendance and generally fails to make up missed work.

Although efforts may have been made to improve, submitted work is still of poor quality.

Shows little interest in the class and rarely contributes.

F = Failing

Infrequently completes assignments.

59 & below

Demonstrates no effort though he/she has the ability.

Receives an "incomplete" and does nothing to warrant its change in the time allowed.

Has excessive unexcused absences.

Fails to meet the minimum requirements of the course.

Fails to complete course work due to excused absences. (See Regulation 661.04-4.)

Fails to complete 60% of the assigned, evaluated work. (See exception under "Special Provisions.")

- O - Outstanding: Consistently practices these traits.
- S - Satisfactory: Normally practices these traits.
- U - Unsatisfactory: Does not practice these traits to an acceptable degree.

IV. Sixth and Seventh Grade Classes

- A. All teachers are required to have two separate achievement grades per student for every six instructional days in each subject area.
- B. In grades 6-7, teachers may record either letter grades or numerical grades 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 except in Carnegie unit classes.
- C. For the purpose of averaging grades for the four, nine-week grading periods, the following conversion table will be used to determine the marking period grade:

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

Example: The following grades would be converted as indicated:

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 total points

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+.

- D. 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	=	.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.

- E. In order to avoid the impact of exaggerated weights, no single evaluation should be weighted more than three times. Unit tests, quizzes, projects, homework papers, and other class assignments pertaining to subject matter are to be given varying grade weights according to the material covered. At the beginning of the course, the teacher will communicate his/her system of grade weights to the students and parents. Teachers are encouraged to frequently inform students of grade status to promote self-evaluation and pacing.
- F. In addition to the averaging of test scores, the grading process is to include evaluation of homework, classwork, class participation/activities and neatness of assigned work. The process is to be communicated to students and parents.
- G. Since there are no semester exams in sixth and seventh grade, there will be no semester grade. The four, nine-week letter grades will be averaged for the final yearly grade.
- H. While the averaging of grades suffices in most cases, extreme variations in performance will be evaluated on an individual basis with approval for the final grade being given by the local school administration.
- I. During each marking period a student who fails to complete 60% of the assigned, evaluated work will 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.

V. Eighth Grade Classes

- A. The high school numerical grading scale will be used for all eighth grade students.
- B. Teachers will average numerically the two nine-week grades for a semester grade. The final yearly grade will be a numerical average of the two semester grades.

VI. High School Credit-Bearing Courses

- A. Some middle schools offer sixth graders the opportunity to take a high school credit-bearing foreign language course over a two-year time period. These students will be graded using the high school grading scale and will earn high school credit for successful course completion.
- B. The 1A grade (at the end of the sixth grade year) is treated as the first semester grade. The 1B grade (at the end of the seventh grade year) is treated as the second semester grade. These two grades are combined to determine the yearly grade.
- C. Credit is withheld until the entire course, 1A and 1B, has been completed. The final grade and associated credit will be documented on the student transcript. Students who complete the second year of a foreign language in eighth grade and/or students who complete Algebra I or Geometry in middle school will also be eligible to earn high school credit.

VII. Removal of Grades From Transcript for High School Credit-Bearing Courses Taken in Middle School

- A. The Regulations Establishing Standards of Accrediting Public Schools in Virginia have provided parents with the option of requesting that grades be omitted from a student's transcript for any high school credit-bearing course taken in middle school. Such a request would prevent a student from earning the associated high school credit for the course.

This provision applies to any student taking algebra, geometry, or foreign language for high school credit. If a student has a grade omitted from the transcript in a high school credit-bearing algebra or geometry course, the course must be repeated for credit in order to meet graduation requirements. If a student has a grade omitted from the transcript in a high school credit-bearing foreign language course, the course may be repeated in order to meet the requirements for an Advanced Studies Diploma. Foreign language is not, however, a graduation requirement for the Standard Diploma.

- C. Requests to have a high school credit-bearing course grade removed from a student's seventh grade transcript may be submitted in writing to the middle school principal during grade eight and should include the reason for the request. Requests may not be submitted prior to completion of the course. The deadline for requesting removal of a high school credit-bearing course from a student's seventh grade transcript is the Monday after the completion of the summer school session following the student's eighth grade year. This request must be submitted to the high school principal.

Requests to have a high school credit-bearing course grade removed from a student's eighth grade transcript must be submitted in writing to the high school principal and include the reason for the request. The deadline for making such requests is the Monday after the completion of the summer school session following the student's ninth grade year. Requests may not be submitted prior to completion of the course.

The decision to have a grade removed is binding and no grade or associated credit will be awarded once the request has been granted. Although the grade and associated credit may be omitted from a child's transcript, a notation of enrollment in the course will be indicated for record keeping purposes.

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 this regulation in 2012.