

INSTRUCTION

CLASSROOM MANAGEMENT

GRADING

Senior High School

The grade a student receives in any school in Prince William County, 9-12, should be based upon the same criteria. The criteria presented below are both descriptive and numerical in order to provide the teacher with appropriate criteria for evaluating student achievement.

		<u>Percentage</u>
A = Excellent	Demonstrates outstanding achievement and mastery of the subject area.	93-100
	Achieves maximum growth in relationship to the established objectives.	
	Is self-directed in his/her attainment.	
	Evidences understanding and appreciation of the fundamental concepts of the subject area.	
	Exercises superior ability in problem solving in arriving at logical conclusions.	
	Shows originality in preparation of assignments.	
	Expresses ideas clearly both orally and in writing.	
	Submits all work on or before due date.	
	Displays neatness, legibility, and accuracy in work.	

		<u>Percentage</u>
B+ = Very Good	Displays all of the characteristics of the "B" student and some of the characteristics of the "A" student. Fluctuates between the characteristics of the "B" student and the "A" student.	90-92
B = Good	Displays many of the same characteristics of the "A" student. Demonstrates above average scholarship and achievement. Does his/her assignments thoroughly and accurately and makes creative contributions. Does independent work in addition to the required assignments.	84-89
C+ = High Average	Displays all the characteristics of the "C" student and some of the characteristics of the "B" student. Fluctuates between the characteristics of the "C" student and the "B" student.	81-83
C = Average	Achieves many of the objectives developed for the class. Is responsible and participates in class activities. Frequently requires individual direction. Achieves sufficient subject matter mastery to enable him/her to proceed to advanced high school work in the subject. Finishes most projects or assignments within the time allotted.	74-80

Percentage

D+ = Fair	Displays all the characteristics of the "D" student and some of the characteristics of the "C" student. Fluctuates between the characteristics of the "D" student and the "C" student.	71-73
D = Below Average	Frequently falls below the level of achievement of which he/she is capable. 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. Submits poor work, although efforts may have been made to improve. Shows little interest in the class and rarely contributes.	65-70
F = Failing	Infrequently completes assignments. 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 65% of the assigned, evaluated work. (See exception under "Special Provisions.")	0 - 64

I = Incomplete -	Fails to complete course work due to excused absences. (See Regulation 661.04-4).
N/G = No Grade -	Has not been enrolled for 50% of the grading period.
IRP = Incomplete Research Paper	Fails to complete eleventh grade research paper. (See Regulation 600-1).

Special Provisions

1. During each grading period a student who has a passing grade but does not complete 65% of the assigned, evaluated work will be subject to a failing grade of 64%. The teacher may request an exception to this regulation and, with the concurrence of the principal, may pass the student for that grading period.
2. Failure for the grading period due to tardies and/or absences will be determined by the instructor as a grade between 50 and 64. The failing grade will be calculated as follows:
 - a. 64 - The student has a passing grade and is failing specifically because of tardies and/or absences.
 - b. 50 - 64 - The student has a failing grade between 50 and 64. The actual percentage earned is given.
 - c. 50 - The student has a failing grade below 50. The lowest percentage grade given for a grading period is 50.
3. Students shall not receive a grade below 50% as a final grade for each grading period.
4. Semester examinations grades are to be recorded as the actual percentage grade earned on the examination.
5. Students shall not receive a grade below 50% as a final grade for the semester.
6. Students shall not receive a grade below 50% as a final grade for the year.

Transfer Students

When a student transfers in with a letter grade every attempt should be made to obtain the grading scale from the sending school division. The student would receive the middle score for the letter grade assigned. For example, a transfer student with an "A" on a 90-100 point scale would receive a 95. A student with a "B" on an 80-90 point scale would receive an 85. A student with a "C" on a 75-80 point scale would receive a 77. When the middle score is not a whole number, the grade will be rounded to the next whole number. For example, a 76.5 would be recorded as a 77. A student who transfers in with an "F" will receive a 57 which is the midpoint between a 50 (F) and a 64 (F).

Averaging Grades - Grading Period

1. The final grade average for any of the four grading periods cannot be lower than 50%.
2. Teachers are to keep numerical grades in the grade book, but a letter grade will appear on the report card.
3. Numerical averaging will be used to determine the grade for each grading period. In calculating the final grading period average, carry the calculation to one decimal place(tenths) and round to the nearest whole number, rounding .5 and above to the next highest whole number. Example: 92.5 rounds to 93 = letter grade of A;
92.4 rounds to 92 = letter grade of B+.

The numerical average will be converted to its letter equivalent for reporting purposes based upon the following scale:

A	93-100
B+	90-92
B	84-89
C+	81-83
C	74-80
D+	71-73
D	65-70
F	64-50

4. As a general rule, teachers are required to have a minimum of eighteen separate assessments evenly distributed throughout each grading period.
5. Unit tests, quizzes, projects, homework, and class work are to be given varying grade weights according to the assignment. In order to avoid exaggerated weights, no single evaluation should be weighted more than 20% of the grading period grade.
6. The grading process should include evaluation of homework, classwork, and class participation. Student work may be evaluated by using a numerical grade or a system of check marks, pluses, minuses, or other symbols for each assignment. If symbols are used for evaluation, they are to be converted to a cumulative numerical grade during the grading period with the appropriate method of conversion clearly indicated in the grade book and communicated to the students.

Averaging Grades - Semester

1. The final grade average for any of the four grading periods cannot be lower than 50%. The semester examination grade is the actual percentage earned on the examination. Students shall not receive a grade below 50% as the final grade for the semester.

2. Weights for the high school semester grading period are as follows:

First (Third)	Grading Period	40%
Second (Fourth)	Grading Period	40%
Examination		20%

3. To determine the semester grade, the numerical average of the two grading periods will be calculated with the numerical grade on the semester examination using the weighting indicated above. The percentage grade will then be converted to a letter grade for the report card.

Averaging Grades - Final Course Grade

1. The final course grade cannot be lower than 50%.

2. The following procedure is to be used to determine the final course grade:

a. At the end of the first semester, determine the semester grade-point average from the numerical average and record it in the grade book along with the semester letter grade. For example, 85% would be the letter grade of "B." Record the letter grade on the report card.

b. At the end of the second semester, determine the semester numerical average and record it in the grade book along with the semester letter grade. For example, 82% would become the letter grade of "C+." Record the letter grade on the report card.

c. At the end of the year, sum the two semester numerical percentage averages (85% + 82%) and divide by two to determine the final course numerical grade, e.g., 83.5%. Convert the numerical average to a letter grade and record both in the grade book. (83.5 = B) Record the letter grade on the report card.

3. Extreme variations in student performance will be evaluated on an individual basis with approval for the final grade being given by the local school administration. For example, a student with passing grades for the first semester, who performs little work the second semester is definitely subject to failure for the year under this provision.

Effort and Conduct Grades

EFFORT

Motivation:	Attentive, enthusiastic, responsive to task.
Work Presentation	Neat, legible, thorough.
Time Management	Effective use of time, meets deadlines, punctual, time on task.
0 - Outstanding	Consistently exceeds objectives.
S - Satisfactory	Meets objectives.
U - Unsatisfactory	Does less than is required.

CONDUCT

Courtesy:	Respectful of others, uses good manners.
Dependability:	Honest, reliable, responsible.
Personal Habits:	Appearance, self-control, conforms to school regulations, respects rights and property of others.
Cooperation:	Unselfish, works for the mutual benefit of the group, willing to assist others.
O - Outstanding:	Consistently practices these traits.
S - Satisfactory:	Normally practices these traits.
U - Unsatisfactory:	Does not consistently practice these traits.

The Director of Curriculum and Staff Development and the Associate Superintendent for Instruction will be responsible for the implementation and monitoring of this regulation.