

DRAFT Grading Policy

Albemarle County Public Schools (“ACPS”) is committed to a balanced and equitable assessment system. Balanced assessment systems provide accurate and timely information about student learning and achievement. The crux of a balanced assessment system is equitable grading practices. Healthy grading practices encourage and support learning by helping students and teachers see that their continued efforts will result in success.

Grades (grading) are the representation of student achievement, either a letter or number score, and should accurately represent a student’s mastery of course standards. The purpose of a grade is to communicate student achievement at a point in time. Grades will be accurate, supportive of student learning, and consistent.

Assessment is gathering and interpreting information to determine where students are on a continuum of what they know, understand, and are able to do. It is the act of describing student performance, primarily for the purpose of enhancing learning. Teachers will develop balanced assessment plans that provide sufficient and useful evidence of the students’ needs, progress, and achievement.

In order for student assessment information to improve curriculum, instruction, and student learning, accurate analysis of assessment results must be followed by feedback. Teachers shall give feedback to students at various points of instruction and the students and teachers must take action that supports learning. This feedback cycle is critical for student achievement of learning targets and is part of the formative process of assessing and learning. Grades are assigned at the end of this process and represent a student’s achievement.

Grading practices in the ACPS will be:

Accurate

- Accurately describe student achievement of knowledge and skills demonstrated in school settings
- Align to standards for student learning
- Be separated from work habits
- Be impartial and fair, not influenced by a teacher’s implicit bias or reflective of a student’s environment
- Utilize mathematically sound calculations

Supportive of Student Learning

- Reflect individual differences and rates of learning
- Address the unique needs of special populations of students
- Make adjustments for transitional periods (including elementary to middle and middle to high)
- Encourage students to take an active role in setting goals and assessing progress
- Foster a positive self-image for the student
- Inform teaching practices and student learning
- Promote practices that encourage continuous engagement in learning
- Provide parents and students ongoing, credible, and useful feedback in a timely manner

Consistent

- Be consistent within and across students, teams, departments, courses, and schools

Cross References: Albemarle County Public Schools Framework for Quality Learning
 IGAK, Equity Education
 IKB, Homework
 Albemarle County Public Schools Program of Studies