

REPORTING STUDENT PROGRESS AND GRADES

In Charlottesville City Schools, we uphold high expectations for all students, ensuring equitable access to rigorous learning experiences aimed at fostering individual growth opportunities. To effectively communicate learning achievement and progress, our school system employs a variety of tools aligned with the Virginia Standards of Learning (SOL), the Portrait of a Graduate, and Charlottesville City Schools' learning expectations tailored to each grade level and content area.

Students' grades shall accurately reflect students' knowledge and skills mastery. The purpose of a grade is to communicate student achievement at a point in time. Grading practices are expected to be precise, resistant to bias, and motivational, acknowledging that students exhibit mastery in diverse forms and at varying rates. Grading shall use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance through their mastery of grade level/ course standards. Grades will be accurate, supportive of student learning, and consistent. Importantly, grades are not influenced by student behavior, comparisons to peers, or teacher implicit biases.

Grading practices in Charlottesville City Schools will be:

Accurate

- 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 or behavior
- Utilize specific criteria

Supportive of Student Learning

- Reflect individual differences and rates of learning
- Address the unique needs of special populations of students
- Be based on multiple assignments and assessments over time.
- 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

- Ensure uniformity within and across students, teams, departments, courses, and school administrators
- Support vertical alignment as students transition through schools

Adopted: