

REPORTING OF STUDENT PROGRESS

Communication between home and school is critical to student achievement. Schools are expected to initiate and establish open lines of communication with parents and guardians. Course content, rules, procedures, and expectations will be provided to both the student and the parent at the beginning of either the school year or the course. All teachers will communicate student progress throughout the school year or throughout the course using a variety of methods.

The first contact between the teacher and the parent should not be to report an incident or concern. However, parents should be notified promptly of concerns related to grade changes, tardies, attendance, and classroom behavior.

1. Written Reports: In all grades, a nine week grading period report is sent to the parent or guardian of each student.

If a student in grades 6-12 is in danger of failing a course, this will be noted on the report card. If a student in grades K-8 is in danger of being retained, the parent/guardian will be notified in writing by the end of the third nine-weeks grading period.

2. Conferences: A parent-teacher conference is one means of communicating student progress. In addition to meeting with parents on the division-wide parent/teacher conference days, teachers are expected to conference with parents as necessary. When communicating with parents, teachers should share areas of strength and weakness.
3. Grading and Student Evaluation:
 - a. Grades should reflect the degree to which a student achieves objectives set forth in the Botetourt County School curriculum.
 - b. All grades are based upon the Botetourt County School System grading scale. A record of all grades should be kept by the teacher in the teacher's grade book and should be readily explainable. All grades on permanent records and or report cards shall be recorded as letter grades; however, numerical grades shall be recorded in the teacher's grade book.

Kindergarten & Grade 1: All Subject Areas

<u>Markings</u>	<u>Descriptors</u>
3	Meeting grade level standards
2	Developing grade level standards
1	Experiencing difficulty meeting grade level standards

Kindergarten & Grade 1: Citizenship/Work Habits

<u>Markings</u>	<u>Descriptors</u>
3	Meeting grade level standards
2	Developing grade level standards
1	Experiencing difficulty meeting grade level standards

Grade 2: Reading and Math

<u>Markings</u>	<u>Equivalent Value</u>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	0-59

- All "F" grades will be explained in teacher comments on the progress report or with an attached note.
- Special education students may receive O, S, or U in place of A, B, C, D, F grades if so stated in the IEP

Grade 2: All Other Subject Areas

<u>Markings</u>	<u>Descriptors</u>
3	Meeting grade level standards
2	Developing grade level standards
1	Experiencing difficulty meeting grade level standards

Grade 2: Citizenship/Work Habits

<u>Markings</u>	<u>Descriptors</u>
3	Meeting grade level standards
2	Developing grade level standards
1	Experiencing difficulty meeting grade level standards

Grades 3-5: English/Writing, Spelling/Word Study, Mathematics, Science/Health, Social Studies

<u>Markings</u>	<u>Equivalent Value</u>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	0-59

- All "F" grades will be explained in teacher comments on the progress report or with an attached note.
- Special education students may receive O, S, or U in place of A, B, C, D, F grades if so stated in the IEP

Grades 3-5: All Other Subject Areas

<u>Markings</u>	<u>Descriptors</u>
3	Meeting grade level standards
2	Developing grade level standards
1	Experiencing difficulty meeting grade level standards

Grades 3-5: Citizenship/Work Habits

<u>Markings</u>	<u>Descriptors</u>
3	Meeting grade level standards
2	Developing grade level standards
1	Experiencing difficulty meeting grade level standards

Grades 6-12:

<u>Markings</u>	<u>Equivalent Value</u>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	0-59

- c. Students in middle school exploratory or reading and mathematics intervention courses will receive an O (90-100), S (70-89), or U (0-69).
- d. Students enrolled in a work-based learning course will receive a grade based on the Botetourt County Schools grading scale.
- e. Special education students may receive O, S, or U as defined in the IEP.
- f. Teachers in grades 2-8 shall strive for 6-9 grades per student during each nine weeks grading period. Teachers in grades 9-12 shall strive for 12-18 grades per student during each nine weeks grading period.
- g. Teachers shall assess students in their attainment of the Virginia Standards of Learning (SOL) approximately each nine weeks through cumulative tests or benchmark assessments.
- h. In assessing student achievement towards the course objectives, teachers should use a variety of appropriate assessments. The assessments may include the following:
 - Paper-and-pencil tests with a selected and/or constructed response format
 - Tasks that require a product (e.g. research paper, portfolio, journal, project essay, story)
 - Tasks that require performance (e.g. oral presentation, lab demonstration, musical/dance/dramatic performance, task analysis, etc...)
- i. All decimal point grade averages of five tenths or more must be rounded to the next highest numerical grade.
- j. Assessing Late Work:
 - The final grade of work turned in late should be reduced by ten points per day for the first five school days after the due date.
 - After five school days, the number of points deducted for late work is at the discretion of the teacher.
 - This regulation does not apply to routine daily assignments, such as homework.
 - It is at the teacher's discretion if an oral report can be presented after the presentation due date. Teachers should enforce the late policy if the oral presentation is made after the due date.

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