



Grading Guidelines for Secondary Schools

***Instructional Services
2016-2017***

Volusia County Schools Secondary Grading Guidelines

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The goal of Volusia County Schools is to move all students to academic success. This assures high levels of learning for all students. In order for all students to learn, there are four components:

1. Highly effective core instruction
2. Systematic identification of each student's level of success during instruction
3. A multi-tiered system of supports to ensure that all students learn
4. Accurate and meaningful reporting of student achievement

Section 1. Initial Instruction:

Teachers and students must have clear expectations of course standards as defined in the Volusia County Schools curriculum maps and Florida course descriptions located at <http://www.fl.doe.org/educators/coursedescriptions.asp>

- Standards are clearly articulated (e.g., posted on board, described in rubrics, listed in syllabus)
- Instruction is scaffolded to develop learning to achieve the targeted outcomes at a proficient level
- Assignments and assessments are aligned with standards

Section 2. Assessment Types and Calculation Method

Teachers gather information for two distinct reasons: to make instructional decisions (diagnostic and formative assessment) and to communicate a summary of the student's achievement (summative assessment).

- It is the **purpose** and **timing** of the assignment that determine whether it is diagnostic, formative, or summative.
- When possible, the way students are formatively assessed should match the way they are summatively assessed. For example, if students are to give an extended oral presentation (summative assessment), it is appropriate that they first do smaller oral presentations (formative assessment) (See Addendum A).

Diagnostic measures have two purposes.

- Screening assessments prior to instruction provide information on learner readiness.
- Diagnostic information can also be used during instruction to target areas of need for intervention.

Formative measures involve ongoing assessment and grading feedback for the purpose of instructional decision-making and are vital to teaching and learning. Teachers must assess the learning of their students frequently in order to evaluate the effectiveness of instruction and plan for future instruction. Formative data:

- provide evidence on recent performance and patterns of learning.
- may be derived from pretests and other diagnostic tools.
- enable the teacher to determine if students are prepared for the summative and respond accordingly to student learning needs, perhaps with an adjustment in instruction.

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- enable students to do a self-evaluation of their own learning so they can identify areas of need and seek out intervention.
- should align with standards, summative assessments, and reinforce learning.

Summative measures are essential to grading. Educators use report card grades to share information with parents and students and to call attention to the needs of struggling students. Report card grades also play a role in higher education, career opportunities, promotion and retention decisions, and may be used to identify students for evaluation for special programs and services.

Weighted Categories in the Gradebook will be set using the following calculation method:

- Diagnostic Assessments set at 0% and not counted in the grade calculation.
- Formative Assessments count 40% of the total grade.
- Summative Assessments count 60% of the total grade.

- **Teacher's Authority to Override Final Grade:** A teacher may override the final grade if a student's overall performance warrants it. Before the grade override is finalized, the teacher must notify the parent/guardian concerning the student's performance if the override may result in a lower final grade. The teacher may issue a failing grade override based on the student's overall performance only with the approval of the principal.
 - This refers to the final grade of the grading period, or the final grade for the course.

Section 3. Assessment Guidelines, Grading Practices and Procedures

Grades on both individual assessments and report cards should reflect students' achievement of standards on intended learning outcomes.

- A minimum proficiency level criterion for assessments is **70%** or higher as defined by Florida State Statute (ss. 1003.437).
- A student's grade should consist of multiple measures (many different types of assessments—not just pencil-and-paper assessments).
- Multiple formative assessments in a 9 week period are recommended.
- No single summative assessment may be worth more than 20% of a student's grade (there must be a minimum of 3 summative assessments per grading period).
 - A major project may be broken into multiple components as long as they are assessed independently of one another and able to be remediated individually as needed.
- Students and parents need timely and accurate feedback in order to effectively monitor learning progress.
 - Best practice: Gradebook should be updated weekly (except in the case of extensive assignments or unusual circumstances).
 - When a student's score on a retake is less than the original score, the higher score should be used. Scores should not be averaged.

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- Grades of “0” or “M” (Missing) should not be entered in advance of assigning work to students. Students' grades should not be affected until they have had the opportunity to complete the assignment.
 - The M is perfectly acceptable to use to indicate when a student is missing an assignment.
 - What is not acceptable is when the M is entered in the Gradebook before the class even receives the assignment.
- Each school shall have a homework policy which ensures that students will have regular home assignments which reinforce and enhance student learning. Each school shall include its homework policy in the student handbook (Homework Policy 309).
- Students who are submitting late work (due to absence) should have one day, or one day for each day absent (whichever is greater), to submit work unless the teacher determines there are extenuating circumstances which necessitate an extension, or a school-wide policy exists that grants additional time.
- Nonacademic behavior (conduct and effort) should be reported separately from achievement grade.

Section 4. Intervention and Remediation

The focus of instruction should be on getting students to achieve their full learning potential.

- When students demonstrate a lack of proficiency on standards they must receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards.
- When students demonstrate a lack of mastery on standards they may receive intervention(s), which may lead to assessment retakes or alternative assignments aligned to the non-proficient standards.
- Each 9 week grading period, students shall have the opportunity to retake at least one summative assessment. Additional retakes shall be determined based upon individual student data.
- *Proficiency is defined by the state of Florida and in the Student Progression Plan as 70% or higher. Mastery is defined in the Student Progression Plan as 90% or higher.*

When considering the need for intervention and/or remediation, there are a number of factors that impact educational outcomes and student performance. The PAIR process is a problem-solving method used to determine student needs and assist teachers to align intervention and remediation methods appropriately.

PAIR Process:

1. Problem Identification (What is the problem?)
 - Teacher analyzes formative assessments to identify weaknesses in performance due to student readiness or instructional alignment.
2. Analyze the Problem (Why is it occurring?)
 - These factors are often referred to by the acronym **ICEL**:
 - I**nstruction: (how content is presented including types of materials, grouping, etc.)
 - C**urriculum: (content that is taught including scope and sequence)
 - E**nvironment: (where the student sits, physical arrangement of the room, lighting, noise, etc.)

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- Learner:** (the actual student)
- Thinking through the **ICEL** process will assist educators to determine likely causes of the problem and to choose the appropriate intervention method.
 - For example, in thinking through the Instruction component of the ICEL process, teachers should use formative assessment results to determine when students are reasonably expected to meet proficient levels on a summative assessment. If a majority of the students in a classroom do not reach proficient levels, the problem could have been with the method or pacing of instruction; therefore, an appropriate intervention might be to reteach and reassess during regular class time.
 - 3. Intervention Design and Implementation (What do we do about it?)
 - Based on the pervasiveness of the problem, the student is given access to the appropriate intensity of intervention in addition to core instruction.
 - Teacher and student determine a **plan for remediation** (see Addendums B and C).
 - Intervention may include but is not limited to test corrections, assessment retakes, tutoring, or alternative assignments aligned to the non-proficient standards. Intervention does not necessitate retaking an assessment.
 - The student demonstrates learning prior to alternate means of assessing performance.
 - 4. Response to Intervention (Is the plan working?)
 - When student performance is still below proficiency after intervention, the teacher should repeat the PAIR process to identify another intervention method.

It is the ongoing responsibility of the teacher to identify, as soon as possible, to the principal and parents/guardians, those students who do not appear to be making satisfactory progress toward achieving course objectives. For these students, the teacher should reference the district's progress monitoring plan in interventions. When the progress monitoring plan is unsuccessful in meeting the student's needs, the student should be referred to the school's Problem Solving Team (PST). This team will further analyze barriers to academic success, develop targeted interventions, monitor the student's response to interventions, and refer for evaluation if deemed appropriate.

Section 5. Guidelines for Grading Exceptional Student Education

State and Federal Law Requirements:

- School districts must regularly inform parents of their child's academic progress. Florida Statute 1008.25 outlines the requirements for public school progression, remedial instruction and reporting requirements. The law requires the monitoring of progress for students enrolled in Exceptional Student Education (ESE) programs and these students must receive reports of progress at least as often as general education students. Reporting **must also** include progress toward IEP goals, in addition to achievement toward Florida Standards.
- Students with disabilities may not be discriminated against because of their disability in grading and reporting of progress.
- Schools will not arbitrarily assign lower weights to grades given in ESE courses.
- Students with disabilities participating in the general education curriculum must be **consistently** provided with all accommodations for instruction and assessment identified on the IEP in all instructional settings.
- Students with disabilities must not be penalized with a lower grade for using accommodations.
- Students with disabilities cannot be excluded from honor roll based solely on the account of their disability or participation in an ESE class.
- The assessment process should reflect the modality the students are able to demonstrate learning and be minimally impacted by the disability.

From: Grading Policies for Students with Disabilities

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086206-y2006-11.pdf>

Other Considerations for Best Practice:

- Students with disabilities **may not** be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated as prescribed by their IEP to meet their individual learning needs.
- Students with disabilities may not be given a failing grade if specialized instruction, as indicated on the IEP, has not consistently occurred to support progress toward proficiency of the standard.
- One single assignment or assessment should not be heavily weighted to "make or break" a student's grade.

Determining Grading System based on Supports:

All Exceptional students should be given grades that reflect the level of work they are capable of completing with utilization of IEP authorized accommodations, compared to established learning criteria and grade-level standards.

ESE students taking standardized assessment:

All ESE students are graded on achievement toward grade level standards and must be provided all required instructional and assessment accommodations. Assignments, student products, and assessments may be differentiated according to student needs. ESE teachers

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work collaboratively with the general education teachers to provide evidence toward proficiency of grade level standards.

- Students who are determined by their IEP committee to be eligible for alternate assessment will be taught and assessed using Florida Standards Access Points.
- For students with moderate and severe disabilities who are served in the Multi-VE program, ESE teachers will use the District Reporting and Monitoring Documents to complete the standard report card. For students who participate in the Florida Alternate Assessment, course standards are listed at three different levels of complexity, based on a student's level of functioning. Instruction and assessment are based on the level of complexity identified for each student, as found on the FLDOE CPALMS website: www.floridastandards.org. With the approval of the school principal, a supplement to the standard report card may be used to report progress in more detail.

*Accommodations

Students with disabilities may use accommodations during instruction and assessment. Accommodations meet the individual student needs documented on the IEP and ensure equal access to the academic content standards (Bureau of Exceptional Education and Student Services [BEESS], 2006, September). Accommodations are changes that can be made in the way the student accesses information and demonstrates performance (Rule 6A-6.03411(1)(a), Florida Administrative Code [F.A.C.]). The accommodations make it possible for students to work around their disabilities. An accommodation allows a student to complete the same assignment or test as other students, adjustment in the timing, formatting, setting, scheduling, response and/or presentation. The accommodation does not significantly alter what the test or assignment measures. Accommodations that are appropriate for assessments do not invalidate assessment results. Accommodations are not the same as instructional interventions for academics or behavior. They help student's access information and show what they know and are able to do.

Classroom accommodations: Teachers may make changes in the way they teach, the methodology used for a student to respond, or in the classroom environment. Examples of classroom accommodations are provided below:

- **Teaching methods or materials:** important ideas highlighted in text, materials provided in large print, concrete materials used, or word processor used
- **Assignments or tests:** long assignments broken into parts, steps outlined for completing a task, or uncluttered worksheets with clear starting and ending points
- **Learning environments:** small group, adaptive furniture for students with special physical needs, or a study carrel to reduce distractions
- **Time demands and schedules:** additional time to complete classroom assignments and tests or breaks provided during classroom work time and tests
- **Assistive technology:** low tech options, such as pencil grips and visual schedules, and high tech options, such as talking calculators and text-to-speech technology

Testing accommodations: Students with a disability must also be provided accommodations that have been utilized by the student in classroom instruction during state and district assessments. Each student's individual educational plan (IEP) must include a statement of any

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testing accommodations the student needs as determined by the student's IEP committee. Examples of some allowable state test accommodations are provided below.

- **Presentation:** directions, questions, and answer choices read on ELA,
- **Responding:** responses dictated to a proctor, interpreter, or tape recorder; answers entered directly into test booklet, sign responses to an interpreter
- **Scheduling:** testing at a specific time of day, extended time, frequent breaks
- **Setting:** individual or small group, specially designed classroom, increased opportunity for movement
- **Assistive Devices:** adapted calculators, visual magnification, auditory amplification devices and technology for performance tasks or writing

From: <http://www.fldoe.org/core/fileparse.php/7690/urlt/statewideassessmentaccommodations.pdf>

District Reporting Documents:

Teachers of ESE programs should use the District Reporting and Monitoring Documents and should follow guidelines for distribution of Interim/Report cards as established by district reporting calendar.

- When an ESE student is making sufficient progress toward all IEP annual goals, a letter stating sufficient progress **AND** a District report (interim or report card) must be utilized.
- When an ESE student is NOT making sufficient progress toward IEP annual goals, the ESE Progress Report must be sent home, **AND** the District report (interim or report card) must be utilized.

Section 6. Guidelines for Grading English Language Learners (ELL)

Helpful Links:

- WIDA Can Do Descriptors (bottom left) <https://www.wida.us/downloadLibrary.aspx>
- ESOL strategies (resources tab) <https://www.wida.us/downloadLibrary.aspx>
- Accommodations Rule: <https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

Consent Decree Requirements:

- ELL students shall have equal access to educational programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.
- Teachers must document that ESOL strategies and accommodations, are being used and students are learning and progressing.

General Grading Guidelines for English Language Learners:

- Teachers **will not** assign lower grades due to lack of English language acquisition.
- ELL students **must** be provided with strategies and accommodations **in all subject areas**.

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- English Language must be given grades that reflect the work they are capable of completing based on their English language proficiency level.
- ELL students **may not** be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated to meet their language needs and documentation of such strategies, accommodations are not available.

Strategies and Accommodations:

Strategies

- Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language proficiency level of the student and ensure that the student understands the instruction.

Accommodations

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses which provide access for an English Language Learner to participate in a course or assessment which **does not fundamentally alter or lower the expected outcomes** in relation to the state standards, assessments, and/or course expectations.

Examples:

- Instruction-Additional time to complete assignment
- Materials-Reduce non-essential details
- Assessment- Provide word bank

Grading ELLs in the areas of Reading and Language Arts/English:

- **English Language Learners shall be graded according to the WIDA Can Do Descriptors for Florida State Standards.**
- **Volusia assessments should not count for a grade for ELL students.**
- Teachers must use instructional strategies, materials, and assessment instruments that will allow ELL students (classified LY on Student Information System) to be able to access instruction according to their level of English proficiency.
- Instruction from an ESOL teacher is not considered an accommodation. It is considered part of comprehensible instruction as required by section 233.058, Florida Statutes.

Grading ELLs in the Content Areas and Electives:

- ESOL instruction means that teachers should use instructional strategies and accommodations, materials, and assessment instruments that will allow ELL students (classified LY in the student information system) to academically achieve in the content areas and elective subjects according to their level of English proficiency.
- Assistance from an ESOL paraprofessional is not considered an accommodation to the curriculum. It is considered part of comprehensible instruction as required by section 233.058, Florida Statute.

Section 7. The Use of In Progress (I)

- The “I” designates “In progress toward grade level proficiency in skills and concepts”
- Grades of “I” are calculated as “F’s” (SPP Section III.C)
- The “I” marking may be kept for up to three weeks (**15 school days**) after the end of the grading period.
- Teacher and student should come to an agreement about how and when the work will be completed (see Addendum D).

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Section 8. District Grade Scale and Quality Point Value:

A. Grade Scale for Middle and High Schools (excerpt from Student Progression Plan)

Letter grades are a reflection of the student’s level of academic achievement on the courses’ performance standards as defined in the middle school curriculum guides/maps. The following grade scale shall be used to determine a letter grade and the following quality point system shall be used to determine grade point average and honor roll:

Grade	Grade Range	Quality Points	Description
A	90-100	4.0	Outstanding Progress (Mastery)
B	80-89	3.0	Above Average Progress
C	70-79	2.0	Average Progress (Proficiency)
D	60-69	1.0	Lowest Acceptable Progress
F	0-59	0.0	Failure
I		0.0	In progress toward grade level proficiency in skills and concepts

Middle School Final Course Grades

- A letter grade average for a final course grade is determined by adding the equivalent quality points. The sum is divided by the number of letter grades represented. The average will then be converted to the equivalent letter grade according to the following table:

- A = 3.5 – 4.0
- B = 2.5 – 3.4
- C = 1.5 – 2.4
- D = 1.0 – 1.4
- F = below 1.0

Middle and High School Conduct Grades and Honor Roll

- The conduct grade shall be assigned on the basis of the following numerical designation:
 - Conduct is satisfactory 1
 - Conduct needs improvement 2
 - Conduct is unsatisfactory 3
- Honor roll recognition shall be based on the following criteria:

Middle School	High School
An average of 3.0 or above quality points	A weighted 3.0 grade point average or higher
No letter grade of D, F, or I	All letter grades C or above
All conduct grades of 1	

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Addendum A

Assessment Types

Formative	Summative
occur during the learning process	occur after the learning process
provide feedback during the learning process to improve learning	provide the information teachers need to assign a grade
Use quick questions to check for basic understanding)	do not have to cover an extended period; information could be chunked
allow students to process smaller chunks of information and help students clarify their thinking before they become confused and frustrated	allow students to prove what they have learned
help teachers determine when to differentiate instruction to diverse needs	helps teachers analyze the effectiveness of their differentiation and decide if formative assessments provided needed information
enable teachers to gauge students' understanding throughout the lesson	enable teachers to make a judgment about students' learning

Sample Formative Assessments	Sample Summative Assessments
<ul style="list-style-type: none"> • Informal teacher questions 	<ul style="list-style-type: none"> • Formal oral interview
<ul style="list-style-type: none"> • Conversation with student 	<ul style="list-style-type: none"> • Conference with student
<ul style="list-style-type: none"> • Informal observation 	<ul style="list-style-type: none"> • Formal observation
<ul style="list-style-type: none"> • Rough drafts of written work 	<ul style="list-style-type: none"> • Final copy of written work
<ul style="list-style-type: none"> • Learning log (in progress) 	<ul style="list-style-type: none"> • Final learning log entries*
<ul style="list-style-type: none"> • Reflective journal (multiple drafts) 	<ul style="list-style-type: none"> • Final journal entries*
<ul style="list-style-type: none"> • Homework if graded for accuracy 	
<ul style="list-style-type: none"> • Student-response strategies: Thumbs-up, whiteboards, fist-to-five, etc. 	

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*would include elements of reflection, synthesis, and/or self-assessment

	Diagnostic	Formative	Summative
Purpose	To assess knowledge prior to instruction; to determine instructional needs in targeted areas	To monitor and guide a process/product while it is still in progress	To judge the success of a process/product, grade, rank, promote
Time of Assessment	Prior to initial instruction; after instruction to determine gaps in learning	During the process or development of the product	At the end of the instructional unit or at the end of instruction on a standard
Types of Assessment Techniques	Informal observations, pre-tests, district accountability (e.g., FSA_assessments in science and mathematics)	Informal observations, quizzes, SSA assessments, teacher questions, worksheets	Formal observation, tests, projects, term papers, exhibitions, district interim assessments

Addendum B

**Teacher's Thinking Tool for Intervention and Remediation
Sample 1**

Student Name: _____ Alpha: _____
Teacher: _____
Course: _____

- ✓ On which formative or summative assessments has the student not shown proficiency?

- ✓ What are the areas of deficiency demonstrated on these assessments?

- ✓ Why might the student be having trouble in this area?

- ✓ What is the intervention plan that the student will follow in order to achieve proficiency?

- ✓ What can I as the teacher do to help the student achieve proficiency?

- ✓ How will the work be completed?

- ✓ When will the work be completed?

- ✓ If an assessment is to be retaken, how will the student demonstrate evidence of learning and readiness before retaking the assessment?

- ✓ Does the student need to retake each assessment? In whole or part?

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To be completed after the intervention plan is followed:

1. Did the student perform at the proficient level after following the intervention plan?
2. If not, is the lack of proficiency due to a struggle with the material or a lack of effort? If it is a struggle with the material, do I want to consider offering the student a second intervention plan? If so, see top of this form.

Addendum C

**Teacher's Thinking Tool for Intervention and Remediation
Sample 2**

Student Name: _____ Alpha: _____

Teacher: _____ Course: _____

In academic interventions, specific intervention and remediation plans result from teachers engaging in a problem-solving process where learning differences are identified, teaching and learning interventions are planned and implemented, and student progress can be monitored.

1. Identify the student's academic difficulties (What is the problem?)

- What specifically is the student's learning problem?
- Is there a gap between expected and actual performance?
- What assessment data do I have about this particular learning problem?



2. Plan the Remediation/Intervention (Determine the student's strengths, interests, and talents)

- What are the student's weaknesses and needs?
- In what ways might I differentiate instruction to best meet the needs of this learner?
- What research-based strategies can I implement to help the student learn?



3. Implement the Remediation/Intervention Plan (Review data on the student's learning progress)

- Is the intervention/remediation being appropriately implemented?
- Does student progress indicate that the intervention is effective?
- Do additional instructional adjustments need to be made to the plan?



4. Evaluate the Student's Progress (What assessment data do I have about this particular learning problem?)

- What does the collected data tell me about the student's learning progress?
- What is the next course of action?

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- Do I develop a new remediation/intervention plan or consider the student for more intensive interventions?

Addendum D

Student Contract for Resolving Grades of “I” (In Progress)

Student Name: _____

Alpha: _____

Teacher: _____

Course: _____

Intervention Expectations:

The student is expected to complete all requirements listed within the designated timeframe in order to have the nine-weeks grade changed from an “In Progress” and receive credit for the course. Any student not showing proficiency in the standards below will receive a failing grade (F) for that grading period.

Standards Needed to Show Proficiency	Assignment or Assessment	Date Due	Proficiency Has Been Shown

Intervention Attendance Record (If Needed)	Practice	Date	Re-take Completed

I agree to the requirements, expectation, and deadlines as designated above. I understand that to receive a grade change, I must complete all requirements included as part of the contract.

Student Signature _____ Date _____

Parent Signature _____ Date _____

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Teacher Signature _____ Date _____

- **Note:** It is advisable to stagger due dates for students with multiple assignments/assessments needed to show proficiency, rather than having all due on the same date at the end of the time frame. The “I” marking may be kept for up to three weeks (**15 school days**) after the end of the grading period. Principal approval or (principal designee) is required for extenuating circumstances beyond this timeframe.

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Addendum E

High School

SECONDARY FINAL AVERAGE COMPUTATIONS WITH 2 GRADES

GR1	GR2	QP1	QP2	GPA	AVG
A	A	4	4	4.0	A
A	B	4	3	3.5	A
A	C	4	2	3.0	B
A	D	4	1	2.5	B
A	F	4	0	2.0	C
B	A	3	4	3.5	A
B	B	3	3	3.0	B
B	C	3	2	2.5	B
B	D	3	1	2.0	C
B	F	3	0	1.5	C
C	A	2	4	3.0	B
C	B	2	3	2.5	B
C	C	2	2	2.0	C
C	D	2	1	1.5	C
C	F	2	0	1.0	D
D	A	1	4	2.5	B
D	B	1	3	2.0	C
D	C	1	2	1.5	C
D	D	1	1	1.0	D
D	F	1	0	0.5	F
F	A	0	4	2.0	C
F	B	0	3	1.5	C
F	C	0	2	1.0	D
F	D	0	1	0.5	F
F	F	0	0	0.0	F

INSTRUCTIONAL POLICIES				NUMBER 307
Grade	Grade Range	Quality Points	Description	
A	90-100	4.0	Outstanding Progress	
B	80-89	3.0	Above Average Progress	
C	70-79	2.0	Average Progress (Mastery/Proficiency)	
D*	60-69	1.0	Lowest Acceptable Progress	
F	0-59	0.0	Failure	
I**		0.0	In progress toward grade level proficiency in skills and concepts	

* This does not apply to courses/schools using an A, B, C, I grading scale.

** Grades of "I" are calculated as "F's"

INSTRUCTIONAL POLICIES		NUMBER 307
2. A letter grade average for a final course grade is determined by adding the equivalent quality points. The sum is divided by the number of letter grades represented. The average will then be converted to the equivalent letter grade according to the following table.		
A = 3.5 - 4.0		
B = 2.5 - 3.4		
C = 1.5 - 2.4		
D = 1.0 - 1.4		
F = below 1.0		

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Middle School

SECONDARY FINAL AVERAGE COMPUTATIONS WITH 4 GRADES

GR1	GR2	GR3	GR4	QP1	QP2	QP3	QP4	GPA	AVG	STUDENT PROGRESSION PLAN –POLICY 307																																	
A	A	A	A	4	4	4	4	4.0	A	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;"><u>INSTRUCTIONAL POLICIES</u> NUMBER 307</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">Grade Range</th> <th style="text-align: left;">Quality Points</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr><td>A</td><td>90-100</td><td>4.0</td><td>Outstanding Progress</td></tr> <tr><td>B</td><td>80-89</td><td>3.0</td><td>Above Average Progress</td></tr> <tr><td>C</td><td>70-79</td><td>2.0</td><td>Average Progress (Mastery/Proficiency)</td></tr> <tr><td>D*</td><td>60-69</td><td>1.0</td><td>Lowest Acceptable Progress</td></tr> <tr><td>F</td><td>0-59</td><td>0.0</td><td>Failure</td></tr> <tr><td>I**</td><td></td><td>0.0</td><td>In progress toward grade level proficiency in skills and concepts</td></tr> </tbody> </table> <p style="font-size: small; margin-top: 10px;">* This does not apply to courses/schools using an A, B, C, I grading scale.</p> <p style="font-size: small;">** Grades of 'I' are calculated as 'F's'</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><u>INSTRUCTIONAL POLICIES</u> NUMBER 307</p> <p style="margin-top: 10px;">2. A letter grade average for a final course grade is determined by adding the equivalent quality points. The sum is divided by the number of letter grades represented. The average will then be converted to the equivalent letter grade according to the following table:</p> <table style="width: 100%; margin-top: 10px;"> <tr><td>A=3.5-4.0</td></tr> <tr><td>B=2.5-3.4</td></tr> <tr><td>C=1.5-2.4</td></tr> <tr><td>D=1.0-1.4</td></tr> <tr><td>F=below 1.0</td></tr> </table> </div>	Grade	Grade Range	Quality Points	Description	A	90-100	4.0	Outstanding Progress	B	80-89	3.0	Above Average Progress	C	70-79	2.0	Average Progress (Mastery/Proficiency)	D*	60-69	1.0	Lowest Acceptable Progress	F	0-59	0.0	Failure	I**		0.0	In progress toward grade level proficiency in skills and concepts	A=3.5-4.0	B=2.5-3.4	C=1.5-2.4	D=1.0-1.4	F=below 1.0
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A	A	A	B	4	4	4	3	3.75	A																																		
A	A	A	C	4	4	4	2	3.5	A																																		
A	A	A	D	4	4	4	1	3.25	B																																		
A	A	A	F	4	4	4	0	3.0	B																																		
A	A	B	B	4	4	3	3	3.5	A																																		
A	A	B	C	4	4	3	2	3.25	B																																		
A	A	B	D	4	4	3	1	3.0	B																																		
A	A	B	F	4	4	3	0	2.75	B																																		
A	A	C	C	4	4	2	2	3.0	B																																		
A	A	C	D	4	4	2	1	2.75	B																																		
A	A	C	F	4	4	2	0	2.5	B																																		
A	A	D	D	4	4	1	1	2.5	B																																		
A	A	D	F	4	4	1	0	2.25	C																																		
A	A	F	F	4	4	0	0	2.0	C																																		
A	B	B	B	4	3	3	3	3.25	B																																		
A	B	B	C	4	3	3	2	3.0	B																																		
A	B	B	D	4	3	3	1	2.75	B																																		
A	B	B	F	4	3	3	0	2.5	B																																		
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A	C	C	C	4	2	2	2	2.5	B																																		
A	C	C	D	4	2	2	1	2.25	C																																		
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A	D	D	F	4	1	1	0	1.5	C																																		
A	D	F	F	4	1	0	0	1.25	D																																		
A	F	F	F	4	0	0	0	1.0	D																																		
B	B	B	B	3	3	3	3	3.0	B																																		
B	B	B	C	3	3	3	2	2.75	B																																		
B	B	B	D	3	3	3	1	2.5	B																																		
B	B	B	F	3	3	3	0	2.25	C																																		
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C	C	C	C	2	2	2	2	2.0	C																																		
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C	C	C	F	2	2	2	0	1.5	C																																		
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D	F	F	F	1	0	0	0	.25	F																																		
F	F	F	F	0	0	0	0	0.0	F																																		

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