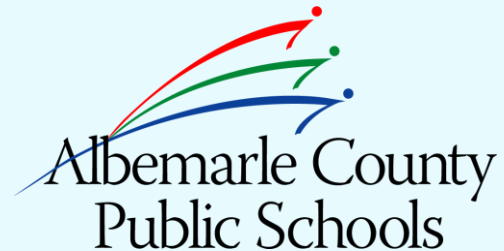


Grading Policy IKBA Proposed Changes

Presented to the ACPS School Board: July 16th, 2026

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Strategic Plan: Learning for All

VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

VALUES

Equity
Excellence
Family and Community
Wellness

GOALS



Thriving Students



Affirming and Empowering Communities



Equitable, Transformative Resources

AGENDA

- ❑ Review Key Takeaways From the Report
- ❑ Purpose of Changes for 26/27 School Year & Discussion
- ❑ Next Steps
- ❑ Questions



Focus of the Office of Instruction 26/27

Critical components of the report:

- ❑ Grade distribution changes and impacts
- ❑ Practices where we are outliers
- ❑ Long and short-term recommendations

QUANTITATIVE CONCLUSIONS

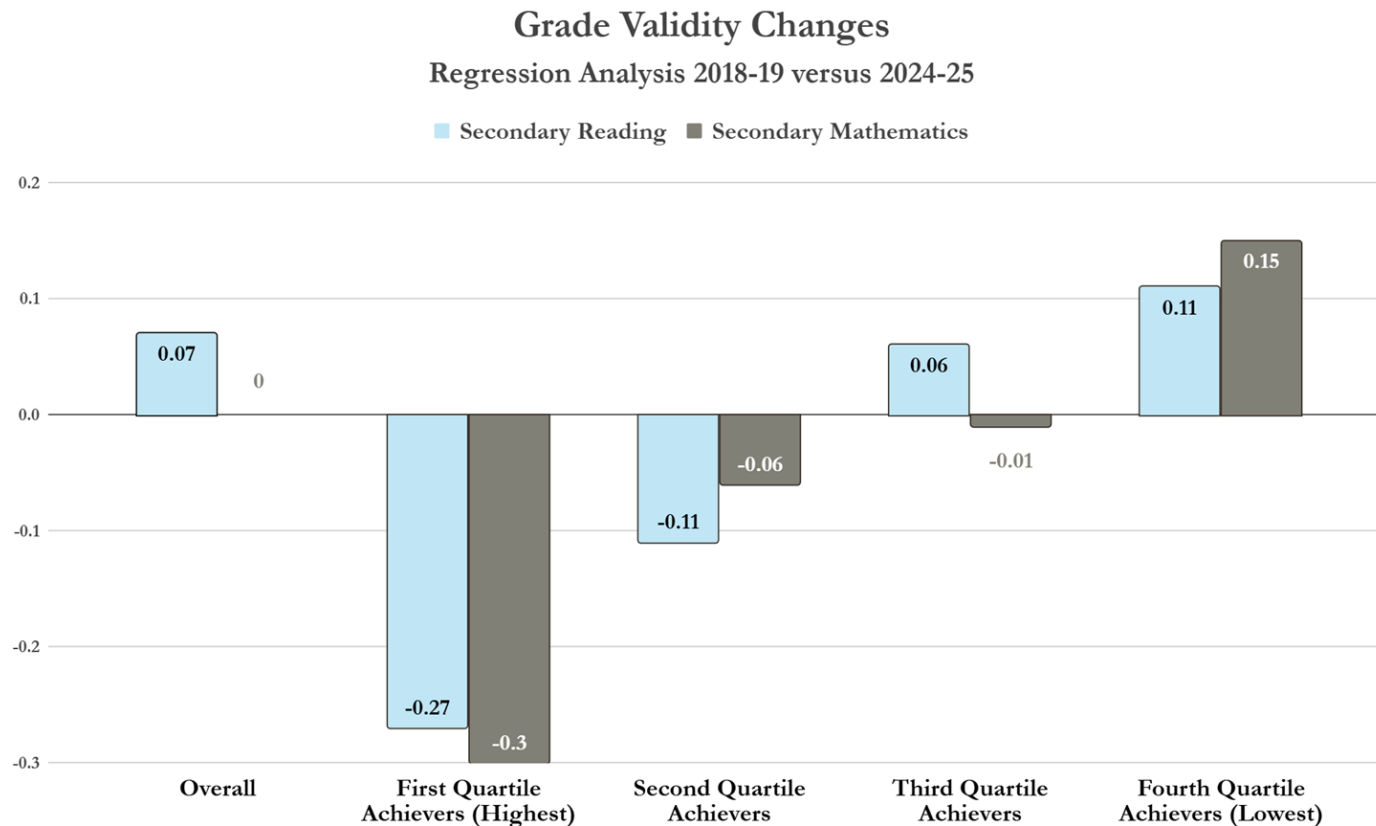
- **Grades** have become **more valid** for **lower-achieving students**, and **less valid** for **higher achieving students**.
- What can the qualitative data tell us about **why this may be occurring**, and **how we might preserve validity** improvements for lower-achieving students **without distorting** validity for others?



NO OVERALL CHANGE IN GRADE DISTRIBUTION

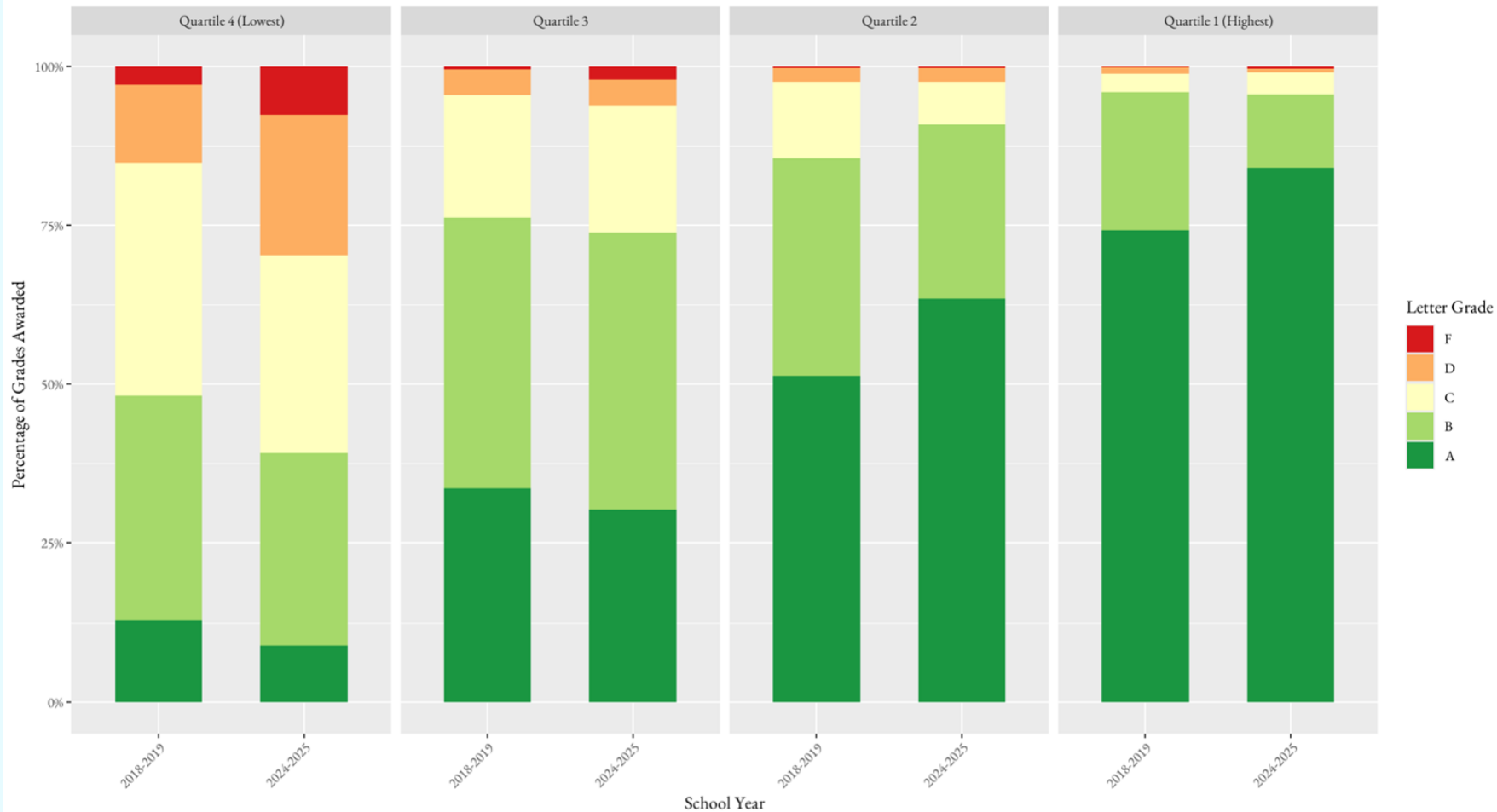
Secondary Reading Dataset			
Characteristic	2018-2019, N = 2,793 ¹	2021-2022, N = 2,659 ¹	2024-2025, N = 2,547 ¹
grade_alpha			
A	1,157 (41%)	1,208 (45%)	1,021 (40%)
B	908 (33%)	752 (28%)	795 (31%)
C	477 (17%)	425 (16%)	440 (17%)
D	202 (7.2%)	204 (7.7%)	220 (8.6%)
F	49 (1.8%)	70 (2.6%)	71 (2.8%)
grade_num	84.7 (11.1)	85.3 (11.3)	84.3 (11.5)
score	443.6 (61.8)	448.8 (66.6)	438.1 (69.2)

DIFFERENTIAL IMPACTS



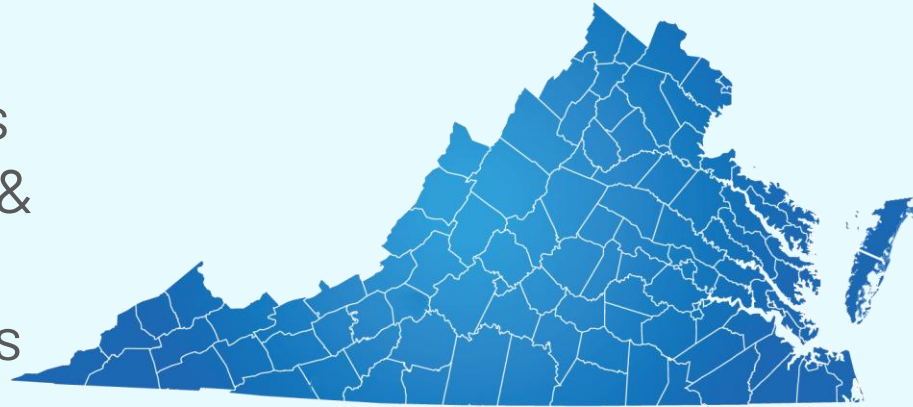
Differential Impact Based on Historical Reading Achievement

Proportion of letter grades awarded, grouped by students' historical achievement tiers



COMPARATIVE ANALYSIS FINDINGS

- **ACPS** is a **qualitative outlier** in the **level of detail** it provides on expectations for
 - Reassessment
 - Unsubmitted vs. submitted work
 - Accepting late work
 - Communicating to Parents
 - Elementary Grading Scale & Procedures
 - Minimum # of Assignments



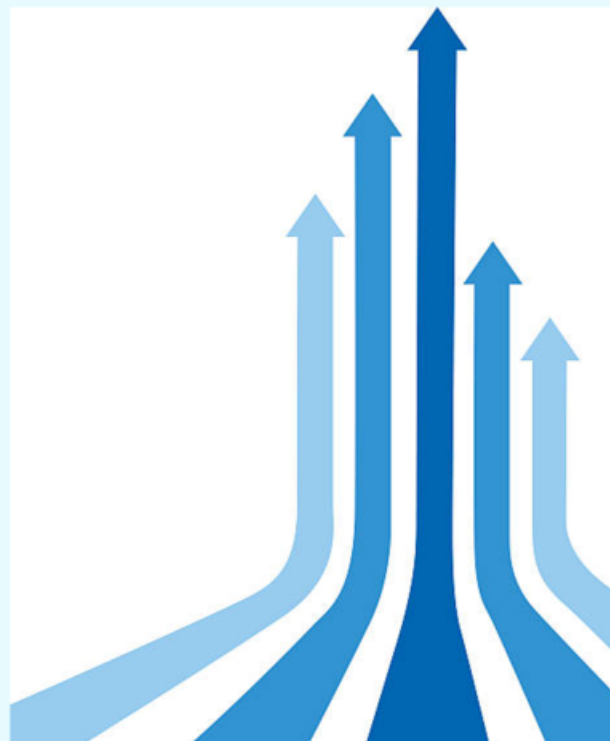
RECOMMENDATIONS

Long Term

- Carefully follow **research** on **implementing SBG large-scale** across school districts, as well as pilots within ACPS such as Community Lab School.
- Consider **continued**, but **careful, progress towards SBG** using a research-based approach, sensitive to **feedback** from **teachers, students**, and **parents/guardians**.

Short Term

- **Amend** current **policy** to **address most important concerns** from the community.
- **Call for updates** by ACPS to **grading procedures** to address these concerns.



POLICY RECOMMENDATIONS

Amend the policy to:

- **add language** about expectations for **communicating grades** to **parents/legal guardians**.
- **Call for a set of regulations** (not guidelines) with clear expectations that address the core issues raised by the community and uncovered in the comparative analysis:
 - **reasonable limitations** for student **reassessments**,
 - a **minimum grade** that **differentiates** between **attempted** and **unattempted** assignments,
 - **regulations** on **accepting late work** from students
 - requirements for **communication** of **low performance** to parents,
 - a **minimum number** of **assignments** per marking period and/or deadline for posting grades.

Office of Instruction

Recommendations for Regulation Language

Purpose of 26/27 Changes

Changes for this year are targeted to:

Be a Start not an End	Increase Communication
• Achievable • Room for the Committee	Students and families should be able to know: • when work is missing, • when students may fail, • how grades are calculated.
Reflect Community Feedback	Increase Accuracy, Clarity, and Consistency
We want: • grades to show how much is learned. • students to take their studies seriously. • students to achieve excellence. • teachers spending time designing instruction	• Changes that impact grades will be small and targeted • Create uniform practices where we are an outlier • Record and publish our common practices

Recommendations:

Communication and Clarity

- Increased grading *transparency*
- Proactive family *communication*

Proposed Regulation Language

Required family contact

- Teachers are required to communicate with parents or caregivers regarding student progress if a student is at risk of failing, or will fall 2 or more letter grades in a class at the 6-week mark of each quarter.

Rolling semester average

- Grades are calculated up until the Semester.
- Semester 1 and Semester 2 grades each equal 50% of the final grade.
- Final grades will be calculated with each semester equaling 50% of the final grade.

Recommendations:

Work Habits Effect on Grades

- Accepting *late work* from students
- Reasonable limitations for student *reassessments*

Proposed Regulation Language

Regulations on accepting late work from students

Late work shall be accepted without penalty for the longer of 2 weeks or 3 class meetings from the due date. Following that time period, any late work may only receive a maximum grade of 85.

Retake guardrails

- Students may retake/revise each graded assessment/project/paper *one* time.
- To be eligible to retake or revise:
 - The student's initial score must be below 90, and their retake/revision score cannot exceed 90.
 - Practice assignments tied to the assessment, in the current unit of study, must be completed before the retake or revision.

Recommendations:

Calculating Grades

- Increased Grading *Transparency*
- Establish a Differentiated Grade Floor

Proposed Regulation Language

Establish a minimum number of assignments

- Teachers will be required to enter a minimum of five grades into the gradebook over the course of each quarter. These grade should be a combination of assignments in the summative and formative categories each quarter.
- Collaborative teams are required to set the grading design so that no one assignment/assessment counts for more than 35% within a quarter. This will ensure that no one assignment has a disproportionate impact on the quarter grade.

Publish secondary grading scale

Proposed Scale with Differentiated Floor

Letter Grade	Number Scale	Description	Quality Points	Quality Points for High School Honors, AP, IB, and DE Courses
A	90-100	Excellent	4	5
B	80-89	Good	3	4
C	70-79	Satisfactory	2	3
D	60-69	Limited Understanding	1	2
F*	40-59	Very Poor	0	0

*** A Grade of 40 will be reserved for missing work. All submitted work that is reasonably complete will receive a grade of 50 or higher.**

Next Steps

- We will revise and republish the grading handbook.
- School Leaders will receive professional learning on 7/23.
- New Teachers will receive training at New Teacher Academy.
- School Leaders will facilitate sessions and make expectations clear during pre service week.
- On 8/7 the Office of Instruction will hold FAQ sessions for any teachers interested.
- We will communicate with families during pre-service week.

Questions

