



THE SCHOOL DISTRICT OF
PHILADELPHIA



MARKING GUIDELINES

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Grades

4 - 8

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Note: These Amended Marking Guidelines are the result of feedback from the field regarding subject area grading. No policy changes have been made; however, the content is streamlined to provide quick, relevant information for consistent grading. Additional resources on content areas, Students with Disabilities, and English Learners (EL) are available in the Marking Guidelines Appendices and can be found on the Office of Curriculum, Instruction, and Assessment website.

Introduction

The School District of Philadelphia has implemented a PA Common Core Standards-driven curriculum with aligned assessments in all content areas. The purpose of this document is to ensure consistency across the district as teachers calculate report card grades which reflect their classroom data and observations. Ultimately, it is expected that teachers use this guide as a tool in their professional decision-making when assigning marks,

According to the Pennsylvania Department of Education’s Chapter 4 regulations, all students are required to be instructed in the arts (visual arts, music, theater, and dance), health, and physical education during the school year. In some cases, schools are not able to provide these instructions in a given Term. If a classroom teacher does not provide the arts, health, or physical education instruction, then no grade will be given during that particular Term.

The Alphanumeric Equivalency Chart below reflects the numeric mark assigned to each letter grade and is applied to all subject areas:

Numeric scores for all content areas should be converted into the following letter grades:
100–90 = A
89–80 = B
79–70 = C
69–60 = D
59–50 = F

Notes:

- Students whose final average falls below a 60 will receive an “F” on the final report card.
- Benchmark Assessments are not a part of the report card grade. They are used as formative assessments to guide instruction.

Students with Disabilities

Grading of students with disabilities should be in collaboration with the special education teacher(s) that service the student.

Students with Individualized Education Programs (IEP) must be provided with the same opportunity to receive grades in relation to expectations for grade level standards; this is a civil right. Since special education students are a heterogeneous group with various disabilities which impact learning, some may not achieve certain grade-level standards without special services and supports.

For students with accommodations, the content of the standard remains the same, but the method for learning and demonstrating mastery of a standard may be adjusted.

Modifications, on the other hand, can mean changing the standard itself, identifying standards that are fundamentally related but also developmentally appropriate. The Individual Education Plan (IEP) team make decisions regarding what content areas, if any, require modifications of the grade level standards. The adaptations should be about student achievement, and they should result in grades that communicate clear information to students and parents.

Students with Disabilities (Continued)

For all students with an IEP, a progress report must be provided with the report card that identifies how students are performing on appropriately challenging learning tasks as outlined in the goals and objectives of their IEP. *The IEP team determines how frequently progress is reported to the parent which may vary but a progress report must accompany every quarterly report card.

Progress monitoring must take place to ensure that the elementary and secondary grades are awarded, based on the students' IEP goals, as evidenced by the above reporting requirements.

Students with IEPs who are not meeting their IEP goals, the IEP team must reconvene the IEP meeting to discuss the lack of progress and any additional supports that the student requires to make progress.

Students with IEPs who are not meeting their IEP goals due to attendance/truancy concerns, the IEP team must reconvene the IEP meeting and create a Student Attendance Intervention Plan.

Guidelines for the promotion/retention of students with IEPs:

- Students must have their progress reviewed quarterly at minimum by the IEP team to determine whether they have successfully met their academic goals. Promotion and retention will be based on this review.
- Resources to consider when Grading Students with Disabilities:
 - [Model for Grading Exceptional Students](#)
 - [OCR Questions and Answers on Report Cards and Transcripts For Students with Disabilities Attending Public Elementary and Secondary Schools](#)
 - [Dear Colleague Letter](#)

English Learners (EL)

- English Learners may not be given a failing mark based on their level of English proficiency. For any failing marks, teachers (classroom and ESL) must provide documentation that instruction was scaffolded and multiple forms of assessment were utilized. In addition, parents must be notified when a student is not making sufficient progress.
- An English Learner's instructional and independent reading level(s) may be below grade level because of his/her English language proficiency level. When this is the case, a below-grade reading level is not sufficient cause to lower a student's reading grade.
- The classroom teacher must collaborate with the ESL teacher when determining the reading, writing, and oral communication grades.
- Grading in all subjects must follow the same procedures outlined in the alphanumeric Equivalency Chart. However, teachers must use the WIDA Can Do Descriptors, available in the appendices or at www.wida.us/standards/CAN_DOs/, to inform scaffolded instruction and assessments. Grades must be determined based on scaffolded instruction and assessment.
- Students that have been in the country less than 15 school days may be given a NG (No Grade). The reason code is "No grade due to late admission."
- For further information regarding assessment of students in dual language programs, see the Dual Language Program Handbook, downloadable at: <https://www.philasd.org/multilingual/wp-content/uploads/sites/118/2018/09/DL-Handbook-Revised-9-13-18.pdf>

Policy Statement

- In grades 1 and 2, students must pass reading and math.
- In grades 3 through 7, students must pass reading, math, and science.
- In grade 8, students must pass reading, math, science, and social studies.

The School District requires all students to meet specified requirements for promotion and graduation in accordance with federal, state and local guidelines.

Children with disabilities will be promoted or will graduate if they satisfy the requirements of a program developed by an Individualized Education Program team.

Policy Procedures

Principals are required to monitor all report card grade entries made by teachers.

NOTE: This Promotion and Graduation Policy is on record as of 2004/2005. This revision reflects this policy, with the exception of the TerraNova and End of Grade (EOG) tests, which are no longer used.

Grading Policy

All grades will be recorded in the district provided electronic grade book in Infinite Campus, the Student Information System. It is suggested that students receive written feedback twice weekly and that teachers enter at least two grades per week.

Reading

In adherence with our instructional model based on the PA Core Standards for Reading, the purpose of assessment is to measure students' ability to gather, comprehend, evaluate, synthesize, report on, and interact with an extensive range of print. Teachers evaluate student progress using individual reading assessments, anecdotal records, student-teacher conference, and observations. Teachers need to determine the reading behaviors students have mastered and the reading behaviors still in development.

Independent Reading Levels Grades 4-

The independent reading level is the level at which students can read without assistance. To identify a student's independent reading level teachers may use the following assessments. **The independent reading level is NOT recorded on the report card.**

aimswebPlus

To determine the student's independent reading level teachers may use the aimswebPlus Reading Comprehension (RC) score. Teachers can obtain the independent reading level by acquiring student's Reading Comprehension score and using the Reading Level Equivalency Chart (See page 9).

DRA2

Teachers will use the DRA2 Continuum to track a student's level for the following reporting categories: **reading engagement, oral reading fluency, and comprehension**. For each reporting category, students will be identified as emerging, developing, independent, or advanced.

- For an Independent level the student's total Oral Reading Fluency score and total Comprehension score must be at least within the Independent range on the Continuum. If the student's scores are below Independent, reassess with a lower-level text at another time.
 - See page Developmental Reading Assessments Guide, pages 38-58, in the DRA2 Teacher's Guide.

Instructional Reading Levels Grades 4-8

The instructional reading level is the level at which the student can read and comprehend with support from the teacher. Sometimes a small amount of review is necessary in September to refresh instructional reading level skills. If it is determined that the previous June level is too high, teachers may lower an instructional reading level by one level with proper documentation such as, anecdotal records, writing samples, and/or administrative approval. ***This can only be done for the first marking period.***

To determine the student's instructional reading level for Grades 4-8, refer to the grade equivalent column on the enclosed chart and consider student data. The instructional reading level is recorded on the report card.

1. Administer the reading assessment

- aimswebPlus for grades 4 - 5
- STAR for grades 6 - 8

This is a starting point, but does not determine the highest instructional reading level in isolation of other data (DRA 2, observations, formative assessments, anecdotal notes).

2. Confirm the accuracy of the assessment results during guided reading and/or small group instruction.

- Students who are not on grade level, but no more than a year behind are identified by the marking guidelines as possibly needing strategic intervention.
- Students who are more than a year behind grade-level are identified by the marking guidelines as possibly needing intensive intervention.
- Use data collectively to determine the highest instructional level and subsequent independent reading level. **STAR and aimswebPlus data, alone, do not determine a student's reading level for report cards or the placement of a student into an intervention.**

Goals for Instructional/Independent Reading Levels - in Grades 4 and 5

The Goals for Instructional and Independent Reading Levels serve as a guide. Please use a combination of anecdotal notes, running records, and reading assessments to accurately identify a need for strategic or intensive interventions.

Please note that “+” includes the level and above; for example W+ indicates that the student is reading at level “W or Higher”.

Grade 4	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level Based on Month</i>	P+ O+ 4.0+	Q+ P+ 4.2+	Q - R+ P - Q+ 4.5+	R+ Q+ 4.7 +	S+ R+ 4.9+
STRATEGIC INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	O (3.0 - 3.9)	P (3.2 – 4.1)	P - Q (3.5 – 4.4)	Q (3.7 – 4.6)	R (3.9 – 4.8)
INTENSIVE INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	Below O 2.9 and Below	Below P 3.1 and Below	Below P 3.4 and Below	Below Q 3.6 and Below	Below R 3.8 and Below
Grade 5	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level Based on Month</i>	S+ R+ 5.0+	T+ S+ 5.2+	T - U+ S - T+ 5.5+	U+ T+ 5.7+	V+ U+ 5.9+
STRATEGIC INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	R (4.0 - 4.9)	S (4.2 – 5.1)	S - T (4.5 – 5.4)	T (4.7 – 5.6)	U (4.9 – 5.8)
INTENSIVE INTERVENTION <i>F & P Instructional Level</i> <i>Grade Level Based on Month</i>	Below R 3.9 and Below	Below S 4.1 and Below	Below S 4.4 and Below	Below T 4.6 and Below	Below U 4.8 and Below

Note: See Appendix for information regarding Special Education: Students with Disabilities and English Learners (EL).

Goals for Instructional/Independent Reading Levels – in Grades 6-8

- The Goals for Instructional and Independent Reading Levels serve as a guide. Please use a combination of anecdotal notes, running records, and reading assessments to accurately identify a need for strategic or intensive interventions
- Please note that “+” includes the level and above; for example W+ indicates that the student is reading at level “W or Higher”.

Grade 6	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level</i>	V/W+ U+ 6.0+	W+ V+ 6.2+	X+ W+ 6.5+	X+ W+ 6.7+	Y+ X+ 6.9+
STRATEGIC INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	U (5.0-5.9)	V (5.2 – 6.1)	W (5.5 – 6.4)	W (5.7 – 6.6)	X (5.9 – 6.8)
INTENSIVE INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Below U 4.9 and below	Below V 5.1 and below	Below W 5.4 and below	Below W 5.6 and below	Below X 5.8 and Below
Grade 7	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level</i>	Y+ X+ 7.0+	Y+ X+ 7.2+	Z+ Y+ 7.5+	Z+ Y+ 7.7+	Z+ Y+ 7.9+
STRATEGIC INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	X (6.0 – 6.9)	X (6.2 – 7.1)	Y (6.5 – 7.4)	Y (6.7 – 7.6)	Y (6.9 – 7.8)
INTENSIVE INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Below X 5.9 and Below	Below X 6.1 and below	Below Y 6.4 and below	Below Y 6.6 and Below	Below Y 6.8 and Below
Grade 8	September	1st Term (November)	2nd Term (February)	3rd Term (April)	4th Term (June)
TARGET LEVEL <i>F & P Instructional Level</i> <i>F & P Independent Level</i> <i>Grade Level</i>	Z+ Y+ 8.0+	Z+ Y+ 8.2+	Z+ Y+ 8.5+	Z+ Y+ 8.7+	Z+ Y+ 8.9+
STRATEGIC INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Y (7.0 – 7.9)	Y (7.2 – 8.1)	Y (7.5 – 8.4)	Y (7.7 – 8.6)	Y (7.9 – 8.8)_
INTENSIVE INTERVENTION <i>F & P Level</i> <i>Grade Level</i>	Below Y 6.9 and Below	Below Y 7.1 and Below	Below Y 7.4 and Below	Below Y 7.6 and Below	Below Y 7.8 and Below

Note: See Appendix for information regarding Special Education: Students with Disabilities and English Learners (EL).

Reading Level Equivalency Chart | DRA2

Grade	DRA 2	Independent Reading Level	Instructional Reading Level
4 (Sept.)		O (3.6)	P (4.0)+
4 (Nov.)	40	P (3.8)	Q (4.3)+
4 (Feb.)		Q (4.1)	Q - R (4.6)+
4 (Apr.)		R (4.6)	R (4.8)+
4 (Jun.)		S (4.8)	S (5.0)+
5 (Sept.)	50	S (4.8)	S(5.0)+
5 (Nov.)		T (5.1)	T (5.3)+
5 (Feb.)		T (5.3)	T - U (5.6)+
5 (Apr.)		U (5.6)	U (5.8)+
5 (Jun.)		U (5.8)	V(6.0)+

Reading Level Equivalency Chart | aimswebPlus

Use the student's **Reading Comprehension (RC)** score to determine the student's independent reading level.

- The independent reading level obtained from aimswebPlus is a data point. **Teachers must use the aimswebPlus data in conjunction with other data points** (observations, anecdotal records, formative assessments, summative assessments, other diagnostics, etc.) **to determine a reading level and the need for an intervention.**

Grade Level	Minimum Score	Maximum Score
0.9	0	109
1	110	113
1.1	114	118
1.2	119	122
1.3	123	125
1.4	126	129
1.5	130	132
1.6	133	135
1.7	136	137
1.8	138	140
1.9	141	142
2	143	145
2.1	146	147
2.2	148	149
2.3	150	151
2.4	152	153
2.5	154	155
2.6	156	157
2.7	158	159
2.8	160	161
2.9	162	162
3	163	164
3.1	165	166
3.2	167	167
3.3	168	169
3.4	170	170
3.5	171	172
3.6	173	173
3.7	174	174
3.8	175	176
3.9	177	177
4	178	178
4.1	179	179
4.2	180	181
4.3	182	182
4.4	183	183
4.5	184	184
4.6	185	185
4.7	186	186
4.8	187	188
4.9	189	189
5	190	190
5.1	191	191
5.2	192	192
5.3	193	193

Reading Level Equivalency Chart | aimswebPlus (Continued)

5.4	194	194
5.5	195	195
5.6	196	196
5.7	197	197
5.8	198	198
6	199	199
6.1	200	200
6.2	201	201
6.3	202	202
6.4	203	203
6.5	204	204
6.6	205	205
6.8	206	206
6.9	207	207
7	208	208
7.1	209	209
7.3	210	210
7.4	211	211
7.5	212	212
7.6	213	213
7.8	214	214
7.9	215	215
8	216	216
8.2	217	217
8.3	218	218
8.5	219	219
8.6	220	220
8.8	221	221
8.9	222	222
9	223	223
9.1	224	990

STAR Instructional Reading Level (IRL) and Need for Intervention:

STAR will obtain an instructional reading level for a student. Students whose instructional reading level falls between the 24th and 10th percentile rank are identified as needing strategic intervention within the STAR screening report. Students whose instructional reading level falls below the 10th percentile rank are identified as needing intensive intervention within the STAR Screening Report .

- **Complete Breakdown of Percentile Ranks on the STAR Screening Report:**
 - 40% and Above = on grade-level and above
 - 39% - 25% = on watch
 - 24% - 10% = Strategic Intervention
 - 10% and Below = Intensive Intervention

The instructional reading level obtained from STAR is a data point. The percentile rank a student is placed into is another data point. **Teachers must use the STAR data in conjunction with other data points** (observations, anecdotal records, formative assessments, summative assessments, other diagnostics, etc.) **to decide if a student actually requires an intervention.**

The instructional reading levels listed below will demonstrate the need for a teacher to closely examine if a student requires a strategic or intensive intervention.

STAR: Strategic Intervention below 24% - 10%			
	Fall	Winter	Spring
6	4.4	4.6	4.8
7	4.9	5.2	5.4
8	5.7	6.0	6.2
9	6.3	6.4	6.6
10	6.6	6.6	6.7
11	6.7	6.8	6.9
12	7.2	7.6	7.9

STAR: Intensive Intervention Below 10%			
	Fall	Winter	Spring
6	3.4	3.7	3.9
7	3.9	4.1	4.2
8	4.4	4.5	4.7
9	4.8	5.0	5.3
10	5.4	5.4	5.4
11	5.4	5.6	5.8
12	5.7	5.9	6.0

Determining a Reading Grade

To determine the report card grade, the teacher uses a **COMBINATION** of graded assignments and the student's independent reading level. **The reading level alone does not determine the reading grade.**

First, generate the numeric average of all graded assignments using the following weights:

Component	Weight
Tests/Quizzes	40%
Classwork/Participation (written or oral work completed during class)	30%
Projects/Presentations (ongoing endeavors that exhibit mastery of a concept in the curriculum)	20%
Homework	10%

Second, the numeric average is one consideration when determining a student's grade. It may be adjusted based on reading level as indicated by the chart below:

Letter Grade	Numeric Score	Instructional Reading Level
A	100-90	At or above grade level
B	89-80	At or above grade level
C	79-70	At grade level/no more than 1 year below
D	69-60	1½ to 2 years below grade level
F	59-50*	More than 2 years below grade level

These graded assignments must reflect a balance of **grade-level tasks**, as well as work at a student's independent and instructional reading level. Benchmark Assessments are not a part of the report card mark.

Notes:

- A reading grade will be assigned to each of the four Terms. How to determine a reading grade is defined in the chart above.
- An additional column will be added to the report card. This column will show the average grade of the 4 Terms.
- **See Appendix** for information regarding Special Education: Students with Disabilities.
- **See Appendix** for more information on determining Instructional/Independent Reading Levels and grade level targets.
- **See Appendix** for Pennsylvania Department of Education Reading Assessment Rubric: **Text Dependent Analysis**.

Writing

Students need to learn to use writing as a way of offering and supporting arguments, demonstrating understanding, and conveying thoughts, feelings, and experiences (real and imaginary).

Students are expected to write for different purposes and audiences. They are expected to write clear and focused text that conveys a well-defined perspective and appropriate content.

The writing grade measures development and growth over time by assessing the following different modes of writing: Informative/Explanatory, Opinion/Argumentative, and Narrative. Writing samples completed by students are scored using the following guidelines:

- PSSA Informative/Explanatory Scoring Guidelines
- PSSA Opinion/Argumentative Scoring Guidelines
- PSSA Narrative Scoring Guidelines

To determine a report card mark, evaluate the **collection of scored writing** produced by the student.

1. Determine which writing samples to score. Make sure there are enough samples/scores to demonstrate writing across modalities.
2. Each writing sample receives a score according to the PSSA Scoring Guidelines for each specific mode (Informational/ Explanatory, Argumentative/Opinion, Narrative, and Text Dependent Analysis).
3. For each writing sample, determine a score of 4, 3, 2, or 1.
4. Add all the writing samples scores together and divide by the total number of samples to get an overall rubric score for writing.
5. Convert the rubric score into a numerical score and report card grade using the following table to generate a report card grade.

Rubric Score	Numeric Score	Report Card Grade
4.0 - 3.8	100-90	A
3.7 - 3.0	89-80	B
2.9 - 2.0	79-70	C
1.9 - 1.0	69-60	D
0.0 - 0.9	59-50	F

Notes:

See **Appendix** for all Pennsylvania Writing Rubrics.

Mathematics

The goal of mathematics instruction is to promote conceptual understanding while supporting procedural fluency and application. Mathematical proficiency in grades 4-5 includes Numbers and Operations in Base Ten, Numbers and Operations – Fractions, Operations and Algebraic Thinking, Geometry, and Measurement and Data. In grades 6-8, students begin to develop proficiency in the Number System, Systems and Equations, Geometry, and Statistics and Probability. Ratios and Proportional Relationships are unique to grades 6-7. Students begin to study Functions in grade 8.

Teachers should support students consistently as they:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grades 4 and 5

Component	Weight
Tests/Quizzes	40%
Classwork/Participation (written or oral work completed during class)	30%
Projects/Presentation (ongoing endeavors that exhibit mastery of a concept in the curriculum)	20%
Homework	10%

Grades 6-8

Component	Weight
Tests/Quizzes	40%
Classwork/Participation (written or oral work completed during class)	30%
Projects/Presentation (ongoing endeavors that exhibit mastery of a concept in the curriculum)	20%
Homework	10%

Notes:

“Classwork” is defined as a product that is to be completed by the student in class.

Science

Acquiring scientific knowledge involves the following: constructing hypotheses, conducting observations, formulating useful questions that provoke scientific inquiry and mastering content knowledge. Students in science need to be exposed to and participate in the experimental design process through hands on manipulation of materials.

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies (chapter tests, unit exams, performance-based assessments, labs, research, etc.)

Generate the numerical average of all graded assignments using the following suggested weights:

Component	Weight
Tests/Quizzes	40%
Classwork/Participation (written or oral work completed during class)	30%
Projects/Presentation (ongoing endeavors that exhibit mastery of a concept in the curriculum)	20%
Homework	10%

Notes:

“Classwork” is defined as a product that is to be completed by the student in class.

Social Studies

In social studies, focus questions and global themes allow students to understand self, neighborhood, community, city, state, nation and the world.

Teachers have multiple opportunities to evaluate student progress using a variety of assessment strategies (chapter tests, unit exams, journal writing, performance-based assessments, research, etc.).

Component	Weight
Tests/Quizzes	40%
Class Work/Participation (written or oral work completed during class)	30%
Projects/Presentation (ongoing endeavor that exhibits mastery of a concept in the curriculum)	20%
Homework	10%

Notes:

“Classwork” is defined as a product that is to be completed by the student in class.

Digital Literacy and Technology Skills

The purpose of assessing digital literacy and technology skills is to measure levels of proficiency as indicated in Pennsylvania Business, Computers and Informational Technology Standards

Teachers are encouraged to use multiple opportunities to evaluate student progress using the following suggested assessment tools: anecdotal records, class participation, finished projects (individual/group), logs, portfolios, presentations, quizzes/tests and reports. **See the Curriculum Engine for additional resources.**

Scoring: Multiple assessments are needed to calculate one report card grade.

Assessments for each marking period should be based on the following Digital Literacy and Technology Strands:

- Computing and Society: Internet Safety
- Digital Tools and Collaboration
- Digital Media and Literacy
- Computer Science Fundamentals and Coding

Health

Grading in health is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**

Physical Education

Grading in physical education is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**

Visual Arts

Grading in visual arts is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**

Music

Grading in music is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**

Dance

Grading in dance is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**

Theatre

Grading in theatre is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**

World Language

Grading in world language is consistent with the criteria as indicated in the Alpha/Numerical Equivalency Chart on page 3. **See Appendix for additional information on instruction.**