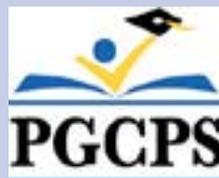


Administrative Procedure 5121.1

Grading and Reporting for Elementary Schools Early Childhood through Grade Five



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PREFACE TO ADMINISTRATIVE PROCEDURE 5121.1

The purpose of Administrative Procedure 5121.1 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in Prekindergarten, Kindergarten, and Grades 1 through 5 in all elementary schools and centers in the Prince George's County Public Schools. See Administrative Procedure 5121.2 for Grade 6.

COMAR (Code of Maryland Regulations) 13A.03.02.08 states that each local school system shall develop a written policy on grading and reporting.

Each local school system will file its grading and reporting policies with the State Superintendent of Schools. The following procedures have been developed according to COMAR regulations. (Board Policy 5121)

The Board of Education believes that all students can learn and achieve at high levels, that rigorous performance standards and achievement standards are essential components of developing and delivering quality instruction, and that regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students' learning. (Board Policy 5121)

Principals or their designees are responsible for reviewing procedures with staff and ensuring that grading and reporting policies are applied consistently within their school.

RATIONALE

1. Grading and promotion within the Prince George's County Public School System will be based upon the degree of success an individual student has achieved in completing the educational program designed to meet his/her unique needs.
2. Every student will have the opportunity to earn grades that reflect his/her ability to demonstrate learning outcomes and be graded only in accordance with their achievement on material or information based on specified learning outcomes and approved curricula.
3. The bell curve will not be used as a basis for determining student grades.
4. Grades will be based on summative assessments and the completion of formative and practice assignments.

COURSE OF STUDY SYLLABUS

At the beginning of a grade or a course of study, teachers shall provide access online or hard copy for students and parents/guardians to a written course outline, syllabus, or overview of grade/course expectations. Course outlines, syllabus or overviews of a grade/course expectations can be found on curriculum framework documents and curriculum staff portal sites.

GRADING ELEMENTS

The grades eligible for use on assignments, assessments, and report cards are A, B, C, D, E, I, P, F, PR, IP, EM, ND with no plus or minus signs. Reading level grades are ABL, OGL, and BL. Interpretation of grades is as follows:

1. Prekindergarten

Proficient (P) - child consistently exhibits the skill independently

In Process (I) - child shows exhibits the skill when given adult assistance

Not Yet Evident (N) – child is unable to demonstrate the skill even when given adult assistance.

2. Kindergarten and Grade 1

PR = Proficient – child can demonstrate indicator independently 90 – 100%

IP = In Process – child can reliably demonstrate indicator 80 – 89%

EM = Emerging – child demonstrates indicator with assistance 70 – 79%

ND = Needs Development - child does not demonstrate indicator 50 – 69%

3. Grades 2 – 5

A = Excellent progress at the level of instruction indicated 90 – 100%

B = Above Average progress at the level of instruction indicated 80 – 89%

C = Average progress at the level of instruction indicated 70 – 79%

D = Below Average progress at the level of instruction indicated 60 – 69%

E = Unsatisfactory progress (failure) at the level of instruction indicated below 60%

I = Incomplete. The "I" grade may be used for elementary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner.

P = Pass (credit bearing).

F = Fail (not credit bearing).

4. Factors used to determine K – 5 student grades include the following: (see attachments)

- a. Class Work
- b. Homework
- c. Assessments

5. Reading Level

ABL = Above Grade Level

OGL = On Grade Level

BL = Below Grade Level

Below Grade Level (BGL), On Grade Level (OGL), and Above Grade Level (AGL) designations on report cards should be determined by weighing multiple forms of assessments; formative and summative. No one assessment is a complete picture of a student's current reading attainment. Factors to consider are available from the PGCPS Elementary Reading/English Language Arts Office.

6. Prekindergarten will utilize curriculum-based assessments to determine progress toward the mastery of the indicators and objectives based on the Maryland State standards (PreK Maryland College and Career Readiness Standards, Maryland Social Foundations Framework, State Curriculum). Data is analyzed for the Work Sampling System using the following scale:

Proficient (P)-child consistently exhibits the skill independently

In Process (I)-child shows exhibits the skill when given adult assistance

Not Yet Evident (N)-child is unable to demonstrate the skill even when given adult assistance.

7. For Grade 6, refer to Grading and Reporting for Middle Schools (A.P. 5121.2).

REPORTING AND RECORDING GRADES

1. Reporting

a. In reporting to parents/guardians, a grade is used to indicate the performance of each student in relation to the attainment of learning outcomes and approved curricula.

b. Students and/or parents/guardians may request one additional opportunity to improve a score on a qualifying assessment, activity, or assignment that demonstrates knowledge of course content, skills, and standards. An assessment, activity or assignment is considered qualifying if the following criteria are met:

1) The student completed and submitted the original assessment, activity, or assignment by the due date.

2) The student participated in the teacher-facilitated re-teaching (before, during, or after school) within five school days following the return of the original graded work.

3) Within ten school days of receiving the returned original graded work, the student completed and resubmitted the new assessment, activity, or assignment.

4) The higher grade shall be the grade of record.

5) If the work is not eligible for reassessment, that must be identified in writing at the time of original assignment. Final research reports and projects that culminate a unit of study, or final semester or marking period exams may not be reassessed.

6) Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

c. A grade for each subject will be recorded on the report card.

d. By the end of the first ten (10) days of school, teachers will communicate in writing the grading procedures, grading factors, and weight assigned to each factor to all students and parents (see

attachment).

e. A student enrolled for twenty-one (21) days or more after the start of the quarter must receive a grade for that grading period.

2. Recording

Teachers will maintain a record of each student's work, progress, and attendance on a daily basis.

a. Teachers and schools will maintain records of student progress. It is expected that teachers will enter the numeric grade for student work into their electronic grade book and return that work to students within ten business days of the due date. However, it is recognized that to provide meaningful feedback to students, teachers may not be able to read/review and post the grade within ten business days, and, on those assignments, teachers may provide written notice on the rubric or assignment with a projected date that grades will be returned to students. Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

b. Teachers will grade and give a score for all student assignments in grades 2-5, when appropriate, including class work, homework, written assignments, projects, and labs. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student completed the entire assignment and made a good faith effort. Good faith effort is evidenced by the student displaying persistence, striving for accuracy, time on task, and/or trying an alternative method to solve a problem (which may not be accurate). It is also a display of thinking as a student works to sort through ideas, apply context or figure out how to solve problems. If a student does no work on an assignment, the teacher shall assign a grade of zero.

c. Principals (or their designees) are responsible to oversee the entry of numerical grades per week in SchoolMAX.

1) In classes that meet 4-5 times per week, the classroom teacher must record in SchoolMAX a minimum of two numerical grades per week in each subject for each student. If a class meets once a week then only one grade will be recorded.

2) Grades must be recorded in each category quarterly (class work, homework, and assessments).

d. Minimum number of grades per week exemptions: Due to limited time with students and the nature of the work assigned, the following subject areas are exempt from the minimum number of grades per week - Prekindergarten, Kindergarten, Elementary Physical Education, Elementary Arts (Music, Band, Orchestra, Art, Dance, Drama, Media Arts) and Elementary ESOL classes.

e. Prekindergarten will not generate grades. Designated data collections strategies will be implemented. Refer to item #6 above under the previous section "Grading Elements."

f. Teachers will return graded papers and assignments in order to provide on-going, timely feedback to student and parents.

g. A student will receive a failing grade ("E") for assignments, tests, or quizzes when the following occurs:

1) A student has cheated on a test, quiz, or assigned project.

2) A student fails to produce work within an assigned timeframe.

3) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.

4) A student has been unlawfully absent.

5) A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).

h. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.

- i. Social Skills and Work Habits will each receive one grade per week. Teachers will give one grade within the first two weeks in these categories. This grade will stand and serve as the default grade. The teacher will update this grade whenever a change is noted in the student's performance. Grading factors are not included for these categories and will not be included in the student's GPA nor be considered for Honor Roll.
- j. Grading factors will not include systemic assessments that are a part of the benchmarking measures.

GRADING – LAWFUL ABSENCES (REFER TO A.P. 5113)

1. A student who is considered lawfully absent (Refer to A.P. 5113) from a class will have the opportunity to make up missed assignments.
2. Teachers are required to provide make-up work within 48 hours of the day a student returns from a lawful absence, including suspensions and those who did not qualify for home instruction.
3. A student who is lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.
4. The number of days allowed to make up missed work will be equivalent to the number of days of lawful absence. This timeline will begin when the teacher provides the student with the assignments within 48 hours of the request. A student who fails to complete missed assignments within the allotted time as defined by the teacher will receive a 0 (zero) for each assignment.
5. If a lawfully absent student returns to school near the close of the marking period and does not have sufficient time as described above to make up the missed work, an "I" grade will be assigned, and a comment will be entered that make-up work is pending.
 - a. If a student fails to meet established deadlines for completion of assignments (see above), all missing grades will be converted to 0 (zero) per assignment.
 - b. The student's average for the previous marking period (the marking period in which the "I" grade was assigned) will be recalculated and changed on the report card by the next marking period.
 - c. The online Grade Change Authorization Form (PS-140) must be used to authorize and document this change.
6. In the fourth marking period, if an "I" grade would otherwise have been assigned, teachers will use all existing grades to determine the student's fourth marking period grade. A request for an exception may be made to the Principal.
7. If a student is present in class and does not work on the task/assessment within the timeframe as established by the teacher, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.

GRADING – UNLAWFUL ABSENCES (REFER TO A.P. 5113)

1. In elementary schools, a student with unlawful absences will receive a "failing" grade for any day(s) of such absence(s). The failing grades will be averaged with other daily grades. Teachers should enter "0" (zero) in SchoolMAX for unexcused absences and add a comment to the note section for each applicable assignment "unexcused absence."
2. The school is not required to provide make-up work for unlawful absences.

DETERMINING FINAL GRADES (GRADES 2 – 5)

1. All quarter grades will be given equal weight when computing final grades.
2. In averaging final course grades, the letter grades for all quarters are translated to the traditional four-point scale for students. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters.
3. The grading scale for final grades is as follows:

3.5 – 4.0	A
2.5 – 3.4	B
1.5 – 2.4	C
0.6 – 1.4	D
0.0 – 0.5	E
4. The credit value is as assigned for the following courses:
 5. 1.0 credit courses include Mathematics, Reading/English Language Arts, Oral and Written Communication, Science, and Social Studies.
 6. 0.5 credit courses include Art, General Music, Health, I-CAL, Instrumental Music, and Physical Education.
 7. Social Skills, Work Habits, and ESOL will each receive a zero (0.0) credit.

GRADE POINT AVERAGE (GPA) (GRADES 2 – 5)

The following numerical equivalents will be used in computing the GPA from report card letter grades in order to calculate honor roll:

A = 4.00 B = 3.00 C = 2.00 D = 1.00 E = 0.00

HONOR ROLL (GRADES 2 – 5)

1. The purpose of the honor roll program is to recognize and honor elementary students who have attained outstanding academic success. The district-wide Honor Roll is designed to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects. All schools will implement this honor roll system that recognizes students for high academic achievement at the end of each marking period during the school year. Schools are required to recognize students for performance at two levels: Principal's Honor Roll and Honor Roll.
2. Students in Grades 2-5 who qualify for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in elementary schools. The following criteria will be used to identify students at each level:
 - a. Principal's Honor Roll: Students with at least a 4.0 GPA.
 - b. Honor Roll: Students with at least a 3.0 GPA or higher.

PROGRESS REPORTS

1. Interim progress reports must be issued for all K-5 students at the middle of each quarter. Individual schools may decide to issue interim progress reports with even greater frequency on their own but not using the SchoolMAX system.
2. Progress reports do not have to be issued to CRI and Pre-Kindergarten students.

3. ESOL elementary students will not receive a progress report grade in the ESOL course.
4. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the school system has passed. Students will receive the grade earned, regardless of notification.

REPORT CARDS

1. Report cards for elementary schools will be distributed on a quarterly or nine (9) week basis.
2. Prekindergarten report cards will be distributed twice a year. The report will contain work samples, to include a self portrait, name sampling, writing sample, art sample and the curriculum-based assessment report for prekindergarten students.
3. Report Card – the following information will appear on the elementary report card where applicable to the grade level:
 - a. School Name
 - b. Course Titles
 - c. Course Grades Earned
 - d. Student Grade Level
 - e. Absences from School
 - f. Tardiness from School
 - g. Teachers' Names
 - h. ESOL courses
 - i. Comments

PARENT CONFERENCES

1. By the end of the first grading period, teachers in elementary schools will identify those students whose progress suggests that a parent or guardian conference should be conducted in the best interest of the student and his/her achievement and school performance. Teachers will inform parents/guardians of the need for a conference.
2. Parent or guardian conferences are encouraged at any time during the school year if the conference will enhance the parent's or guardian's understanding of and support for their child's schoolwork and school performance.

OUTSTANDING OBLIGATIONS FOR TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS

The student is responsible for paying for any textbook assigned to him or her that is not returned or is damaged. Reimbursement fees for lost or damaged core textbooks collected by the school must be remitted to the Accounting Office of Prince George's County Public Schools. At the end of each school year, school staff will provide notification to the parent that an obligation is owed. For students who are on Free and Reduced Meals, parents may request a fee waiver for the maximum amount of 25% of the textbook cost. Report cards and final grades may not be withheld due to outstanding financial obligations.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

1. Federal law requires that an Individualized Education Program (IEP) be developed for all students who receive special education and related services. The IEP Team develops the IEP. The IEP goals and objectives are based upon student needs and should be designed to allow the student to progress in the general education curriculum, as appropriate, with the identified supports and accommodations.
2. Teachers will implement the goals, objectives, supplementary services, accommodations and modifications that have been documented in the student's Individualized Education Program (IEP). Implementation must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment (Maryland Accommodations Manual (MAM), for the Maryland School Assessment for Science or the Maryland High School assessments and the Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility Features and Accommodations Manual for the PARCC assessments in English Language Arts/ literacy and Mathematics). The student shall not receive a lower grade on class assignments, projects, tests and quizzes as result of receiving their approved accommodation and modification documented in the student's IEP. In the event a student with a disability is in jeopardy of failing a subject, an IEP meeting must be held to review and revise the IEP accommodations and modifications as appropriate.
3. There is no waiver for the physical education credit requirement. However, there are modifications one may make based on physical limitations or handicapping conditions. Students may participate in a modified program of physical education based upon individual needs. This requires an individual program be adapted to assist students with any modifications necessary. This program would have to be approved by the physical education teacher, supervisor, and local school system for these modifications to be developed.
4. Students with disabilities who are working toward a diploma will:
 - a. Have access to instructional and assessment accommodations in both general and special education settings, as specified on the IEP, to allow them to progress in the general education curriculum.
 - b. Receive grades based upon progress in the general curriculum, with accommodations, as identified on the IEP.
 - c. Receive the same report card as is used in general education.
 - d. Receive a report of progress related to IEP goals and objectives, in addition to the report card.
5. General and special educators who are teaching in a co-taught class will jointly determine the grades for students with disabilities in their classes under the Individuals with Disabilities Education Act (IDEA).
6. If the special educator or related service provider is the designated primary instructor for a subject, he or she will determine the grade in that subject area.
7. Report cards for students enrolled in Diversified Occupations subjects must include, "Diversified Occupations" as part of the title of each subject.
8. Students with significant cognitive disabilities, who are working toward a Maryland Certificate of Program Completion, shall be instructed, assessed and graded on alternate academic outcomes that are linked to the Maryland College and Career Ready State Standards requiring substantial adaptation and modification of grade-level content in the general education curriculum. Students will receive a report of progress related to IEP goals and objectives in addition to the report card.

STUDENTS RECEIVING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SERVICES

1. Title III of the No Child Left Behind Act of 2001 requires that English Language Learners (ELLs) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

2. Teachers will implement the accommodations that have been documented in the student's Accommodations Documentation for ELL Students. Accommodations must be selected on the basis of the individual student's English proficiency level and must be used consistently for daily instruction and local and state mandated assessments (Maryland Accommodations Manual, MSDE).
3. Students receiving ESOL services will:
 - a. Have access to instructional adaptations/modifications and assessment accommodations in both the general education classroom and ESOL classroom, as specified in the Accommodations Documentation for ELL Students, to allow them to make academic progress in both settings;
 - b. Receive grades based on performance on activities and classroom assessments appropriate to the language proficiency level of the student;
 - c. Receive the same report card as is used in general education;
 - d. Receive a quarterly grade in the ESOL course, ESOL, and a minimum of three comments that reflect language progress; and
 - e. Not receive progress report grades in the ESOL course, ESOL, if they are in elementary.
4. Elementary classroom teachers and ESOL teachers must collaborate throughout the quarter and determine instructional adaptations/modifications as appropriate.
5. In the event that an ESOL student misses all or part of a content area due to ESOL instructional time, classroom and ESOL teachers must collaborate on an appropriate grade in that subject.

TRANSFER STUDENTS

1. The grades of students who transfer into Prince George's County Public Schools from an accredited/approved school will be averaged with grades earned in PGCPs for similar courses to determine a marking period grade.
2. Students entering Prince George's County Public Schools with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. Prince George's County Public Schools' system personnel cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.
3. Transfer grades received in a numeric format only but where the grading scale is different from PGCPs will be converted to numeric grades with the above equivalencies. (For example, when a student arrives with a transfer grade of 65 and the report card indicates that 65 is a Failing grade (E/F), the student's grade is converted to 55 in PGCPs.)
4. Under the direction of the Office of Professional School Counseling, schools will update the records of each student who enters the school system without quarter grades as best they can with the available information. It will be the responsibility of the school registrar to request the student records including an official transcript from the sending school. The Professional School Counselor will then award grades based on the official transcript review. After a thorough search if no information can be located then the final grade will be computed with the grades available.
5. International student placement is evaluated only by the counselors of the International School Counseling Office (ISCO) for grade level and the awarding of credit.
6. A parent or guardian who desires to enroll a child in the Prince George's County Public Schools from home schooling must submit an Application for Admission to Prince George's County Public Schools (Form PS-48) to the Department of Student Services, Home Schooling Office, at least fifteen (15) days prior to starting public school (See Administrative Procedure 5113.5).
7. Questions about transfer students' grades will be referred to the Office of Professional School Counselors.

PROCEDURES FOR APPEAL AUTHORIZATION OF GRADE CHANGE REFER TO A.P. 5116

Within five (5) school days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing. Appeals and Grade Change Authorization are addressed in A.P. 5116; please refer to this procedure for details regarding these actions.

PRINTING AND REQUESTS FOR REPRINTS

The IT technician in each school will coordinate progress report and report card reprints with the Help Desk and the Help Desk will inform Student Applications. Requests for reprints must include the reason for the reprint, the area office for the school, and the preference for reprint by school or by grade level.

MONITORING AND COMPLIANCE

In an effort to ensure that the grading and reporting process applied consistently within schools, the following monitoring tools and processes will be utilized annually.

1. All staff members will review the grading and reporting procedures prior to students arrival at the beginning of each school year. A record containing staff signatures to signify completion of this task will be kept on file in the principal's office for four (4) years.
2. Each semester the Chief Academic Officer will generate a report to monitor the use of the N grade for transfer students and missing quarter grades.
3. Principals, or their designee, will ensure that an electronic or hard copy of the course of study/syllabus is made available to parents/guardians by the end of the second week a class/course begins.
4. Principals, or their designee, are responsible for overseeing the entry of numerical grades per week in the electronic gradebook.
5. At the mid-way point and at the end of each quarter, Area Office staff will generate a report of all electronic gradebooks with no grades in the classwork, homework and/or assessment categories for principal and teacher notification and generate a report of all grades for compliance with this procedure.
6. Refer to Administrative Procedure 5113 for monitoring and accountability processes that will be utilized to ensure compliance with the Student Attendance, Absence and Truancy procedure.
7. Refer to Administrative Procedure 5116 for monitoring and accountability processes that will be utilized to ensure compliance with the Grade Change Authorization and Appeals procedure.

RELATED PROCEDURES AND INFORMATION

Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5125, Individual Student School-Based Records; Administrative Procedure 5116, Grade Change Authorization; Administrative Procedure 10101 Student Rights and Responsibilities Handbook; Student Records Guidelines Manual.

MAINTENANCE AND UPDATE OF THESE PROCEDURES

The Office of the Chief Academic Officer will be responsible for updating these procedures as needed.

CANCELLATIONS AND SUPERSEDURES

This Administrative Procedure cancels and supersedes Administrative Procedure 5121.1, August 1, 2018.

EFFECTIVE DATE

September 24, 2018

Attachment: Content Area Grading Factors

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12

Pre-Kindergarten

Overview: Grading and reporting in Prekindergarten is to provide parents and teachers with information that reflects the child's developmental progress and mastery of the indicators and objectives based on the Maryland State standards (PreK Maryland College and Career Readiness Standards, Maryland Social Foundations Framework, State Curriculum).

The Early Childhood Curriculum Instructional Map includes vertical alignments for Maryland College and Career Readiness Standards. Rubrics should be used to support teachers in making judgments about the extent to which the students have achieved an outcome and in developing the experiences so that students are able to demonstrate outcomes. When displaying children's work, the display should include the developmental progression of the standard. All student work should be "celebrated." Teacher feedback should not be present on student work as there is no scoring rubric in Prekindergarten.

Elementary Mathematics (Grades K and 1)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Mathematics Curriculum Framework Progress Guide.

Teachers will determine the range of points for each assignment and place the assignment in SchoolMax; SchoolMax will then convert the points to a percentage and then the percentage will be converted to a grade of a PR, IP, or ND. **Example Scoring Rubric located after Grades K and 1

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting. Class work must include, but is not limited to:</p> <ul style="list-style-type: none"> • Use of manipulatives • Graphic representations • Group work • Student discourse • Class assignments • Problem of the Week 	55%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion. Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Written assignments (teacher made, Problem of the Week, text materials) • Problem Solving (table setting, time problems, measurement) • Observation of natural occurrences of mathematics (shapes, patterns, symmetry) 	5%
Assessments	<p>This category encompasses both the traditional (paper and pencil exams) and alternative methods of assessing student learning with the goal of mastery. Assessments can include but are not limited to:</p> <ul style="list-style-type: none"> • Written exams and quizzes • Portfolios • Projects • Presentations • Problem of the Week • Anecdotal notes of teacher observation • Student interview 	40%

Elementary Literacy/Reading and Oral and Written Communication (Grades K and 1)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career Ready Standards found in the Reading Curriculum Instructional Maps.

Teachers will determine the range of points for each assignment and place the assignment in SchoolMAX; SchoolMAX will then convert the points to a percentage and then the percentage will be converted to a grade of a PR, IP, or ND.

Example Scoring Rubric located after Grades K and 1

Factors	Brief Description Reading	Brief Description Oral/Written Communication	Grade Percentage Each Per Quarter
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation Phonemic Awareness • Phonics • Vocabulary • Comprehension assignments <p>Note: Graded assignments must reflect each of the above topics.</p>	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation Writing process • Spelling (First grade) • Completion of classroom assignments 	55%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Reading Logs • Written assignments 	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Spelling assignments (First grade) • Writing assignments 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Literacy assessments • Teacher created assessments 	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Grammar assignments • Content of Writing assignments • Spelling Test (First grade) • Published writing 	40%

Elementary Science (Grades K and 1)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Science Curriculum Framework Progress Guide. Teachers will determine the range of points for each assignment and place the assignment in SchoolMax; SchoolMax will then convert the points to a percentage and then the percentage will be converted to a grade of a PR, IP, or ND.

Example Scoring Rubric located after Grades K and 1

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Will include but not limited to activities that involve: <ul style="list-style-type: none"> • Developing and using models • Engaging in argument from evidence • Individual and whole class discussions • Planning and carrying out investigations • Projects • Asking questions (for science) and defining problems (for engineering) • Obtaining, evaluating, and communicating information • Constructing scientific explanations (for science) and designing solutions (for engineering) 	50%
Homework	Will include but not limited to assignments that involve: Developing and using models Obtaining, evaluating, and communicating information Constructing scientific explanations (for science) and designing solutions (for engineering)	10%
Assessments	Will include but not limited to assessments that involve: <ul style="list-style-type: none"> • Pre/post assessments, quizzes, portfolios • Analyzing and interpreting data, using mathematics • Oral or written evaluation that reflects the student's performance on a summary of a lesson, chapter or unit 	40%

Elementary Social Studies (Grades K and 1)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Social Studies Curriculum Framework Progress Guides.

Teachers will determine the range of points for each assignment and place the assignment in SchoolMax; SchoolMax will then convert the points to a percentage and then the percentage will be converted to a grade of a PR, IP, or ND.

Example Scoring Rubric located on the next page.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation • Notebooks/journals • Content vocabulary development • Active participation in whole/small group discussions, presentations and activities • Active participation in social studies projects • Completion of class room assignments 	55%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Written assignments • content reading 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative (presentations, Content based projects, portfolios) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> • Exams • Tests • Quizzes • Portfolios <p><i>Suggested criteria for grading presentations, projects, portfolios:</i></p> <ul style="list-style-type: none"> • Concepts/objectives have been met • Completion of project 	40%

Kindergarten and First Grade Scoring Rubric

Indicator on Child's Work	Teacher's Grade Book	Report Card Equivalent	Description
	9 or 10	PR Proficient 90 – 100%	Student can demonstrate indicator independently.
	8	IP In Process 80 – 89%	Student can demonstrate indicator with minimal adult support.
	7	EM Emerging 70 – 79%	Student demonstrates indicator occasionally with some adult support.
	5 or 6	ND Needs Development 50 - 69%	Student cannot demonstrate indicator.

Teachers are to use observations (“kid watching”), anecdotal records and child portfolio entries to support scoring.

Elementary Mathematics (Grades 2 – 5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Mathematics Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation • Notebooks/journals • Written responses to Constructed Responses. (brief or extended), where applicable • Active participation in whole/small group discussions, presentations and activities • Active participation in math projects • Completion of class assignments 	35%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student’s preparation for class (materials, supplies, etc.). Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Problem of the Week • Friday Night Homework • Winter/Spring Break Packets 	15%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> • Exams • Tests • Quizzes • Portfolios • Research/Unit Projects • Oral presentations/Interview <p>Suggested criteria for grading presentations, projects, portfolios:</p> <ul style="list-style-type: none"> • Concepts/objectives have been met. • Completion of project. 	50%

Elementary Reading and Oral and Written Communication (Grades 2-5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career Ready Standards (MCCRS) found in the Reading Curriculum Instructional Maps.

Factors	Brief Description Reading	Brief Description Oral/Written Communication	Grade Percentage Each Per Quarter
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation • Written responses to text • Active participation in whole/small group discussions • Completion of class room assignments, including independent reading • Evidence based selected responses (3-5), and graphic organizers 	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation • Grammar/Vocabulary assignments • Writing process • Completion of classroom assignments 	35%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student’s preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Reading Logs 	<p>This includes all work completed outside the classroom to be graded on its completion and student’s preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Spelling assignments • Grammar/Vocabulary assignments 	15%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Unit Culminating Task (3-5) • Bringing Words to Life Vocabulary • Comprehension Strategy/Standard Skill Application • Written responses to prose constructed responses (PCR) (for grades 3-5) • Reading responses (oral and written) 	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Content of unit culminating task • Spelling Test • Published writing 	50%

Elementary Science (Grades 2 – 5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Science Curriculum Framework Progress Guide.

Please note: The STEM fair process is designed for students to receive more than a single grade for the entire project. As such, various components of the STEM fair process can be used as classwork, homework and/or assessments.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Will include but not limited to activities that involve: <ul style="list-style-type: none"> • Developing and using models • Engaging in argument from evidence • Individual and whole class discussions • Planning and carrying out investigations • Projects (include parts of the STEM Fair process) • Mandatory: 10% of classwork must be relevant hands-on and lab experiences • Asking questions (for science) and defining problems (for engineering) • Obtaining, evaluating, and communicating information • Constructing scientific explanations (for science) and designing solutions (for engineering) 	45%
Homework	Will include but not limited to assignments that involve: <ul style="list-style-type: none"> • Developing and using models • Obtaining, evaluating, and communicating information • Constructing scientific explanations (for science) and designing solutions (for engineering) 	15%
Assessments	Will include but not limited to assessments that involve: <ul style="list-style-type: none"> • Pre/post assessments, final exams, quizzes, final essays/ reports, portfolios • Analyzing and interpreting data, using mathematics and computational thinking • Oral or written evaluation that reflects the student’s performance on a summary of a lesson, chapter or unit • Final STEM Fair projects should also be a used as an assessment grade. For students that do not participate, teachers will develop an alternative assignment to assess.: 	40%

Elementary Social Studies (Grades 2 – 5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their academic growth. Student assignments should reflect the opportunity to evaluate sources and use evidence to communicate a conclusion to take informed action as engaged citizens.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to:</p> <ul style="list-style-type: none"> • Writing Tasks • Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc. (Appropriate for 2-5. Age appropriate resources are embedded in curriculum maps and text materials). • Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.(Appropriate for 3-5. Links for resources are embedded in curriculum maps.) 	35%
Homework	<p>Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to:</p> <ul style="list-style-type: none"> • Reading • Study Guides • Current Events 	15%
Assessments	<p>Includes formative and summative assessment. Assessments must address content standards and vary to address student population.</p> <ul style="list-style-type: none"> • Unit Assessment • Project Based Assessment i.e. Research Report, Performance, Simulation etc. 	50%

Elementary Dance Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the anchor standards found in the National Core Arts Dance Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<ul style="list-style-type: none"> • Student attends class regularly and actively participates • Performance Warm- Ups • Dance Etiquette • Knowledge of dance terminology and technique • Progression and Proficiency of dance technique • Appropriate dance attire • Journal/Portfolio • Special Projects (In-Class & Home Assignments) • Written Assignments (In-Class & Home Assignments) 	80%
Assessments	<ul style="list-style-type: none"> • Individual and Group Performance (informal and formal) • Peer/Self Evaluations • Test/Quizzes (written and performance) 	20%

Elementary ESOL (English for Speakers of Other Languages)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their language progress toward the mastery of the indicators and objectives found in the Maryland English Language Proficiency Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Assessments	<p>Students will be assessed in the four domains of language proficiency: LISTENING, SPEAKING, READING, and WRITING.</p> <ul style="list-style-type: none"> • All grades recorded must be labeled by the language domain. • Different language domains may be focused on based on the students' needs. • Grades should reflect students' performance relative to their English Language Proficiency in the domain. • Students should receive at least one grade per week depending on the model of instruction*. 	100%

* For ESOL students in the *Structured Immersion* instructional model: six grades per quarter are to be recorded (three speaking, three writing) by the ESOL teacher.

Elementary Health

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Elementary Health Education Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting during instructional time for Health Education. This may include, but is not limited to:</p> <ul style="list-style-type: none"> Drawings/visual representations Group participation* Group discussions Notebooks/journals Vocabulary Written responses Performance Tasks Hands-On Labs Project Collaboration Reassessed assignments Completion of assignments <p>*Will include specific description of activity in gradebook</p>	50%
Homework	<p>This includes all work completed outside the classroom and student’s preparation for class (materials, supplies, etc.)</p> <p>Assignments can include, but not limited to:</p> <ul style="list-style-type: none"> Written responses Health-related projects Opportunities for Self-Correction and Revisions Journals 	20%
Assessments	<p>This category entails both traditional and alternative methods of assessing student learning. This may include:</p> <ul style="list-style-type: none"> Group discussions Completed performance tasks Exams Quizzes Research/Unit Projects Portfolios Oral Presentations Surveys Checklists Exit tickets <p>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</p>	30%

Elementary Instrumental Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Instrumental Music Curriculum Framework Progress Guide. The instrumental music report card provides students grades in six different areas each quarter.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Classwork for the performance based class includes but is not limited to: <ul style="list-style-type: none"> • Being prepared for class with working instrument, music/method book, and other required materials. • Preparation of assigned material, and active participation in performances/concerts. 	60%
Homework	Includes but is not limited to home practice assignments, practice records/journals, ensemble etiquette, and other written homework assignments.	10%
Assessments	Includes but is not limited to performance tasks (playing tests/quizzes), written assessments, portfolios, rubrics, and peer/self evaluations.	30%

Elementary Montessori

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Montessori Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> • Group Participation • Notebooks/journals • Written responses to Constructed Responses. (brief or extended), where applicable • Active participation in whole/small group discussions, presentations and activities • Active participation in math projects • Completion of class assignments • This includes all work completed outside the classroom to be graded on its completion and student’s preparation for class (materials, supplies, etc.) <p>This category encompasses alternative (presentations, projects, portfolios) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> • Quizzes • Portfolios • Research/Unit Projects • Oral presentations/Interview <p>Suggested criteria for grading presentations, projects, portfolios:</p> <ul style="list-style-type: none"> • Concepts/objectives have been met. • Completion of project. 	100%

Montessori Scoring Rubric

Teacher's Grade Book	Report Card Equivalent	Description
9 or 10	PR Proficient 90 – 100%	Student can demonstrate indicator independently.
8	IP In Process 80 – 89%	Student can demonstrate indicator with minimal adult support.
7	EM Emerging 70 – 79%	Student demonstrates indicator occasionally with some adult support.
5 or 6	ND Needs Development 50 - 69%	Content taught later/Topic was just introduced

Rubric represents acquisition of skills in a broad range of curricular strands over a three year cycle.

Elementary Physical Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Physical Education Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>Includes all work completed in the classroom. This may include but is not limited to</p> <ul style="list-style-type: none"> ● warm-ups, ● worksheets ● article critiques. ● Notebooks ● Whole/Small group work or discussions ● Vocabulary ● Skill Assessments/ Performance-Based Assessments ● Personal/Social/Emotional Development 	70%
Homework	<p>Includes all work begun and/or completed outside the classroom/gymnasium. This may include but is not limited to</p> <ul style="list-style-type: none"> ● journals ● written reports ● projects ● Fitness Logs 	10%
Assessments	<p>Includes but is not limited to:</p> <ul style="list-style-type: none"> ● skill assessments ● written assessments ● rubrics ● task cards ● pre and post fitnessgram assessment ● peer/self evaluation 	20%

Elementary Theatre Arts/Drama

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the National Core Arts Standards and Theatre Arts Curriculum.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<ul style="list-style-type: none"> ● Student attends class regularly and actively participates ● Warm-ups ● Etiquette ● Student knowledge of drama and theatre terminology and technique ● Progression and proficiency of drama technique 	85%
Homework	<ul style="list-style-type: none"> ● Handouts ● Journal/Portfolio ● Special Projects ● Theatre Arts/Performance Etiquette 	5%
Assessments	<ul style="list-style-type: none"> ● Individual and Group Performance ● Peer/Self Evaluations ● Ensemble Etiquette ● Tests/Quizzes 	10%

Elementary Visual Art

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Elementary Art Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Notebooks, warm-ups, worksheets, sketchbooks and art projects.	75%
Homework	Includes all work begun and/or completed outside the classroom. This may include but is not limited to sketchbook, journals, written reports, ensemble etiquette, and other art related projects, at home research, and artful discussions related to assignments.	5%
Assessments	Includes but is not limited to: written tests, rubrics, pre and post tests, ensemble etiquette, oral/written critiques and self evaluations, and artwork.	20%

Elementary Vocal and General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in your Vocal and General Music Curriculum Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage Per Quarter			
		Pre-K	K	Grades 1-3	Grades 4-5
Class Work	Individual and group activities: In-class solo and ensemble performances, Dictation, Composition, Critique, Creativity and originality, Proper technique and interpretation of style, Daily work habits, Proper care of supplies and equipment, Time on task, Group interaction, and Preparation for class (materials)	100%	90%	60%	50%
Homework	Individual and group assignments: Projects, Warm-ups, Journal entries, listening logs, incomplete class work, Written critiques (self and group), Ensemble Etiquette, and reports			10%	20%
Assessments	Individual and group: Self-evaluation, Journal entries, Homework, Notebooks, Research projects, Written/ Oral critiques, Oral presentations, Vocabulary, Attendance at scheduled performances and programs, Portfolios, Quizzes, elements of discipline literacy, Ensemble Etiquette, and Exams.		10%	30%	30%

Elementary World Languages

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the World Language Curriculum Framework Progress Guides.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard. Classroom participation will be part of the Communication Standard in this section.	35%
Homework	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard.	15%
Assessments	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by Standard.	50%

National Standards for World Languages Learning:

Communication: Communicate in Languages Other Than English

Cultures: Gain Knowledge and Understanding of Other Cultures

Connections: Connect with Other Disciplines and Acquire Information

Comparisons: Develop Insight into the Nature of Language and Culture

Communities: Participate in Multilingual Communities at Home & Around the World

Grading Elementary School Students with Significant Cognitive Disabilities in Community Referenced Instruction (CRI), Regional Schools, and Regional Programs within Comprehensive Schools

Overview: The goal of grading is to provide the students with feedback that reflects their progress toward mastery of the indicators and objectives found in the Maryland College and Career Ready State Standards (MCCRS), National Center and State Collaborative (NCSC) Core Content Connectors (CCCs) and Dynamic Learning Maps (DLM) Essential Elements. This guidance provides teachers of students with significant cognitive disabilities who are scheduled in Alt-courses the grading factors to be used with a brief description and grade percentage per quarter. The brief description provides teachers with the assignments that students can be given to determine grades.

It is very important that the grading system provide valid and meaningful information for the teacher, parent, and student. Grading systems should be accurate, meaningful, consistent, and supportive of learning. Students shall not receive a lower grade on class assignments, projects, tests and quizzes as result of receiving their approved accommodation(s) and modification(s) documented in the student's IEP. Report Card comments should reflect students are learning based on alternate academic outcomes.

Students with Individualized Education Programs will receive report cards same as their non disabled peers; however, it is important to note progress on IEP goals and objectives and report card grades are not synonymous, but may have overlapping areas. While students who receive special education services are required to have annual individualized education program (IEP) goals & objectives, these goals & objectives are not a substitute for the grading assignments linked to the general curriculum. IEP goals identify specific areas of need in which a student will receive specially designed instruction from a special educator in order to access and progress in the general curriculum.

Maryland Online IEP progress reports reflect data collected to address goals and objectives on the IEP. Work samples utilized as a part of addressing IEP goals and objectives that address curriculum based lessons can be used for both reporting IEP progress and report card grades. Report card grades reflect the students' performance on curriculum instruction based on alternate academic standards.

Elementary Adapted Physical Education Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom. This may include but is not limited to:</p> <ul style="list-style-type: none"> • Warm-ups • Worksheets • Notebooks • Whole/Small Group Work or Discussions • Vocabulary • Skill Assessments/Performance-Based Assessments • Personal/social/emotional development 	70%
Homework	<p>Includes all work begun and/or completed outside the classroom/gymnasium. This may include but is not limited to:</p> <ul style="list-style-type: none"> • Journals • Written Reports • Projects • Fitness Logs 	5%
Assessments	<p>Includes but is not limited to:</p> <ul style="list-style-type: none"> • Skill Assessments • Written Assessments • Rubrics • Task Cards • Pre and post Fitnessgram Assessment • Peer/self-evaluations 	25%

Elementary Art Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes but is not limited to: <ul style="list-style-type: none">• Notebooks• Warm-ups• Worksheets• Sketchbooks• Art Activities• Art Projects	100%

Elementary Health Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> • Active participation • Notebooks • Warm-ups • Vocabulary • Written responses • Hands-on Activity • Completion of task activities • Whole/Small group discussions • Life skills (Adaptive Daily Living) activity/tasks 	70%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Content Vocabulary • Journal Entry • Writing Prompt • Teacher created worksheet • Health Related Project 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Teacher created assessments • Theme and Unit Tests and Quizzes 	25%

Elementary Literacy/Reading-Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> • Group activity • Teacher made worksheets • Edmark activities • Literacy Skill Builder • Unique Learning Systems (ULS) worksheets • Writing Prompt activity 	70%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Spelling activity • Vocabulary activity • Reading logs • Writing assignments • Teacher created worksheets • ULS Activity worksheets 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Teacher created assessments • Theme and Unit Test • Vocabulary assessments • Literacy assessments • Unique Learning Benchmarks • Edmark • ULS Checkpoints • Brigance Criterion Assessment 	25%

Elementary Mathematics Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> • Use of Manipulatives • Problem of the Week • Group activity • Class assignments • Teacher made worksheets • Equals Math worksheets/tasks • Unique Learning Systems (ULS) worksheets/tasks 	70%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <p>Problem of Week</p> <ul style="list-style-type: none"> • Friday Night Homework • Teacher created Winter and Springbreak Packets • Teacher created worksheets • ULS activity worksheets 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <p>Teacher created assessments</p> <ul style="list-style-type: none"> • Theme and Unit Tests • Equals assessments • Unique Learning Benchmarks • ULS Checkpoints • Brigance Criterion Assessment 	25%

Elementary Music Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes but is not limited to: <ul style="list-style-type: none">• Individual and group participation• In-class solo and ensemble performances• Proper care of supplies and equipment• Time and attention to task	100%

Elementary Science Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> • Class participation • Classroom lab and projects • Unique Learning Systems (ULS) worksheets • Writing Prompt 	70%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Vocabulary • Writing • Teacher created worksheets • ULS activity worksheets 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Science problem of the Week • Teacher created assessments • Theme and Unit Tests and Quizzes • Unique Learning Benchmarks • ULS Checkpoints • Science Fair Project 	25%

Elementary Social Studies Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> • Content Vocabulary Development • Writing assignments • Notebook journals • Active Participation in whole/small group discussion, presentation and activities • Completion of classroom assignments • Active participation in social studies projects • Unique Learning Systems (ULS) worksheets/tasks 	70%
Homework	<p>This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Content Reading • Current Events • Reading assignments • Writing assignments • Reading logs • Teacher created worksheets • ULS activity worksheets • Scholastic Readers 	5%
Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> • Teacher created assessments • Theme and Unit Tests and Quizzes • Portfolios • Unique Learning Benchmarks • ULS Checkpoints 	25%