

## Administrative Procedure 5121.2

# Grading and Reporting for Middle Schools Grade Six through Grade Eight



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## **PREFACE TO ADMINISTRATIVE PROCEDURE 5121.2**

The purpose of Administrative Procedure 5121.2 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in all middle schools and centers and for all sixth grade students in elementary schools in Prince George's County Public Schools (PGCPS).

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.

## GRADING ELEMENTS

1. The grades eligible for use on report cards are A, B, C, D, E, I, P, F, and W, with no plus or minus signs. Interpretation of letter grades is as follows:

A = Excellent progress toward meeting course objectives and learning outcomes (90-100%).

B = Above average progress toward meeting course objectives and learning outcomes (80-89%).

C = Average progress toward meeting course objectives and learning outcomes (70-79%).

D = Below Average progress toward meeting course objectives and learning outcomes (60-69%).

E = Failure toward meeting course objectives and learning outcomes (50-59%) for courses that are not high school credit bearing and (0-59%) for courses that are high school credit bearing. In both cases, a grade of 0 (zero) can be used in the event that a student does not attempt to complete an assignment.

I = Incomplete. The "I" grade may be used temporarily for secondary 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).

W = Withdrawn. The School Instructional Team agrees to allow a student to drop a course after twenty (20) school days from the start of the course or ten (10) days in a semester course.

2. Grade 6 in elementary schools will follow the same grading procedures for determining grades as Grade 6 located in middle schools. The following will not be included in the elementary Grade 6 determination for grades: Oral and Written Communication, Reading Level, Social Skills, and Work Habits.
3. Factors used to determine student grades must include the following items (See Attachment):
  - a. Class Work
  - b. Homework
  - c. Assessment

## REPORTING AND RECORDING GRADES

1. Reporting
  - a. In reporting to parents/guardians, a letter 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 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 on the rubric 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. Letter grades will be used on report cards for all courses taken for credit.
- 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 in a course for twenty-one (21) days or more after the start of the course must receive a letter 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 graded 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 must assess a variety of student performances such as written assignments, homework, projects, classroom participation/class work, quizzes, tests, and end of quarter/course examinations.
- c. Teachers must record a minimum of two numerical grades per week in SchoolMax; more than two is highly recommended. If a class meets once per week then only one grade per week minimum is required.
- d. Teachers must return graded papers and assignments in order to provide on-going, timely feedback to students and parents. A portfolio assessment of each student's work is recommended as additional documentation of student performance.
- e. Teachers will grade and give a score for all student assignments.
- f. 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 does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).
- g. Grades will not include systemic assessments that are a part of benchmarking measures.
- h. In the event of extenuating circumstances occurring at the end of the course, individual students may be exempted from final examinations upon the recommendation of the teacher and with the written approval of the Principal and the Area Assistant Superintendent.

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

1. Students who are considered lawfully absent from a class (See Administrative Procedure 5113) will have the opportunity to make up missed assignments.
2. Teachers are required to provide make-up work (within 48 hours) when requested for students who are lawfully absent, including suspensions, and who have not qualified for home teaching.
3. For all suspensions, teachers are required to provide make-up work and assignments to all students, unless other educational alternatives are provided. It is the responsibility of the parent(s)/guardian(s) to contact the school and make arrangements.
4. Students who are lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.
5. The number of days allowed to make up missed work will be equivalent to the number of days of lawful absences. This timeline will begin when the teacher provides the student with the assignments within 48 hours of the request. Students who fail to complete missed assignments within the allotted time will receive 0 (zero) for each assignment.
6. If lawfully absent students return to school near the close of the first, second, or third marking period and do not have sufficient time as described above to make up the missed work, an “I” grade will be assigned.
  - a. 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.
  - b. The Grade Change Authorization Form PS-140 must be used to authorize and document this change.
  - c. 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 for non-credit and credit courses.
7. 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.
8. In secondary schools, five (5) days of lawful absence per semester course, or ten (10) days of lawful absence per full year course will result in the assignment of an “E” for the course if a pupil did not complete make-up work for missed time or receive home teaching. However, the school must document that on at least one occasion during the course of the accrued absences, the school notified the pupil and parents or guardians of the following:
  - a. Absences have been noted and recorded.
  - b. The pupil stands in peril of receiving an “E” for the course.
  - c. Work missed was not made up.
9. An “E” should be assigned to a student with excessive lawful absences who has not completed make-up work within the prescribed time period and who otherwise would have received a passing grade. Teachers must notify the student and parents that an “E” was assigned for that course and do an override to change the grade.

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

1. In secondary 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. (Failing grades should be no lower than a 50% for courses that earn no credit. However, a score of 0 (zero) will be given to students who do not attempt to complete or fail to submit an assignment. Failing grades for credit courses is zero percent.)

2. In secondary schools, five (5) days of unlawful absence per semester course or ten (10) days of unlawful absence per full year course will result in the assignment of an “E” for the course. However, the school must document that on at least one occasion in the course of the accrued absences, the school notified the student and the parents/guardians of the following:
  - a. Absences have been noted and recorded.
  - b. The student stands in the peril of receiving an “E” for the course.
  - c. An offer is made to explore and remediate the causes of unlawful absences.
3. The school is not required to provide make-up work for unlawful absences.
4. A final grade of “E” should be given to a student with excessive unlawful absences who otherwise would have received a passing grade.

## **DETERMINING FINAL GRADES**

1. For semester and year-long courses, all quarter grades will be given equal weight when computing final grades. In quarter-long courses, the final grade will be the same as the quarter grade.
2. In averaging grades, the letter grades for all quarters are translated to the traditional four-point scale. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters.
3. Grade 6 in elementary schools will follow the same grading procedures for determining grades as Grade 6 located in middle schools. The following will not be included in the elementary Grade 6 determination for grades: Oral and Written Communication, Reading Level, Social Skills, and Work Habits.
4. The grading scale for final grades is as follows:
 

A = 3.5-4.0 or higher	B = 2.5-3.4	C = 1.5-2.4	D = 0.6-1.4	E = 0.0-0.5
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## **GRADE POINT AVERAGE (GPA)**

1. The following numerical equivalents will be used in computing the GPA from report card letter grades:
 

Non-Honors	A = 4.00	B = 3.00	C = 2.00	D = 1.00	E = 0.00
Honors	A = 4.50	B = 3.50	C = 2.50	D = 1.50	E = 0.00
2. The following grades are not included in GPA calculations: “I”, “P”, “F”, “W”.
3. Three GPAs are computed for secondary students in Prince George’s County Public Schools.
  - a. A quarterly GPA will appear on each quarterly report card. It is derived by performing the following procedure:
    - 1) The credit value of each course receiving an A, B, C, D, or E for the quarter will be divided by the number of quarterly grades that the course receives during the year (quarterly credit).
    - 2) For each course receiving an A, B, C, D, or E, the quarterly credit will be multiplied by the grade points awarded for that course.
    - 3) The sum of the products from (b) above will be divided by the sum of quarterly credits.
  - b. A final, end-of-year GPA will appear on the final report card, the student record card, and the computer printed student record card. It is derived by performing the following procedure:
    - 1) The sum of the products of the quality points awarded in each attempted course is multiplied by the credit value in the same course.

- 2) The sum of those products is divided by the sum of the credits attempted.
- c. A cumulative GPA is calculated for all courses bearing credit and appears on the computer printed student record card in the summary section, provided that the student's history file is current. It is derived by performing the following procedure:
  - 1) The sum of the products of the grade points awarded in each attempted course (receiving an A, B, C, D, or E) is multiplied by the credit value in the same course.
  - 2) The sum of all credits is divided by the sum of all credits attempted. This includes foreign language and mathematics credits and grades awarded in middle school through the High School Credit for Middle School Coursework plan.

## **HONOR ROLL**

1. The purpose of the district-wide honor roll program is to recognize and honor secondary students who have attained outstanding academic success and to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects.
2. 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.
3. Students qualifying for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in secondary 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 with no grade on the report card below an "A".
  - b. Honor Roll: Students with at least a 3.0 GPA or higher with no grade lower than a "C".

## **PROGRESS REPORTS**

1. An interim progress report must be issued to all students at the middle of each quarter. Teachers may issue interim progress reports to indicate a significant change in student attainment of learning outcomes or to encourage students to continue their satisfactory progress. Further, individual schools may decide to issue interim progress reports with even greater frequency.
2. 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 secondary schools will be distributed on a quarterly basis regardless of the scheduling model used.
2. The following information will appear on the secondary report card:
  - a. School Name
  - b. Course Titles
  - c. Course Grades Earned
  - d. HSA Status
  - e. Student Grade Level



- f. Student Grade Level
- g. Absences from School
- h. Tardiness from School
- i. Teachers' Names
- j. ESOL Courses
- k. Comment
- l. Service Learning Hours Status

## **PARENT CONFERENCES**

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

## **OUTSTANDING OBLIGATIONS FOR TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS**

Report cards and final grades may not be withheld due to outstanding financial obligations. At the end of each school year, school staff will provide notification to the parent that an obligation is owed.. We encourage all financial obligations to be fulfilled before a student's senior year. 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.

## **STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

1. Federal law requires that Individualized Education Program (IEP) teams develop IEPs for all students who receive special education and related services. The IEP goals and objectives are based on 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 on 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 under the Individuals with Disabilities Education Act (IDEA).
6. 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 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 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.
4. Content area teachers and ESOL teachers must collaborate throughout the quarter and determine instructional modifications as appropriate.

## **TRANSFER STUDENTS**

1. Accredited/Approved School Transfers
  - a. The grades of students who transfer into PGCPSS from an accredited/approved school will be averaged with grades earned in PGCPSS for similar courses to determine a marking period grade.
  - b. Students entering PGCPSS with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. PGCPSS system personnel cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.
  - c. Under the direction of the Division of Academics, 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 to search for the information. After a thorough search, if no information

can be located then the final grade will be computed with the grades available. No grade, including zero, should be entered for the missing quarter(s) in the school system data base.

d. 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 graded (E/F), the student's grade is converted to 55 in PGCPs.)

## 2. Non-Accredited or Unapproved School Transfers

a. Students who transfer into PGCPs from non-accredited or unapproved schools will not be granted credit, unless they pass a subject area test administered through the Department of Testing.

b. Professional School Counselors must contact the Testing staff to schedule tests.

3. International Transfers: Only the counselors of the International School Counseling Office (ISCO) evaluate international student records for student placement and the awarding of credit.

4. Home Schooling Transfers: A parent or guardian who desires to enroll a child in PGCPs from home schooling must submit an Application for Admission to Prince George's County Public Schools (Form PS-48) to the Department of Curriculum & Instruction, Home Schooling Office, at least fifteen (15) days prior to starting public school (See Administrative Procedure 5113.5).

5. Students who have taken online courses without pre-approval must provide evidence and a description of the online courses to the Professional School Counselor. The courses must be reviewed and approved by the Division of Academics/Accountability before credit can be granted to the student.

6. Questions about transfer students' grades will be referred to the Department of Curriculum & Instruction.

## **DROPPED COURSES**

1. A student may not withdraw from a course after twenty (20) school days in a year-long course (ten (10) school days in a semester course). Exceptional cases will be referred to the School Instructional Team for review and final determination.

2. If a student drops a course within the first 20 school days in a year-long course (ten (10) school days in a semester course), there will be no record of the course or grade on any official school system documents.

3. In exceptional cases where the School Instructional Team has determined that a student may withdraw from a class after the twentieth (20th) school day (ten (10) school days in a semester course), the team will complete the Course Withdrawal Request Form, PS-141. The dropped course title, a "W" (withdrawal), and "0.00" credit will appear on all official documents, beginning with the marking period immediately following the period in which the course was dropped.

## **REPEATED COURSES**

1. Except in specific cases such as music, if a student fails and then repeats a course then the (higher attempt) will be the grade of record.

2. If a student wants to repeat a course for a higher grade, school personnel must go into SchoolMAX and set the first course's earned credit to zero, attempted credit to zero, and the flag to exclude to "yes," then the first course is excluded from the GPA. The grade and the course remain on the transcript. The higher of the two grades will be the grade of record. (Note: If the second attempt is a lower grade than the first attempt, school personnel will change the credit back to the first attempt for the course and the flag for the second attempt to "Yes" so that it is excluded from the GPA.)

3. If a student has earned high school credit for a course taken and passed in middle school and/or high school, the course may not be repeated in high school without written consent from the parent. This written consent must be kept in the student's cumulative folder for future review if necessary.

4. This procedure does not require schools to accommodate students who desire to repeat courses during the school day. Courses may be repeated through Multiple Pathways to Success or Summer School. The principal or designee should work with the student and counselor to review all requests.. The principal or designee must give final approval to any student who requests or is in need of a repeat class.

## **PROCEDURES FOR APPEAL**

Within five (5) days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing on the official appeals form. The steps of the appeal are as follows:

1. The parent/guardian will confer with the teacher and provide the reason(s) for appealing the grade. If the parent/guardian is dissatisfied with the resolution they may appeal the teacher's decision to the principal or designee.
2. The principal or designee will confer with the parent/guardian and teacher, make a decision and provide a written response. This decision will be included in the cumulative folder.
3. If the principal deems that a quarter grade submitted for a student should be different than what is reflected on the report card, the principal is required to submit a Grade Change Authorization Form (Form PS-140) to the School Instructional Team (SIT) with evidence and rationale for changing the grade. The decision of the School Instructional Team must be conveyed to the teacher that submitted the grade within 48 hours.
4. If the parent/guardian wishes to appeal the principal's decision, he/she will request a conference with the Area Associate Superintendent. A further appeal may be made to the Office of Appeals.
5. Appeals of grades will be considered if they are based on one or more of the following reasons:
  - a. There is an allegation of an error in averaging or in data entry.
  - b. There is an allegation that factors other than those established at the beginning of the school year were used to determine the grade.
  - c. There is an allegation of personal teacher bias.
6. At each level of appeal, the written decision must be provided to the parent, student, and teacher. The request and written decision also must be included in the cumulative folder.
7. At any level of the appeal, if a grade change is authorized, a Grade Change Authorization Form (Form PS-140) must be completed.

## **AUTHORIZATION OF GRADE CHANGE**

The principal is responsible for following the standard procedure for the authorization and recording of all grade changes.

1. A Grade Change Authorization Form (PS-140) will be used to authorize and record the specific reasons for requesting each grade change.
2. Form PS-140 must be signed by the teacher of the course for which the grade change is requested and by the school principal.
3. Upon effecting the grade change in the appropriate database, the authorized data entry person must sign the PS-140.
4. If a grade change involves a final grade, the original grade as recorded on the student record card and the final report card will be reprinted. The new grade, recorded by the registrar, will be recorded on the documents, initialed, and dated by the principal. Appropriate staff must refer to the transcript guide when changing grades.
5. Form PS-140 must be filed in the student's cumulative record folder, with copies distributed as indicated on the form.

6. School staff will re-calculate the student's quarter Grade Point Average if a grade change is authorized. If the principal deems that a quarter grade submitted for a student should be different than what is reflected on the report card, the principal is required to submit a Grade Change Authorization Form (Form PS-140) to the School Instructional Team (SIT) with evidence and rationale for changing the grade. The decision of the School Instructional Team must be conveyed to the teacher that submitted the grade within 48 hours.

## **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.

## **RELATED PROCEDURES AND INFORMATION**

Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Pre-Kindergarten Through Grade Five; 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 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools; Administrative Procedure 10101, Student Rights and Responsibilities Handbook;; Student Records Guidelines Manual; Notification of Student Suspension; and Official Grade Appeals Form.

## **MAINTENANCE AND UPDATE OF THESE PROCEDURES**

The Office of the Deputy Superintendent for Teaching and Learning will be responsible for updating these procedures as needed.

## **CANCELLATIONS AND SUPERSEDURES**

This Administrative Procedure cancels and supersedes Administrative Procedure 5121.2, dated August 19, 2014.

## **EFFECTIVE DATE**

August 15, 2016

Attachment: Content Area Grading Factors

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

# Middle School AVID Elective

**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 AVID elective.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	AVID curriculum assignments focusing on: writing, inquiry, and reading	<b>25%</b>
<b>Homework</b>	Participation: collaboration, Group discussions, study groups, and tutorial sessions	<b>25%</b>
<b>Assessment</b>	Students are required to maintain a binder systematically ordered to maximize student organization and learning in all classes.	<b>50%</b>

# Middle School Business 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 Business Education Curriculum Framework Progress Guides.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Preparation for class, daily work habits, attendance, time on task, warm-up activities, class participation, critical thinking activities, decision-making activities, technical proficiency, interpersonal skills, team player, time management skills, communication skills (oral, written, listening, body language), general business knowledge, computer skills, presentation skills, initiative, chapter previews, vocabulary activities.	<b>40%</b>
<b>Homework</b>	Written assignments, reading assignments, general math skills assignments, general business knowledge assignments.	<b>20%</b>
<b>Assessment</b>	Portfolios, written tests, written reports, pre-post tests, technique checklists, midterm/final exams, oral presentations, self evaluations, teacher observations, performance tests, teacher-prepared tests, contracts, mailability, practice tests, short answer tests, problem-style tests, essay tests, production tests, speed tests, audit tests.	<b>40%</b>

# Middle School 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<ul style="list-style-type: none"> <li>• Student attends class regularly and actively participates</li> <li>• Performance Warm-Ups</li> <li>• Dance Etiquette</li> <li>• Students Knowledge of dance terminology and technique</li> <li>• Progression and Proficiency of dance technique</li> <li>• Appropriate Dance Attire</li> </ul>	<b>60%</b>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Journal/Portfolio</li> <li>• Special Projects</li> <li>• Written Assignments/Performance Critiques</li> </ul>	<b>20%</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Individual and Group Performance (Informal and Formal)</li> <li>• Peer/Self Evaluations</li> <li>• Test/Quizzes (Written and Performance)</li> </ul>	<b>20%</b>



## Middle School 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
<b>Class Work</b>	Includes all work begun and/or completed in class, including: <ul style="list-style-type: none"> <li>• Study of plays</li> <li>• Essays</li> <li>• Student Journals</li> <li>• Class discussions</li> <li>• Group/Cooperative Activities</li> <li>• Participation</li> <li>• Other tasks as assigned.</li> </ul>	<b>60%</b>
<b>Homework</b>	Includes all work completed outside of the class setting including: <ul style="list-style-type: none"> <li>• Readings and/or related tasks</li> <li>• Student journals</li> <li>• Theatre Arts/Performance Etiquette</li> <li>• Other tasks as assigned.</li> </ul>	<b>20%</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessments (formative and summative) may be written, oral, and performance based, Other tests and quizzes, Portfolios, Research and/or projects</li> <li>• Ensemble Etiquette</li> <li>• Oral presentations</li> </ul>	<b>20%</b>

**Courses:** Acting Studio

# Middle School Family and Consumer Sciences

**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 Family and Consumer Sciences Curriculum Framework Progress Guide.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Classwork includes all work completed in the classroom setting. This may include but is not limited to notebooks, warm-ups, worksheets, and any written media presentation or oral exercise based on daily objectives completed by an individual or group of students.	<b>50%</b>
<b>Homework</b>	General Family and Consumer Sciences activities that may be initiated in and completed outside of the classroom. This may include readings and written assignments.	<b>10%</b>
<b>Assessment</b>	This includes any hands on activities and projects that correlates to curriculum frameworks, i.e. child development, food and nutrition and fashion and textiles laboratory experiences, portfolios; and projects. Assessments includes the traditional (quizzes and exams) and alternative methods (presentations and observations, work based learning experiences) of assessing student learning.	<b>40%</b>

# Middle School ESOL/English (English for Speakers of Other Languages)

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the WIDA English Language Development (ELD) standards and objectives found in ESOL curriculum framework progress guides which are aligned to Maryland College and Career Ready Standards.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	Includes all work begun and/or completed in class including: <ul style="list-style-type: none"> <li>• Essays,</li> <li>• Student Journals,</li> <li>• Class Discussions,</li> <li>• Group/Cooperative Activities,</li> <li>• Vocabulary And Grammar,</li> <li>• Participation,</li> <li>• Other Tasks As Assigned.</li> </ul>	<b>25%</b>
<b>Homework</b>	Includes all work completed outside of the class setting including: <ul style="list-style-type: none"> <li>• Structured Opportunities To Practice Listening, Speaking, Reading, And Writing,</li> <li>• Student Journals,</li> <li>• Other Tasks As Assigned.</li> </ul>	<b>25%</b>
<b>Assessment</b>	Assessments (formative and summative) may be written, oral, and performance based including: <ul style="list-style-type: none"> <li>• Systemic Unit Assessments,</li> <li>• Other Tests And Quizzes,</li> <li>• Portfolios,</li> <li>• Research and/or Projects,</li> <li>• Oral Presentations.</li> </ul>	<b>50%</b>

# Middle School Health 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 Health Education Curriculum Framework Progress Guide.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>Includes all work completed in the classroom during instructional time for Health Education. This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Notebooks</li> <li>• Warm-ups</li> <li>• Vocabulary</li> <li>• Written responses</li> <li>• Whole/Small group discussions</li> </ul>	<b>50%</b>
<b>Homework</b>	<p>Includes all work completed outside of the classroom setting. This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Long-term assignments</li> <li>• Individual and group projects</li> <li>• Journal entries</li> <li>• Written reports</li> </ul>	<b>20%</b>
<b>Assessment</b>	<p>Formative and summative assessments may be written, oral, or skill-based. This may include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Quizzes and Tests</li> <li>• Portfolios</li> <li>• Research projects</li> <li>• Oral presentations</li> <li>• Peer/self evaluations</li> </ul>	<b>30%</b>

## Middle School 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 Instrumental Music Curriculum Framework Progress Guide

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

# Middle School Mathematics

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

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p>This includes all work completed in the classroom setting. Including:</p> <ul style="list-style-type: none"> <li>• Group Participation</li> <li>• Notebooks</li> <li>• Vocabulary</li> <li>• Written responses</li> <li>• Group discussions</li> <li>• Performance Task</li> <li>• Hands-On Labs</li> <li>• Project Collaboration</li> <li>• Reassessed assignments</li> <li>• Completion of assignments</li> </ul>	<b>40%</b>
<b>Homework</b>	<p>This includes all work completed outside the classroom and student’s preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Problem of the Week</li> <li>• On-line Practice</li> <li>• Opportunities for Self-Correction and Revisions</li> <li>• Journals</li> <li>• Projects</li> </ul>	<b>10%</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• This category entails both the traditional and alternative methods of assessing student learning.</li> <li>• Group discussions.</li> <li>• Performance Tasks</li> <li>• Problem Based Assessments</li> <li>• Exams.</li> <li>• Quizzes.</li> <li>• Portfolios.</li> <li>• Research/Unit Projects.</li> <li>• Oral presentations.</li> <li>• Surveys</li> <li>• An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</li> </ul>	<b>50%</b>

# Middle School 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 Physical Education curriculum framework progress guide.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p>Includes all work completed in the classroom. This may include but is not limited to</p> <ul style="list-style-type: none"> <li>● Warm-ups</li> <li>● Worksheets</li> <li>● Article critiques</li> <li>● Notebooks</li> <li>● Whole/Small group work or discussions</li> <li>● Vocabulary</li> <li>● Skill Assessments/Performance-Based Assessments</li> <li>● personal/social/emotional development.</li> </ul>	<b>70%</b>
<b>Homework</b>	<p>Includes all work begun or completed outside the classroom/ gymnasium. This may include but is not limited to</p> <ul style="list-style-type: none"> <li>● Journals</li> <li>● Written reports</li> <li>● Projects</li> <li>● Fitness logs</li> </ul>	<b>10%</b>
<b>Assessment</b>	<p>Includes but is not limited to</p> <ul style="list-style-type: none"> <li>● Skill assessments</li> <li>● Written assessments</li> <li>● Rubrics</li> <li>● Tasks cards</li> <li>● Pre and post fitnessgram assessment</li> <li>● Peer/self evaluation</li> </ul>	<b>20%</b>

# Middle Grades Reading/English Language Arts

**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/English Language Arts Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	Includes all work begun and/or completed in class such as: <ul style="list-style-type: none"> <li>• Evidence-Based Constructed Responses (EBSR)</li> <li>• Essays (Prose Constructed Responses - PCR)</li> <li>• Student journals</li> <li>• Class discussions</li> <li>• Group/cooperative activities</li> <li>• Multi-media presentations</li> <li>• Text-based Vocabulary and grammar activities</li> <li>• Participation</li> <li>• Other tasks as assigned</li> </ul>	<b>40%</b>
<b>Homework</b>	Includes all work completed outside of the class setting such as: <ul style="list-style-type: none"> <li>• Readings and/or Related tasks</li> <li>• Evidence-Based Constructed Responses</li> <li>• Student journals</li> <li>• Other tasks as assigned</li> </ul> Note: Teacher may grade homework for completion.	<b>10%</b>
<b>Assessment</b>	Assessments (formative and summative) may be written, oral, and performance based. Some assessments must include EBSR's and PCR's, including: <ul style="list-style-type: none"> <li>• Systemic unit assessments</li> <li>• Portfolios</li> <li>• Multi-media presentations/projects</li> <li>• Research Simulation Tasks</li> <li>• Research and/or projects</li> <li>• Oral presentations</li> </ul>	<b>50%</b>



# Middle School Science

**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 Guides.

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
<b>Class Work</b>	<p>This may include labs and projects; any written (i.e. worksheet, textbook practice, etc.) assignment, media presentation, or oral exercise based on daily objectives completed inside the classroom by an individual or group of students, aligned to the Curriculum Framework Progress Guide.</p> <p><b><u>Evaluative Indicator</u></b> Reported as total points or percentage grade.</p>	<b>35%</b>
<b>Homework</b>	<p>This may include any written or media presentation based on daily or weekly objectives completed outside the classroom by an individual or group of students.</p> <p><b><u>Evaluative Indicator</u></b> Teacher may check for completion by student and assign points accordingly.</p>	<b>15%</b>
<b>Assessment</b>	<p>This may include labs or hands on activities; projects or any evaluation that reflects the student’s performance on a summary of chapter, unit or module objectives.</p> <p><b><u>Evaluative Indicator</u></b> Reported as percentage of mastery of content and skills.</p>	<b>50%</b>

# Middle School Special Education Academic Resource Hearing Resource

**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.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<ul style="list-style-type: none"> <li>• Daily Tasks (may include warm-up, use of daily task sheet, time on task)</li> <li>• Strategy logs or journals should be used, with process charts, (see Guidebook or appendix G in the Curriculum Framework Progress Guide) as evidence of learning and implementation of strategies. Modeling and assistance with implementation of strategies is critical.</li> </ul>	<b>25%</b>
<b>Homework</b>	<p><b><u>ARSC Activities/Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Suggested activities include classroom assignments related to acquisition and implementation of study skills presented through class activities.</li> </ul>	<b>25%</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Quarterly Evaluation</li> <li>• Organization</li> </ul>	<b>50%</b>

# Middle School Social Studies

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<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"> <li>• Document Based Analysis</li> <li>• Writing Tasks</li> <li>• Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc.</li> <li>• Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.</li> </ul>	<b>40%</b>
<b>Homework</b>	<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"> <li>• Content Readings</li> <li>• Study Guides</li> <li>• Video Analysis</li> <li>• Review Notes</li> <li>• Article Review</li> </ul>	<b>20%</b>
<b>Assessment</b>	<p>Includes formative and summative assessment. Assessments must address content standards and vary to address student population.</p> <ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Project Based Assessment i.e. Research Paper, Exhibit, Performance, Website, Simulation etc</li> </ul>	<b>40%</b>

## Middle School Technology Integration

**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 Middle School Technology Integration Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	Keyboarding Activities, Daily Discussion Board Entries, Participation on Daily Tech Tasks in Blackboard, Group and Individual Projects.	<b>70%</b>
<b>Homework</b>	BCRs and ECRs, Journals, Written Reports.	<b>10%</b>
<b>Assessment</b>	AUP Quiz, Peer/Self Evaluations, Project Presentations.	<b>20%</b>

## Middle School Technology 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 middle school Technology Education Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	Classwork will include written assignments completed in class by (an individual or group) as well as notebook inspections, warm-ups, notetaking, journal entries, incremental project completion assignments, project documentation, and exit tickets. Career development skills will include career awareness and exploration.	<b>50%</b>
<b>Homework</b>	This may include any written assignment based on daily or weekly objectives completed outside the classroom by an individual or group of students.	<b>25%</b>
<b>Assessment</b>	Assessments will demonstrate progressive development of student progress; to include formative and summative assessments that will evaluate student skill level of performance. Assessments will also include any project-based or inquiry-based learning activities, project portfolios, written reports or essays, and capstones that correlate to the Curriculum Framework Progress Guide	<b>25%</b>

# Middle School 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 Visual Art Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p><b><u>Classroom/Group Participation</u></b></p> <ul style="list-style-type: none"> <li>• Portfolio Presentation, Studio Projects</li> <li>• Class Critiques</li> <li>• Oral Presentations</li> </ul> <p><b><u>Class participation</u></b></p> <ul style="list-style-type: none"> <li>• Concepts/objectives have been met</li> <li>• Completion of project</li> <li>• Creativity, originality</li> <li>• Proper craftsmanship</li> <li>• Warm-ups</li> <li>• Daily work habits</li> <li>• Care of supplies &amp; equipment</li> <li>• Time on task</li> <li>• Group interaction</li> <li>• Studio activities participation</li> <li>• Attendance and promptness</li> <li>• Preparation for class (materials)</li> <li>• Cooperation</li> </ul>	<b>50%</b>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Written Critiques</li> <li>• Class critiques, Research</li> <li>• Vocabular</li> <li>• Notebooks</li> <li>• Warm-ups</li> <li>• Ensemble Etiquette</li> </ul>	<b>20%</b>
<b>Assessment</b>	<p><b><u>Test, Quizzes, Individual Assessments</u></b></p> <ul style="list-style-type: none"> <li>• Written critiques</li> <li>• Exams</li> <li>• Journals</li> <li>• Research</li> <li>• Sketchbooks</li> <li>• Oral Presentations</li> <li>• Ensemble Etiquette</li> </ul>	<b>30%</b>

## Middle School 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 the Vocal and General Music Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p><b><u>Individual/group participation:</u></b>            In class solo and ensemble performances, projects, concepts/objectives that have been met, critiques, composition, dictation, completion of project, creativity, originality, proper technique and interpretation of style, class participation, daily work habits, care of supplies and equipment, time on task, group interaction, active participation and preparation for class (materials),</p>	<b>50%</b>
<b>Homework</b>	<p>Performance evaluation, warm-ups, vocabulary, notebooks, journal entries, written critiques (self and group) and class critiques, reports and projects, ensemble etiquette</p>	<b>20%</b>
<b>Assessment</b>	<p>Self-Evaluation, Journals, Notebooks, Research, Projects, Tests, Quizzes, Exams, Written Critiques, Oral Presentations, Attendance at Schedules Performances and Programs, Ensemble Etiquette.</p>	<b>30%</b>

# Middle School 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 Languages Curriculum Framework Progress Guides.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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. Class work should include warm-up, independent activity, group work with rubric and reflection (e.g. journal or notebook section).	<b>35%</b>
<b>Homework</b>	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.	<b>20%</b>
<b>Assessment</b>	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.	<b>45%</b>

## **National Standards for World Language 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*