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# Administrative Procedure 5121.3

# Grading and Reporting for High Schools Grade Nine through Grade Twelve


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# PREFACE TO ADMINISTRATIVE PROCEDURE 5121.3

The purpose of Administrative Procedure 5121.3 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in all high schools and centers 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 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 ensuring that grading and reporting policies are applied consistently within their school and responsible for reviewing procedures with staff.

## 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.

## GRADING ELEMENTS

1. Grades will be used on report cards for all courses taken for credit. The grades will be reported in a numeric scale from 0 to 100.

2. Final numeric grades will be converted to alpha grades. The grades eligible for use on report cards are A, B, C, D, E, I, P, 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 (0-59%)

   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).

   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.

3. Factors used to determine student grades must include the following items (See Attachment):

   a. Class Work

   b. Homework

   c. Assessment

4. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as defined by completing at least 50% of the assignment, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

## REPORTING AND RECORDING GRADES

1. Reporting

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

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. Within the first ten (10) days of each course, teachers must communicate in writing the school system's grading procedures, grading factors, and weight assigned to each factor to students and parents (See Attachment).

d. 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 in SchoolMAX.

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. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as defined by completing at least 50% of the assignment, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

c. Teachers must record a minimum of two numeric grades per week in SchoolMAX; more than two is highly recommended. If a week is shortened by two days, a minimum of one grade will be required. If a class meets only once per week, only one grade will be recorded. To generate the high school grade for Dual Enrollment, the PGCPS Teacher of Record inputs the grades into SchoolMAX. The expectation for two grades per week is to be waived for the Dual Enrollment courses to ensure that the grades the students receive on the high school transcript and college transcript will be the same.

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. A student will receive a ratio of number correct over number possible earned for tests or quizzes. A zero percentage will be given when the following occurs:

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

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

3) A student has been unlawfully absent.

4) A student does not turn in an assignment. A student will receive the following score on practice homework assignments and formative assignments in the classroom: 0/1 for assignments not attempted; 1/1 if the assignment was attempted.

f. Assignments done for practice should not be assessed in terms of a grade, but in terms of completeness.

g. Formative assessments, in which the teacher is gauging progress towards a goal, should not be assessed in terms of a grade, but in terms of completeness.

h. Grades will not include systemic assessments that are a part of benchmarking measures.

i. 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 student 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 student and parents or guardians of the following:

a. Absences have been noted and recorded.

b. The student 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. 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 numeric grades for all quarters are averaged. The average grade is computed by adding the numerical equivalents and dividing by the number of grading quarters.

## 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. For additional weighting at the high school level, Advanced Placement (AP), International Baccalaureate (IB), and selected advanced Career and Technology Education (CTE) courses are approved. See Administrative Procedure 5128 for a list of weighted grade courses. Seminar courses will not receive weighted grades. Additional courses may be approved system-wide by the Superintendent. In computing the GPAs from report card letter grades, the following numerical equivalents will be used: (AP and IB Grading Factor ranges are included in the Attachment)

A = 5.00 B = 4.00 C = 3.00 D = 2.00 E = 0.00

3. The following grades are not included in GPA calculations: "I", "P", "W".

4. 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. It also includes day, evening, and summer school courses from initial entry into Grade 9 through dates of issuance of the computer printed student record card.

## HONOR ROLL

1. The purpose of the 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 a "90".

   b. Honor Roll: Students with at least a 3.0 GPA or higher with no grade lower than a "70".

## 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. Absences from School
   g. Tardiness from School
   h. Teachers' Names
   i. ESOL Courses
   j. Comment
   k. 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 accommodations and/or modifications 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. Students must attend a PGCPS high school for one full semester preceding graduation to receive a high school diploma from the newly attended school. Exceptions may be made if this creates undue hardship for a transferring student or special education student in a state-approved, non-public program. The superintendent may arrange to have credits transferred back to a student's prior high school in order for the student to graduate from the prior high school. This option would have to be approved by the prior school or school system (See Administrative Procedure 6150).

2. Accredited/Approved School Transfers

   a. The grades of students who transfer into PGCPS from an accredited/approved school will be averaged with grades earned in PGCPS for similar courses to determine a marking period grade.

   b. Students entering PGCPS with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. PGCPS 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. Alpha grades of students who transfer into PGCPS will be converted to the following numeric scale: A=95; B=85; C=75; D=65; E=55

   e. 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.)

3. 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.

4. International Transfers: Only the counselors of the International School Counseling Office (ISCO) evaluate international student records for grade level and the awarding of high school credit.

5. 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).

6. 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 Department of Curriculum and Instruction before credit can be granted to the student.

7. 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.

4. Grades from dropped courses transfer only to new courses of the same title. Grades from dropped courses do not transfer to courses of a different title.

## 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 the following extended learning options: Multiple Pathways to Success, Evening School, Summer School or Saturday 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 SIT 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. Appropriate staff must refer to the transcript guide when changing grades.

4. If a grade change involves a final grade, the original grade as recorded on the electronic report 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.

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 and cumulative 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 SIT 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, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Pre-Kindergarten Through Grade Five; Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5125, Individual Student School-Based Records;

Administrative Procedure 5128, Selection of Valedictorians and Salutatorians (also includes a list of Weighted High School Courses and a list of courses that earn credit but do not count in the calculation of the GPA for Valedictorian and Salutatorian); 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 Grade Change Authorization 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 5121.3, dated August 19, 2014

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## EFFECTIVE DATE

August 15, 2016

Attachment: Content Area Grading Factors

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

# Advanced Placement English Language and Composition

**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 **Advanced Placement English Language and Composition** Course Syllabi.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work begun and/or completed in class, including:<br>• Group Participation<br>• essay of Analysis<br>• Essay Editing<br>• Syntactical Elements<br>• Elements of Style<br>• Rhetorical Analysis<br>• Analysis of Author's Tone<br>• Timed Writings<br>• Vocabulary and Grammar Assignments<br>• Participation<br>• Other tasks as assigned | **10-25%** |
| **Homework** | Includes all work completed outside the class setting, including:<br>Critical reading of novels, short stories, poetry, drama and/or related tasks to determine stylistic, syntactical, and rhetorical devices, essays/compositions, vocabulary and grammar assignments. | **10-25%** |
| **Assessment** | Includes written and oral assignments, including:<br>• Tests<br>• Quizzes<br>• Timed Writings<br>• Research Papers<br>• Projects<br>• Oral Presentations | **30-40% (Written/Oral Assignments)**<br>**40-50% (Tests/Projects)** |

# Advanced Placement English Literature and Composition

**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 **Advanced Placement English Literature and Composition** Course Syllabi.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work begun and/or completed in class, including:<br>• Group Participation<br>• Literary analysis assignments<br>• Open-ended question responses<br>• Critical reading assignments<br>• Essays/compositions<br>• Research Projects<br>• Timed Writings<br>• Vocabulary and Grammar assignments<br>• Participation<br>• Other tasks as assigned | **10-25%** |
| **Homework** | Includes all work completed outside the class setting, including:<br>• Critical reading of novels, short stories, poetry, drama and/or related tasks<br>• Open-ended question responses<br>• Essays/Compositions<br>• Vocabulary and Grammar Assignments | **10-25%** |
| **Assessment** | Includes Written and oral assignments, including:<br>• Tests<br>• Quizzes<br>• Timed Writings<br>• Research Papers<br>• Projects<br>• Oral Presentations | **30-40% (Written/Oral Assignments)**<br>**40-50% (Tests/Projects)** |

# Advanced Placement Mathematics
# Calculus, Statistics, and Computer 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 **Mathematics Advanced Placement** Course Syllabi.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This includes all work completed in the classroom setting. Including:<br>• Group Participation<br>• Notebooks<br>• Warm-ups<br>• Vocabulary<br>• Group discussions<br>• Active participation in math projects<br>• Completion of assignments | **10% - 30%** |
| **Homework** | This includes all work completed outside of the classroom to be graded on its completion and/or accuracy. Assignments can include, but not be limited to: problem of the week, essays, projects, etc. | **10% - 20%** |
| **Assessment** | This category entails both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning.<br>• Exams<br>• Quizzes<br>• Portfolios<br>• Research/Unit Projects<br>• Oral presentations<br><br>**Suggested criteria for grading presentations, projects, portfolios:**<br>• Concepts/objectives have been met<br>• Completion of project<br>• Creativity, originality | **50% - 80%** |

# Advanced Placement 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 Advanced Placement** Course Syllabi.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This may include any group participation, written assignments<br>Media presentation, experimental activities, hands on activities, classroom-based projects, or oral exercise based on daily objectives completed by an individual or group of students, that correlate to curriculum framework progress guide.<br><br>**Evaluative Indicator**<br>Reported as total points or percentage grade to reflect mastery of content and skills. | **10-30%** |
| **Homework** | This may include any written or media presentation based on daily or weekly objectives completed by an individual or group of students, non-classroom-based projects and free response questions completed away from school.<br><br>**Evaluative Indicator**<br>Teacher may check for completion by student and assign points accordingly. Reported as total points or percentage grade to reflect mastery of content and skills. | **5-30%** |
| **Assessment** | This may include any evaluation that reflects the student's performance on a summary of chapter, unit or module objectives.<br><br>**Evaluative Indicator**<br>Reported as total points or percentage grade to reflect mastery of content and skills. | **40-75%** |

# Advanced Placement Social Studies

**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 Advanced Placement** Course Syllabi.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work begun and/or completed in class, group Participation, class discussions, group activities, student journals, warm ups, and other regularly assigned learning tasks. | **25-30%** |
| **Homework** | Includes all work that is completed outside of the class setting. This might include readings and/or accompanying tasks, written assignments, journaling, or other tasks as assigned.<br>Includes written assignments, such as document based responses, free write essay responses, and portfolios. | **15-25%** |
| **Assessment** | Entails the traditional method of assessing student learning. Tests usually assess knowledge and processes gained at the end of a unit of study, whereas quizzes typically assess knowledge and processes acquired throughout the course of a unit of study. Prior to testing, the teacher will review the format and content to be assessed. After tests are scored and returned, the teacher will review the material and offer an opportunity for students to ask clarifying questions about incorrect responses. This category also includes any long- or short-term projects assigned by the teacher (individual or group). | **40-60%** |

# Advanced Placement World Language

**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 Advanced Placement** Course Syllabi.

| 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. | **30-35 %** |
| **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. | **15-20%** |
| **Assessment** | 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. | **40-50%** |

# High 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.**

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

# High 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.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | 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. | **40%** |
| **Homework** | Written assignments, reading assignments, general math skills assignments, general business knowledge assignments. | **20%** |
| **Assessment** | 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. | **40%** |

# High 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.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | • Student attends class regularly and actively participates<br>• Warm- Ups<br>• Dance Etiquette<br>• Student knowledge of dance terminology and technique<br>• Progression and Proficiency of dance technique<br>• Appropriate dance attire | **60%** |
| **Homework** | • Journal/Portfolio<br>• Special Projects<br>• Written Assignments/Performance Critiques | **20%** |
| **Assessment** | • Individual and Group Performance (informal and formal)<br>• Peer/Self Evaluations<br>• Test/Quizzes (written and performance) | **20%** |

# High School ESOL/English

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

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work begun and/or completed in class including:<br>• Essays<br>• Student Journals<br>• Class Discussions<br>• Group/Cooperative Activities<br>• Vocabulary And Grammar<br>• Participation<br>• Other Tasks As Assigned | **25%** |
| **Homework** | Includes all work completed outside of the class setting including:<br>• Structured Opportunities To Practice Listening, Speaking, Reading, And Writing<br>• Student Journals<br>• Other Tasks As Assigned | **25%** |
| **Assessment** | Assessments (formative and summative) may be written, oral, and performance based including:<br>• Systemic Unit Assessments<br>• Other Tests And Quizzes<br>• Portfolios<br>• Research And/Or Projects<br>• Oral Presentations | **50%** |

# High School Experiential Learning
# College Career Research and Development I
# Class Component

**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 College Career Research and Development I Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This category includes daily in class workplace readiness skills, warm up activities, any work utilizing written and/or technology-based standards, class discussions, group activities, daily student journals, proper maintenance of equipment, and other regularly assigned learning tasks. | **60%** |
| **Homework** | This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned. | **10%** |
| **Assessment** | This category includes tests, quizzes, career portfolios, senior projects, and notebooks. | **30%** |

# High School Experiential Learning
# College Career Research and Development II
# Class Component

**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 College Career Research and Development II Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This category includes daily in class workplace readiness skills, warm up activities, any work utilizing written and/or technology-based standards, class discussions, group activities, daily student journals, proper maintenance of equipment, and other regularly assigned learning tasks. | **60%** |
| **Homework** | This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned. | **10%** |
| **Assessment** | This category includes tests, quizzes, career portfolios, senior projects, and notebooks. | **30%** |

# High School Experiential Learning
# Work-Based Learning Component

**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 Work-Based Learning Component Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This category includes daily in class workplace readiness skills, Training Agreements, Training Plan, documentation of gross earnings, hours worked and/or other tasks as assigned. | **50%** |
| **Homework** | This category includes all work begun and/or completed outside the classroom setting/training site and/or other tasks as assigned. | **10%** |
| **Assessment** | This category includes the employer evaluation. | **40%** |

# High 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.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Class work 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. | **40%** |
| **Homework** | General Family and Consumer Sciences activities that may be initiated in and completed outside of the classroom. This may include readings and written assignments. | **10%** |
| **Assessment** | 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 include the traditional (quizzes and exams) and alternative methods (presentations and observations, work based learning experiences) of assessing student learning. | **50%** |

# High 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.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work completed in the classroom. This may include but is not limited to:<br>• Active Participation<br>• Notebooks<br>• Warm-ups<br>• Vocabulary<br>• Written responses<br>• Whole/Small group discussions | **40%** |
| **Homework** | Includes all work completed outside of the classroom setting. This may include but is not limited to:<br>• Long-term assignments<br>• Individual and group projects<br>• Journal entries<br>• Written reports | **30%** |
| **Assessment** | Formative and summative assessments may be written, oral, or skill-based. This may include but is not limited to:<br>• Quizzes and Tests<br>• Portfolios<br>• Research projects<br>• Oral presentations<br>• Peer/self evaluations | **30%** |

# International Baccalaureate
# IB English A1 HL

**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 IB English A1 Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to oral presentations, discussions, seminars | **30%** |
| **Homework** | Includes but not limited to writing prompts, reading activities, research activities | **20%** |
| **Assessment** | Includes but not limited to tests, quizzes, essays, and presentations | **50%** |

# International Baccalaureate
# IB Language B SL

**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 IB Language B  SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to reading comprehension exercises, grammar drills, writing exercises | **30%** |
| **Homework** | Includes but not limited to writing prompts, reading activities | **20%** |
| **Assessment** | Includes but not limited to tests, quizzes, projects | **50%** |

# International Baccalaureate
# IB Geography HL/SL

**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 IB Geography HL/SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to group presentations, seminars | **20%** |
| **Homework** | Includes but not limited to short-term projects, case studies | **30%** |
| **Assessment** | Includes but not limited to tests, quizzes, projects, fieldwork | **50%** |

# International Baccalaureate
# IB History HL

**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 IB History HL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to debates, seminars | **25%** |
| **Homework** | Includes but not limited to short-term projects, research projects | **25%** |
| **Assessment** | Includes but not limited to tests, quizzes, projects | **50%** |

# International Baccalaureate
# IB Math Studies SL

**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 IB Math Studies SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to projects | **30%** |
| **Homework** | Includes but not limited to extension activities | **20%** |
| **Assessment** | Includes but not limited to tests, quizzes, | **50%** |

# International Baccalaureate
# IB Music HL/SL

**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 IB Music HL/SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to music theory, lexicon, solo andgroup performance, composition | **25%** |
| **Homework** | Includes but not limited to journal, special projects (short term), musical investigation (mandatory longterm research) | **25%** |
| **Assessment** | Includes but not limited to tests, quizzes, solo/group performance, listening paper, composition | **50%** |

# International Baccalaureate
# IB Psychology HL/SL

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 IB Psychology HL/SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to group and Individual presentations, seminars, experiments & Written responses of findings | **20%** |
| **Homework** | Includes but not limited to short-term projects, case studies, research on experimental design models, reflective journals, essays | **30%** |
| **Assessment** | Includes but not limited to tests, quizzes, projects, fieldwork | **50%** |

# International Baccalaureate Research Practicum

**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 IB Research Practicum Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to revisions, mini-lessons, rough drafts | **25%** |
| **Homework** | Includes but not limited to rough and final draft preparations | **25%** |
| **Assessment** | Includes but not limited to research verification, topic selection, rough drafts, final drafts | **50%** |

# International Baccalaureate IB 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 IB Chemistry SL/HL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to projects, labs | **30%** |
| **Homework** | Includes but not limited to text notes, practice questions and problems | **20%** |
| **Assessment** | Includes but not limited to tests, selected labs | **50%** |

# International Baccalaureate Theory of Knowledge

**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 IB Theory of Knowledge Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to journals, presentations, seminars, discussions | **30%** |
| **Homework** | Includes but not limited to short-term projects, readings | **20%** |
| **Assessment** | Includes but not limited to tests, quizzes, essays, presentations | **50%** |

# International Baccalaureate
# IB Visual Arts A HL/SL

**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 IB Visual Arts A HL/SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to all studio projects and discussions | **50%** |
| **Homework** | Includes but not limited to project plans | **10%** |
| **Assessment** | Includes but not limited to research, tests, and quizzes | **40%** |

# International Baccalaureate
# IB Visual Arts B HL/SL

**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 IB Visual Arts B HL/SL Curriculum.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes but not limited to all studio projects and discussions | **40%** |
| **Homework** | Includes but not limited to project plans | **10%** |
| **Assessment** | Includes but not limited to research, tests, and quizzes | **50%** |

# High 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 the Instrumental Music Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Classwork for the performance based class includes but is not limited to:<br>• Being prepared for class with working instrument, music/ method book, and other required materials.<br>• Preparation of assigned material, and active participation in performances/concerts | **60%** |
| **Homework** | Includes but is not limited to home practice assignments, practice records/journals, and other written homework assignments | **10%** |
| **Assessment** | Includes but is not limited to performance tasks (playing tests/quizzes), written assessments, portfolios, rubrics, and peer/self evaluations. | **30%** |

**Courses:** Advanced Band, Advanced Orchestra, Basic Band, Basic Orchestra, Intermediate Band, Intermediate Orchestra, Jazz Ensemble, Special Instrumental Ensembles

# High 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 indicators and objectives found in the Mathematics Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This includes all work completed in the classroom setting, including:<br>• Group Participation<br>• Notebooks<br>• Warm-ups<br>• Vocabulary<br>• Written responses<br>• Journals/Portfolios<br>• Group discussions<br>• Active participation in math projects<br>• Assignments students complete via online resources<br>• Completion of assignments | **40%** |
| **Homework** | 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:<br>• Assignments students complete via online resources<br>• Performance Tasks<br>• Journals/Portfolios<br>• Other Tasks as assigned | **10%** |
| **Assessment** | This category entails both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning.<br>• Group Discussions<br>• Performance Tasks<br>• Problem-based assessments<br>• Exams<br>• Quizzes<br>• Portfolios<br>• Research/Unit Projects<br>• Oral presentations<br>• Surveys<br>An instructional rubric should be created to outline the criteria for success for each alternative assessment | **50%** |

# High School Mathematics
# (Science and Technology Program only)

**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** | This includes all work completed in the classroom setting, including:<br>• Group Participation<br>• Notebooks<br>• Warm-ups<br>• Vocabulary<br>• Written responses<br>• Journals/Portfolios<br>• Group discussions<br>• Active participation in math projects<br>• Assignments students complete via online resources<br>• Completion of assignments | **40%** |
| **Homework** | 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:<br>• Assignments students complete via online resources<br>• Performance Tasks<br>• Journals/Portfolios<br>• Other Tasks as assigned | **10%** |
| **Assessment** | This category entails both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning.<br>• Group Discussions<br>• Performance Tasks<br>• Problem-based assessments<br>• Exams<br>• Quizzes<br>• Portfolios<br>• Research/Unit Projects<br>• Oral presentations<br>• Surveys<br>An instructional rubric should be created to outline the criteria for success for each alternative assessment | **50%** |

****Courses include Advanced Algebra Common Core, Advanced Geometry Common Core, Algebra 2/Trig, Algebra 2 Honors, Trigonometry Honors, PreCalculus Honors**

# High School Military Science

**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 Military Science Curriculum Framework Progress Guides.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | • Leadership lab, daily work habits, proper use and care of supplies and equipment, time on task, group interaction, and preparation for class.<br>• Program aptitude, proper use of military courtesies, and use of leadership skills.<br>• Military bearing and proper wearing of appropriate uniform.<br>• Attendance and participation, both in and out of school. | **40%** |
| **Homework** | • Assignments (oral and written) given (for completion outside of class) for practice and/or preparation for instruction.<br>• Written assignments includes written assignments, DTAS, portfolios, and written assignments directed by the program of instruction. | **20%** |
| **Assessment** | • Assessments varied in format and task type to collect evidence of learning may include, but are not limited to the following: tests, quizzes, recitation, reports, essays, projects, presentations, journals and other records or displays.<br>• Uniform inspection. | **40%** |

# High School Physical Education

**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 Physical Education Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work completed in the classroom. This may include but is not limited to<br>• Warm-ups (Written or Performed)<br>• Worksheets<br>• Article Critiques<br>• Notebooks<br>• Whole/Small group work or discussions<br>• Vocabulary<br>• Skill Assessments/Performance-Based Assessments<br>• Personal/Social/Emotional Development | **70%** |
| **Homework** | Includes all work begun and/or completed outside the classroom/gymnasium. This may include but is not limited to<br>• Journals<br>• Written Reports<br>• Projects<br>• Fitness Logs | **10%** |
| **Assessment** | Includes but is not limited to<br>• Skill assessments,<br>• Written assessments<br>• Rubrics<br>• Task cards<br>• Pre and post fitnessgram assessment<br>• Peer/self evaluations. | **20%** |

# High School Reading/English Language Arts (Including Science and Technology)

**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 Reading/English Language Arts Curriculum Framework Progress Guide that are based on the Maryland College and Career Ready Standards (MCCRS).

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work begun and/or completed in class such as:<br>• Evidence-Based Constructed Responses (EBSR)<br>• Essays (Prose Constructed Responses - PCR)<br>• Student journals<br>• Class discussions<br>• Group/cooperative activities<br>• Multi-media presentations<br>• Text-based Vocabulary and grammar activities<br>• Participation<br>• Other tasks as assigned | **40%** |
| **Homework** | Includes all work completed outside of the class setting such as:<br>• Readings and/or Related tasks<br>• Evidence-Based Constructed Responses<br>• Student journals<br>• Other tasks as assigned<br>Note: Teacher may grade homework for completion | **10%** |
| **Assessment** | Assessments (formative and summative) may be written, oral, and performance based. Some assessments must include EBSR's and PCR's, including:<br>• Systemic unit assessments<br>• Portfolios<br>• Multi-media presentations/projects<br>• Research Simulation Tasks<br>• Research and/or projects<br>• Oral presentations | **50%** |

**All Science and Technology Reading/Language Arts courses are to follow these grading factors.**

# High School Research Practicum
# (Science and Technology Program only)

**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 Research Practicum Curriculum Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Assignments include, but are not limited to, computer lessons, statistics, article reviews, hypothesis development, technical writing, mini RP project. | **10-20%** |
| **Homework** | Assignments include, but are not limited to, reference lists, on-time submission log-book updates, article reviews. | **10-20%** |
| **Assessment** | Assignments include, but are not limited to, five chapter assignments, science fair backboard, symposium paper, powerpoint, final presentation, final paper, summer assignment. | **60-70%** |

# High 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 |
|---|---|---|
| **Class Work** | • Daily Tasks (may include warm-up, use of daily task sheet, time on task)<br>• 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. | **25%** |
| **Homework** | **ARSC Activities/Study Skills:**<br>• Suggested activities include classroom assignments related to acquisition and implementation of study skills presented through class activities. | **25%** |
| **Assessment** | • Quarterly Evaluation<br>• Organization | **50%** |

# High 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 |
|---|---|---|
| **Class Work** | This may include any written assignments (i.e. worksheet, textbook practice, etc.) media presentation, experimental activities, hands on activities, classroom-based projects, or oral exercise based on daily objectives completed by an individual or group of students, that correlate to Curriculum Framework Progress Guide.<br>**Evaluative Indicator**<br>Reported as total points or percentage grade to reflect mastery of content and skills. | **35%** |
| **Homework** | This may include any written or media presentation based on daily or weekly objectives completed by an individual or group of students and non-classroom-based projects.<br>**Evaluative Indicator**<br>Teacher may check for completion by student and assign points accordingly. This is reported as total points or percentage grade to reflect mastery of content and skills. | **15%** |
| **Assessment** | This may include any evaluation that reflects the student's performance on a summary of chapter, unit or module objectives to include post assessments, unit assessments, quizzes, portfolios, research, unit projects, oral presentations.<br>**Evaluative Indicator**<br>Reported as total points or percentage grade to reflect mastery of content and skills. | **50%** |

**Courses include Medical Science, Foundations of Medicine & Health, Human Body Systems**

# High School Science
# (Science and Technology Program only)

**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 Course Syllabi.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | This may include group participation, written assignments, media presentation, experimental activities, hands on activities, classroom-based projects, or oral exercise based on daily objectives completed by an individual or group of students, that correlate to Curriculum Framework Progress Guide.<br>**Evaluative Indicator**<br>Reported as total points or percentage grade to reflect mastery of content and skills. | **10-30%** |
| **Homework** | This may include any written or media presentation based on daily or weekly objectives completed by an individual or group of students, non-classroom-based projects, and free response questions completed away from school.<br>**Evaluative Indicator**<br>Teacher may check for completion by student and assign points accordingly. This is reported as total points or percentage grade to reflect mastery of content and skills. | **5-30%** |
| **Assessment** | This may include any evaluation that reflects the student's performance on a summary of chapter, unit or module objectives.<br>**Evaluative Indicator**<br>Reported as total points or percentage grade to reflect mastery of content and skills. | **40-75%** |

****Courses include Biology ST, Chemistry ST, Physics ST, Bio-Organic Chemistry, Organic Chemistry, Genetics, Forensics, Microbiology, and Anatomy and Physiology.**

# High School Social Studies
# (Including Science and Technology)

**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** | Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to:<br>• Document Based Analysis<br>• Writing Tasks<br>• Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc.<br>• Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc. | **40%** |
| **Homework** | Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to:<br>• Content Readings<br>• Study Guides<br>• Video Analysis<br>• Review Notes<br>• Article Review | **20%** |
| **Assessment** | Includes formative and summative assessment. Assessments must address content standards and vary to address student population.<br>• Unit Assessment<br>• Project Based Assessment i.e. Research Paper, Exhibit, Performance, Website, Simulation etc. | **40%** |

**All Science and Technology Social Studies courses are to follow these grading factors.**

# High School Technical Academy

**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 Technical Academy Curriculum Framework Progress Guides.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Classwork will include written assignments completed in class by (an individual or group) as well as notebook inspections, warm-ups, and journal entries.<br>Career development skills: this will include classroom preparation, work-based learning evaluations, cooperation and effort, team work, and peer relationships. | **50%** |
| **Homework** | This may include any written assignment based on daily or weekly objectives completed outside the classroom by an individual or group of students. | **10%** |
| **Assessment** | Assessments will demonstrate progressive development of student progress; to include benchmark exams, unit/tests and quizzes, and lab projects that will evaluate student skill level of performance.<br>**Projects:** Any project-based learning activities that correlates to the Curriculum Framework Progress Guide; to include a capstone project. | **40%** |

# High 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 high school Technology Education Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | 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 exploration and preparation. | **50%** |
| **Homework** | This may include any written assignment based on daily or weekly objectives completed outside the classroom by an individual or group of students. | **10%** |
| **Assessment** | 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. | **40%** |

# High 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 Reading/English Language Arts Curriculum Framework Progress Guide.

| Factors | Brief Description | Grade Percentage Per Quarter |
|---|---|---|
| **Class Work** | Includes all work begun and/or completed in class, including:<br>• Study of plays<br>• Essays<br>• Student Journals<br>• Class discussions<br>• Group/Cooperative Activities<br>• Participation<br>• Other tasks as assigned | **50%** |
| **Homework** | Includes all work completed outside of the class setting including:<br>• Readings and/or related tasks<br>• Student journals<br>• Theatre Arts/Performance Etiquette<br>• Other tasks as assigned | **25%** |
| **Assessment** | • Assessments (formative and summative) may be written, oral, and performance based, other tests and quizzes, Portfolios, Research and/or projects<br>• Oral presentations<br>• Ensemble Etiquette | **25%** |

**Courses:** Acting Studio

# High 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 |
|---|---|---|
| **Class Work** | Classroom/Group Participation<br>• Portfolio Presentation, Studio Projects<br>• Class Critiques<br>• Oral Presentations<br>• Group Interaction<br>• Class participation<br>• Concepts/objectives met<br>• Completion of project<br>• Creativity, originality<br>• Proper craftsmanship<br>• Warm-ups/objectives<br>• Daily work habits<br>• Care of supplies, equipment, and studio<br>• Time on task, meeting deadlines, time management, and planning development<br>• Group interaction<br>• Studio activities participation<br>• Attendance and promptness<br>• Preparation for class (materials)<br>• Performance<br>• Research<br>• Sketchbook Entries<br>• Written Critiques | **50%** |
| **Homework** | • Research, Outside References, and Resources<br>• Vocabulary<br>• Notebooks<br>• Sketchbook Entries | **20%** |
| **Assessment** | **<u>Test, Quizzes, Individual Assessments</u>**<br>• Written critiques and Self Assessments<br>• Exams, Quizzes, and Tests<br>• Journals<br>• Notebooks<br>• Research<br>• Sketchbooks<br>• Oral Critiques and Presentations<br>• Studio Assignments/Projects | **30%** |

# High 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 |
|---|---|---|
| **Class Work** | **Individual/group participation:** 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, ensemble etiquette, and preparation for class (materials). | **50%** |
| **Homework** | Performance evaluation, warm-ups, vocabulary, notebooks, journal entries, written critiques (self and group), ensemble etiquette, and class critiques, reports and projects | **20%** |
| **Assessment** | Self-Evaluation, Journals, Notebooks, Research, Projects, Tests, Quizzes, Exams, Written Critiques, Oral Presentations, Ensemble Etiquette, Attendance at Schedules Performances and Programs. | **30%** |

# High 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.

| 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.<br>Classwork includes warm-up. independent activity, group work with rubric and reflection (journal or notebook 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. | **20%** |
| **Assessment** | 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. | **45%** |

**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*