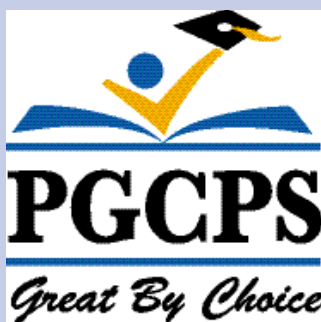


## Administrative Procedure 5121.1

# Grading and Reporting for Elementary Schools Early Childhood through Grade Five



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## **PREFACE TO ADMINISTRATIVE PROCEDURE 5121.1**

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

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

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

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

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

## RATIONALE

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.

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.

The bell curve will not be used as a basis for determining student grades.

## GRADING ELEMENTS

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

### 1. Head Start and Prekindergarten

Proficient (P) - child consistently exhibits the skill independently

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

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

### 2. Kindergarten and Grade 1

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

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

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

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

### 3. Grades 2 – 5

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

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

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

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

E = Unsatisfactory progress (failure) at the level of instruction indicated 50 – 59%.

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

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

Class Work

Homework

Assessments

### 5. Reading Level

ABL = Above Grade Level 80 – 100%

OGL = On Grade Level 60 – 79%

BL = Below Grade Level 0%-59%

6. Prekindergarten and Head Start will not generate grades. Designated data collection strategies will be implemented.

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

Proficient (P)-child consistently exhibits the skill independently

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

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

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

Proficient (P)-child consistently exhibits the skill independently

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

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

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

## **REPORTING AND RECORDING GRADES**

### **1. Reporting**

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

b. Students and/or parents 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. A grade for each subject will be recorded on the report card.

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

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

## 2. Recording

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

- a. Teachers and schools will maintain records of student progress. It is expected that teachers will enter the numeric grade for student work into their electronic grade book and return that work to students within ten business days of the due date. However, it is recognized that to provide meaningful feedback to students, teachers may not be able to read/review and post the grade within ten business days, and, on those assignments, teachers may provide written notice on the rubric or assignment with a projected date that grades will be returned to students. Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.
- b. Teachers will grade and give a score for all student assignments in grades 2-5, when appropriate, including class work, homework, written assignments, projects, and labs.
- c. In classes that meet 4-5 times per week, the classroom teacher must record in SchoolMAX a minimum of two numerical grades per week in each subject for each student. If a class meets once a week then only one grade will be recorded.
- d. Two grades per week exemptions: Due to limited time with students and the nature of the work assigned, the following subject areas are exempt from the two grades per week - Prekindergarten, Kindergarten, Elementary Physical Education, Elementary Music, Elementary Art, Media, and Elementary ESOL classes. If a week is shortened by two days then a minimum of one grade will be required. If a class meets only once per week then only one grade will be recorded
- e. Prekindergarten and Head Start will not generate grades. Designated data collections strategies will be implemented. Refer to item #6 above under the previous section "Grading Elements." Head Start will use the SchoolMAX report card.
- f. Teachers will return graded papers and assignments in order to provide on-going, timely feedback to student and parents.
- g. A student will receive a failing grade ("E") for assignments, tests, or quizzes when the following occurs:
  - 1) A student has cheated on a test, quiz, or assigned project.
  - 2) A student fails to produce work within an assigned timeframe.
  - 3) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.
  - 4) A student has been unlawfully absent.
  - 5) A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).
- h. For Special Content Areas (Art, Vocal and General Music, Instrumental Music, Physical Education, Dance, FLEX/ICAL), refer to the attachment for grading policy and percentages.
- i. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment. For Special Content Areas (Art, Vocal and General Music, Instrumental Music, Physical Education, Dance, FLEX/ICAL), refer to the attachment for grading policy and percentages.
- j. Social Skills and Work Habits will receive one grade per week. Teachers will give one grade within the first two weeks in these categories. This grade will stand and serve as the default grade. The teacher will update this grade whenever a change is noted in the student's performance. Grading factors are not included for these categories and will not be included in the student's GPA nor be considered for Honor

Roll.

k. Grading factors will not include systemic assessments that are a part of the benchmarking measures.

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

1. A student who is considered lawfully absent (Refer to A.P. 5113) from a class will have the opportunity to make up missed assignments.
2. Teachers are required to provide make-up work within 48 hours of the day a student returns from a lawful absence, including suspensions and those who did not qualify for home instruction. In the event of an extended lawful absence (up to fifteen (15) school days), make-up work will be provided within 48 hours of return..
3. A student who is lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.
4. The number of days allowed to make up missed work will be equivalent to the number of days of lawful absence. This timeline will begin when the teacher provides the student with the assignments within 48 hours of the request. A student who fails to complete missed assignments within the allotted time as defined by the teacher will receive a 0 (zero) for each assignment.
5. If a lawfully absent student returns to school near the close of the marking period and does not have sufficient time as described above to make up the missed work, an “I” grade will be assigned.
  - a. If a student fails to meet established deadlines for completion of assignments (see above), all missing grades will be converted to 0 (zero) per assignment.
  - b. The student’s average for the previous marking period (the marking period in which the “I” grade was assigned) will be recalculated and changed on the report card by the next marking period.
  - c. The Grade Change Authorization Form PS-140 must be used to authorize and document this change.
6. In the fourth marking period, if an “I” grade would otherwise have been assigned, teachers will use all existing grades to determine the student’s fourth marking period grade. A request for an exception may be made to the Principal.
7. If a student is present in class and does not work on the task/assessment within the timeframe as established by the teacher, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.

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

In elementary schools, a student with unlawful absences will receive a “failing” grade for any day(s) of such absence(s). The failing grades will be averaged with other daily grades.

The school must document that, on at least one occasion, the school notified the student and parents or guardians of the following:

- a. Absences have been noted and recorded.
- b. An offer is made to explore and remediate the causes of unlawful absences
- c. The school is not required to provide make-up work for unlawful absences. (Refer to A.P. 5113).

## **DETERMINING FINAL GRADES (GRADES 2 – 5)**

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

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

## **HONOR ROLL (GRADES 2 – 5)**

1. The purpose of the honor roll program is to recognize and honor elementary students who have attained outstanding academic success. The district-wide Honor Roll is designed to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects. All schools will implement this honor roll system that recognizes students for high academic achievement at the end of each marking period during the school year. Schools are required to recognize students for performance at two levels: Principal's Honor Roll and Honor Roll.
2. Students in Grades 2-5 who qualify for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in elementary schools. The following criteria will be used to identify students at each level:
  - a. Principal's Honor Roll: Students with at least a 4.0 GPA 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. Interim progress reports must be issued for all K-5 students at the middle of each quarter. Individual schools may decide to issue interim progress reports with even greater frequency on their own but not using the SchoolMAX system.
2. Progress reports do not have to be issued to Head Start and Pre-Kindergarten students.
3. ESOL elementary students will not receive a progress report grade in the ESOL course.
4. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the school system has passed. Students will receive the grade earned, regardless of notification.



## **REPORT CARDS**

1. Report cards for elementary schools will be distributed on a quarterly or nine (9) week basis.
2. Montessori report cards will be distributed each semester.
3. Prekindergarten report cards will be distributed twice a year. The report will contain work samples, to include a self portrait, name sampling, writing sample, art sample and the curriculum-based assessment report for prekindergarten students.
4. Head Start report cards will be distributed three times a year (fall, winter, spring). Family reports include both “Progress” and “Performance” ratings. Performance ratings compare the student with what is developmentally expected for their age. Progress ratings refer to change over time.
5. Report Card – the following information will appear on the elementary report card where applicable to the grade level:
  - a. School Name
  - b. Course Titles
  - c. Course Grades Earned
  - d. Student Grade Level
  - e. Absences from School
  - f. Tardiness from School
  - g. Teachers’ Names
  - h. ESOL courses
  - i. Comments

## **PARENT CONFERENCES**

1. By the end of the first grading period, teachers in elementary schools will identify those students whose progress suggests that a parent conference should be conducted in the best interest of the student and his/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.

## **STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

1. Federal law requires that an Individualized Education Program (IEP) be developed for all students who receive special education and related services. The IEP Team develops the IEP. The IEP goals and objectives are based upon student needs and should be designed to allow the student to progress in the general education curriculum, as appropriate, with the identified supports and accommodations.
2. Teachers will implement the goals, objectives, supplementary services, accommodations and modifications that have been documented in the student’s Individualized Education Program (IEP). Implementation must be selected on the basis of the individual student’s needs and must be used consistently for instruction and assessment (Maryland Accommodations Manual (MAM), for the Maryland School Assessment for Science or the Maryland High School assessments and the Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility Features and Accommodations Manual for the PARCC assessments in English Language Arts/ literacy and Mathematics). The student shall not receive a lower grade on class assignments, projects, tests and quizzes as result of receiving their approved accommodation and modification documented in the student’s IEP.

In the event a student with a disability is in jeopardy of failing a subject, an IEP meeting must be held to review and revise the IEP accommodations and modifications as appropriate.

3. There is no waiver for the physical education credit requirement. However, there are modifications one may make based on physical limitations or handicapping conditions. Students may participate in a modified program of physical education based upon individual needs. This requires an individual program be adapted to assist students with any modifications necessary. This program would have to be approved by the physical education teacher, supervisor, and local school system for these modifications to be developed.
4. Students with disabilities who are working toward a diploma will:
  - a. Have access to instructional and assessment accommodations in both general and special education settings, as specified on the IEP, to allow them to progress in the general education curriculum.
  - b. Receive grades based upon progress in the general curriculum, with accommodations, as identified on the IEP.
  - c. Receive the same report card as is used in general education.
  - d. Receive a report of progress related to IEP goals and objectives, in addition to the report card.
5. General and special educators who are teaching in a co-taught class will jointly determine the grades for students with disabilities in their classes under the Individuals with Disabilities Education Act (IDEA).
6. If the special educator or related service provider is the designated primary instructor for a subject, he or she will determine the grade in that subject area.
7. Report cards for students enrolled in Diversified Occupations subjects must include, "Diversified Occupations" as part of the title of each subject.
8. Students with significant cognitive disabilities, who are working toward a Maryland Certificate of Program Completion, shall be instructed, assessed and graded on alternate academic outcomes that are linked to the Maryland College and Career Ready State Standards requiring substantial adaptation and modification of grade-level content in the general education curriculum. Students will receive a report of progress related to IEP goals and objectives in addition to the report card.

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

1. Title III of the No Child Left Behind Act of 2001 requires that English Language Learners (ELLs) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.
2. Teachers will implement the accommodations that have been documented in the student's Accommodations Documentation for ELL Students. Accommodations must be selected on the basis of the individual student's English proficiency level and must be used consistently for daily instruction and local and state mandated assessments (Maryland Accommodations Manual, MSDE).
3. Students receiving ESOL services will:
  - a. Have access to instructional adaptations/modifications and assessment accommodations in both the general education classroom and ESOL classroom, as specified in the Accommodations Documentation for ELL Students, to allow them to make academic progress in both settings;
  - b. Receive grades based on performance on activities and classroom assessments appropriate to the language proficiency level of the student;
  - c. Receive the same report card as is used in general education;
  - d. Receive a quarterly grade in the ESOL course, ESOL, and a minimum of three comments that reflect language progress; and
  - e. Not receive progress report grades in the ESOL course, ESOL, if they are in elementary.

4. Elementary classroom teachers and ESOL teachers must collaborate throughout the quarter and determine instructional adaptations/modifications as appropriate.
5. In the event that an ESOL student misses all or part of a content area due to ESOL instructional time, classroom and ESOL teachers must collaborate on an appropriate grade in that subject.

## **TRANSFER STUDENTS**

1. The grades of students who transfer into Prince George's County Public Schools from an accredited/approved school will be averaged with grades earned in PGCPs for similar courses to determine a marking period grade.
2. Students entering Prince George's County Public Schools with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. Prince George's County Public Schools' system personnel cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.
3. Transfer grades received in a numeric format only but where the grading scale is different from PGCPs will be converted to numeric grades with the above equivalencies. (For example, when a student arrives with a transfer grade of 65 and the report card indicates that 65 is a Failing grade (E/F), the student's grade is converted to 55 in PGCPs.)
4. Under the direction of IT, 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.
5. Students who transfer into Prince George's County Public Schools from non-accredited or unapproved schools will not be granted credit, unless they pass a subject area test administered through the Department of Testing. Counselors must contact the Testing staff to schedule tests. International student placement is evaluated only by the counselors of the International School Counseling Office (ISCO) for grade level and the awarding of credit.
6. A parent or guardian who desires to enroll a child in the Prince George's County Public Schools from home schooling must submit an Application for Admission to Prince George's County Public Schools (Form PS-48) to the Department of Curriculum & Instruction, Home Schooling Office, at least fifteen (15) days prior to starting public school (See Administrative Procedure 5113.5).
7. Questions about transfer students' grades will be referred to the Department of Curriculum & Instruction.

## **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.

## **PROCEDURES FOR APPEAL**

Within five (5) school days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing. 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, students, 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 (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 subject for which the grade change is requested and by the school's 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 PDS card and the final report card will be corrected. The new grade will be recorded on the documents, then 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. 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 grade change request 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 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5125, Individual Student School-Based Records; 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 SUPERSEDES**

This Administrative Procedure cancels and supersedes Administrative Procedure 5121.1, 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

# Pre-Kindergarten and Head Start

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

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

# Elementary Mathematics (Grades K and 1)

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

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

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

# Elementary Reading and Oral and Written Communication (Grades K and 1)

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

Example Scoring Rubric located after Grades K and 1

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



# Elementary Science (Grades K and 1)

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

Example Scoring Rubric located after Grades K and 1

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	This includes work completed in the classroom setting. Class work will include but is not limited to: <ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Classroom assignments (written or oral)</li> <li>• Vocabulary and content development</li> <li>• Projects (Individual and/or group)</li> <li>• At least 5% of class work must be hands-on, lab experiences or projects</li> </ul>	<b>55%</b>
<b>Homework</b>	This includes all work completed outside the classroom. Assignments can include, but are not limited to: <ul style="list-style-type: none"> <li>• Take-Home Booklets with Home Activities</li> <li>• Homework Projects</li> <li>• Science Logs</li> <li>• Written Assignments</li> </ul>	<b>5%</b>
<b>Assessments</b>	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers/foldables, anecdotal notes of teacher observations, teacher conferences, student written responses). Assessments can include, but are not limited to: <ul style="list-style-type: none"> <li>• Oral or written evaluation that reflects the student's performance on a summary of a lesson, chapter or unit</li> <li>• Science Problem of the Week items</li> <li>• Class STEM Fair projects</li> </ul>	<b>40%</b>

Various parts of the science fair timeline process can also be used as classwork, homework and assessments.

# Elementary Social Studies (Grades K and 1)





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

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

Example Scoring Rubric located on the next page.

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

## Kindergarten and First Grade Scoring Rubric

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

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

# Elementary Mathematics (Grades 2 – 5)

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

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

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

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

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

# Elementary Science (Grades 2 – 5)

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

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Will include but not limited to: <ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Classroom assignments (written or oral)</li> <li>• Projects (Individual and/or group)</li> <li>• At least 5% of class work must be hands on, lab experiences or projects</li> </ul>	<b>35%</b>
<b>Homework</b>	Will include but not limited to written assignments or projects that can and should be completed outside the classroom.	<b>15%</b>
<b>Assessments</b>	This may include any oral or written evaluation that reflects the student’s performance on a summary of a lesson, chapter or unit. This should also include science problem of the week, post assessments, quizzes, portfolios, research, unit projects, and oral presentations.  Science fair projects should also be a used as an assessment grade.	<b>50%</b>

## Elementary Social Studies (Grades 2 – 5)

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

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

# Elementary Dance Education

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

<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>• Knowledge of dance terminology and technique</li> <li>• Progression and Proficiency of dance technique</li> <li>• Appropriate dance attire</li> </ul>	<b>75%</b>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Journal/Portfolio</li> <li>• Special Projects</li> <li>• Written Assignments</li> </ul>	<b>5%</b>
<b>Assessments</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>



# Elementary ESOL (English for Speakers of Other Languages)

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

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

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

# Elementary Health

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes all work completed in the classroom during instructional time for Health Education. This may include but is not limited to written assignments, group work, notebooks, and active participation in whole/small group discussions.	<b>50%</b>
<b>Homework</b>	Includes out of class assignments. This may include but is not limited to journals, written reports, and health-related projects.	<b>20%</b>
<b>Assessments</b>	Includes but is not limited to quizzes, tests, skill demonstrations, and peer/self evaluations.	<b>30%</b>

# Elementary Instrumental Music

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

<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, ensemble etiquette, and other written homework assignments.	<b>10%</b>
<b>Assessments</b>	Includes but is not limited to performance tasks (playing tests/quizzes), written assessments, portfolios, rubrics, and peer/self evaluations.	<b>30%</b>

# Elementary Montessori

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

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

## Montessori Scoring Rubric

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

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

# Elementary Physical Education

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

<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. 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 and/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>Assessments</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>● task cards</li> <li>● pre and post fitnessgram assessment</li> <li>● peer/self evaluation</li> </ul>	<b>20%</b>

# Elementary Theatre Arts/Drama

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

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

# Elementary Visual Art

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

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



# Elementary Vocal and General Music

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

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

# Elementary World Languages

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

<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.	<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>15%</b>
<b>Assessments</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>50%</b>

**National Standards for World Languages Learning:**

Communication: Communicate in Languages Other Than English

Cultures: Gain Knowledge and Understanding of Other Cultures

Connections: Connect with Other Disciplines and Acquire Information

Comparisons: Develop Insight into the Nature of Language and Culture

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