

## **Administrative Procedure 5121.3**

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



### **BOARD OF EDUCATION**

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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 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 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.

## **COURSE OF STUDY SYLLABUS**

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

## **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, F, I, N, P, UC, and W, with no plus or minus signs. Gradebook averages are rounded to the nearest whole number (ex. 82.4 = 82, 91.6 = 92). 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.
    - N = No Grade. The "N" grade may be used only for transfer students.
    - P = Pass (credit bearing).
    - F = Fail (not credit bearing).
    - UC = University or College grade pending.
    - W = Withdrawn. The Student Intervention Team agrees to allow a student to drop a course after twenty (20) school days from the start of a year-long course or ten (10) days in a semester course. If a student receives a "W" in a college or online course, a "W" will be the grade earned in the high school course.
  3. Factors used to determine student grades must include the following items (See Attachments):
    - a. Class Work
    - b. Homework
    - c. Assessment
  4. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student completed the entire assignment and made a good faith effort. Good faith effort is evidenced by the student displaying
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persistence, striving for accuracy, time on task, and/or trying an alternative method to solve a problem (which may not be accurate). It is also a display of thinking as a student works to sort through ideas, apply context or figure out how to solve problems. If a student does no work on an assignment, the teacher shall assign a grade of zero.

## **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 at the end of the four grading periods.

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

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

2. The student participated in the teacher-facilitated re-teaching (before, during, or after school) within five school days following the return of the original graded work. The intention of re-teaching is to promote student learning of the material. Re-teaching may include but is not limited to feedback on the original task/assessment, additional tasks assigned by teacher, study packet, review session, whole or small-group instruction, computer tutorial, peer tutoring, or attending school or content-specific study sessions. The re-teaching does not have to be face-to-face.

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

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

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

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

c. 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 numeric 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 completed the entire assignment and made a good faith effort. Good faith effort is evidenced by the

student displaying persistence, striving for accuracy, time on task, and/or trying an alternative method to solve a problem (which may not be accurate). It is also a display of thinking as a student works to sort through ideas, apply context or figure out how to solve problems. If a student does no work on an assignment, the teacher shall assign a grade of zero.

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

1) The minimum number of grades in any category (class work, homework or assessments) per subject per week is listed below.

Meeting Frequency (number of sessions per week)	Minimum number of grades to be recorded per week
5 days	3
4 days	2
3 days	2
2 days	1
1 day	1

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

3) To generate the high school grade for Dual Enrollment, the PGCPS Teacher of Record inputs the grades into SchoolMAX. The expectation for a minimum number of 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 zero 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.

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. A change to the grade that occurs after the marking period ends but before the grading window closes shall be called a "grade override." The grade resulting from the change shall be called the "new grade." The grade initially recorded but later changed shall be called the "old grade." In the event a student's quarter grade needs to be adjusted, a teacher may override the calculated grade.

Grade Overrides Permissible - If the following conditions are met Grade Overrides are permissible: 1) The teacher has complied with grading and reporting procedures, and 2) The new grade more accurately reflects the student's performance during the grading period than does the old grade, and 3) The teacher can support the change by producing upon request sufficient documentation to show the new grade more accurately reflects the student's performance than the old grade. The teacher is required to retain and make available for inspection any and all documents and/or materials that the teacher contends support the grade override.

Grade Override Prohibition - Grade overrides may not be used to mitigate the result of a teacher's failure to comply with grading and/or reporting procedures and/or a teacher's failure to comply with grade change procedures.

j. 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 Instructional Director.

### 3. Entry of Grades

Teachers must adhere to the grade reporting timeline as published annually.

- a. All students in an assigned teacher's course must receive a grade during the end of the quarter grading window if enrolled 21 or more days in the course.
- b. Principals, or their designees, are responsible for ensuring that all grades are submitted prior to the closing of the grading window.
- c. Grade managers are responsible for identifying teachers who fail to post grades prior to and after the closing of the window. The grade manager must run a "Failure to Post" report and submit it to the Principal within 48 hours.
- d. Principals, or their designees, are responsible for storing a "Failure to Post" report for a period of four years in the Principal's office.
- e. After the closing of the grading window but prior to the grade manager reporting that the grading file is "ready to print", the grade manager must complete a Post-Cutoff-Date Correction entry for students whose grades were not reported during the grading window. The grade manager must collect documentation demonstrating how these grades were provided and include it when submitting the "failure to post" form.
- f. After the grade manager has reported the grade file is "ready to print", all subsequent grade changes must occur using the electronic PS-140 form.

## **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 and a comment will be entered that make-up work is pending.
  - 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 online 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. Pregnant and parenting students may also request an exception.
8. In addition to Home and Hospital Teaching, pregnant and parenting students may make up work in ways other than home and hospital teaching by retaking a semester, participating in an online course credit recovery program, and continuing at the same pace with 6 extra weeks to complete the semester.

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

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

## **DETERMINING FINAL GRADES (9-12)**

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), dual credit, and select other courses are approved. Seminar courses will not receive weighted grades. Additional courses may be approved system-wide by the Chief Academic Officer. In computing the GPAs from report card letter grades, the following numerical equivalents will be used:
 

A = 5.00	B = 4.00	C = 3.00	D = 2.00	E = 0.00
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3. Weighted refers to courses receiving a numerical advantage in calculating GPA, an additional .5 or 1.0 points added to the grade value. Weighted credit will only be applied to courses that are eligible in PGCPSS. Honors weight is effective school year 2016-2017 and after.
4. The following grades are not included in GPA calculations: “F”, “I”, “N”, “P”, “UC”, “W”.
- 5.. 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.

b. Honor Roll: Students with at least a 3.0 GPA or higher.

## **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/guardian conference should be conducted in the best interest of the student and his or her achievement and school performance. Teachers will inform parents/guardians of the need for a conference.
- 2. Parent/guardian conferences are encouraged at any time during the school year if the conference will enhance the parent's/guardian's understanding of and support for their child's schoolwork and school performance.

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

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

## **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 accessibility features and accommodations that have been documented in the student's Individualized Education Program (IEP) for students with disabilities. Accommodations and Accessibility Features must be selected on the basis of the individual student's need and must be used consistently used for daily instruction and local and state mandates. The Maryland Assessment, Accessibility, and Accommodations Policy Manual 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 provides guidance for selecting the appropriate accommodation. 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 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. 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. 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 Every Student Succeeds Act requires that English Learners (ELs) make progress with their English Language Proficiency, attain English proficiency, and meet the same challenging state academic content and student 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 EL 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 EL 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. ELs cannot receive a failing grade based solely on their English proficiency.
- 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 Chief Executive Officer or designee 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.

### 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 Office of Professional School Counseling, schools will update the records of each student who enters the school system without quarter grades as best they can with the available information. It will be the responsibility of the school registrar to request the student records including an official transcript from the sending school. The Professional School Counselor will then award grades based on the official transcript review. After a thorough search, if no grades can be located then the student may be registered in accordance with Administrative Procedure 5111.

d. Transfer Students do not have grade entry through a grade change process. The transcript manager is responsible for entering final grade data received from the school counselor after he/she has identified the equivalent courses for our district on the pramming sheet. If the student transfers mid-year, the grade manager adds quarter grades for quarters that have already passed. If the transfer is mid-quarter, the classroom teacher in the same content area averages the grades from the sending school with the grades from the entering class. In all cases for transfer students, original records from the sending school must be filed in the student cumulative folder.

e. The N grade may be used for transfer students only when grades cannot be obtained. The enrollment date determines the action taken to enter grades for the transfer student (see chart below). For any student receiving a final grade of N, the Professional School Counselor must determine if the course should be repeated to meet graduation requirements. The final grade N has zero credit value.

Example of N for Year Long Course (numeric grades are examples).

	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Final Grade
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Progress Report	Quarter Grade	
Enrolls after 1st quarter and before 2nd quarter progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	75
Enrolls 2nd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	N
Enrolls 3rd quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	N
Enrolls 3rd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N

	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Final Grade
Enrolls 4th quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

#### Example of N for First Semester Course

Transfer student	Quarter 1		Quarter 2		
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Final Grade
Enrolls 1st quarter before progress report grades publish	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	72
Enrolls 1st quarter after progress report grades publish	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 2nd quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 2nd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

#### Example of N for Second Semester Course

Transfer student	Quarter 3		Quarter 4		
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Final Grade
Enrolls 3rd quarter before progress report grades publish	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	72
Enrolls 3rd quarter after progress report grades publish	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

e. 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

f. 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, Research and Evaluation.

- b. Professional School Counselors must contact the Department of Testing, Research and Evaluation staff to schedule tests.
4. International Transfers: Only the counselors of the International Student Admissions and Enrollment Office (ISAEO) evaluate international student records for grade level and the awarding of high school credit.
5. A parent/guardian who desires to enroll a child in Prince George's County Public Schools from home schooling shall complete the Home Schooling Transfer Form and have the form endorsed by the Home Schooling Office. The parent/guardian will take the completed Home Schooling Transfer Form to enroll the student in 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 should be referred to the Office of Professional School Counselors.

## **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 Student Intervention 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 Student Intervention 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.
4. Grades from dropped courses transfer only to new courses of the same content area.

## **REPEATED COURSES**

1. Except in specific cases such as most electives, if a student repeats a high school credit-bearing course then the higher attempt will be the grade of record.
2. If a student repeats a course, 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 or guardian. 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: credit recovery, Evening School, Summer School, Saturday School, and/or the educational online program. 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. Refer to Administrative Procedure 5182 Educational Online Program for additional information.

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

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

### **PRINTING AND REQUESTS FOR REPRINTS**

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

### **MONITORING AND COMPLIANCE**

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

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

### **RELATED PROCEDURES AND INFORMATION**

Administrative Procedure 5111.2 Admission of Students from Non-Approved or Non-Accredited Schools; Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5116, Grade Change Authorization; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Early Childhood 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; Administrative Procedure 5182, Educational Online Program; Administrative Procedure 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools; Administrative Procedure 6155, Dual Enrollment Program; Administrative Procedure 10101, Student Rights and Responsibilities Handbook; Student Records Guidelines Manual.

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

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

## **CANCELLATIONS AND SUPERSEDURES**

This Administrative Procedure cancels and supersedes Administrative Procedure 5121.3, dated August 1, 2018

## **EFFECTIVE DATE**

August 19, 2019

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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes all work begun and/or completed in class, including: <ul style="list-style-type: none"> <li>• Group Participation</li> <li>• essay of Analysis</li> <li>• Essay Editing</li> <li>• Syntactical Elements</li> <li>• Elements of Style</li> <li>• Rhetorical Analysis</li> <li>• Analysis of Author's Tone</li> <li>• Timed Writings</li> <li>• Vocabulary and Grammar Assignments</li> <li>• Participation</li> <li>• Other tasks as assigned</li> </ul>	<b>10-25%</b>
<b>Homework</b>	Includes all work completed outside the class setting, including: 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.	<b>10-25%</b>
<b>Assessment</b>	Includes written and oral assignments, including: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Timed Writings</li> <li>• Research Papers</li> <li>• Projects</li> <li>• Oral Presentations</li> </ul>	<b>30-40%</b> <b>(Written/Oral Assignments)</b>  <b>40-50%</b> <b>(Tests/Projects)</b>

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes all work begun and/or completed in class, including: <ul style="list-style-type: none"> <li>• Group Participation</li> <li>• Literary analysis assignments</li> <li>• Open-ended question responses</li> <li>• Critical reading assignments</li> <li>• Essays/compositions</li> <li>• Research Projects</li> <li>• Timed Writings</li> <li>• Vocabulary and Grammar assignments</li> <li>• Participation</li> <li>• Other tasks as assigned</li> </ul>	<b>10-25%</b>
<b>Homework</b>	Includes all work completed outside the class setting, including: <ul style="list-style-type: none"> <li>• Critical reading of novels, short stories, poetry, drama and/or related tasks</li> <li>• Open-ended question responses</li> <li>• Essays/Compositions</li> <li>• Vocabulary and Grammar Assignments</li> </ul>	<b>10-25%</b>
<b>Assessment</b>	Includes Written and oral assignments, including: <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Timed Writings</li> <li>• Research Papers</li> <li>• Projects</li> <li>• Oral Presentations</li> </ul>	<b>30-40%</b> <b>(Written/Oral Assignments)</b>  <b>40-50%</b> <b>(Tests/Projects)</b>

# 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 Advanced Placement Standards found in the Mathematics Curriculum Framework Progress Guide:

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>This includes all work completed in the classroom setting. Including:</p> <ul style="list-style-type: none"> <li>• Group Participation</li> <li>• Notebooks</li> <li>• Written responses</li> <li>• Vocabulary</li> <li>• Group discussions</li> <li>• Performance Task</li> <li>• Hands-On Labs</li> <li>• Project Collaboration</li> <li>• Reassessed assignments</li> <li>• Completion of assignments</li> </ul>	<b>10% - 30%</b>
<b>Homework</b>	<p>This includes all work completed outside of the classroom and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Problem of the Week</li> <li>• On-line Practice</li> <li>• Opportunities for Self-Correction and Revisions</li> <li>• Journals</li> <li>• Projects :</li> </ul>	<b>10% - 20%</b>
<b>Assessment</b>	<p>This category entails both the traditional and alternative methods of assessing student learning.</p> <ul style="list-style-type: none"> <li>• Group discussions.</li> <li>• Performance Tasks</li> <li>• Problem Based Assessments</li> <li>• Exams</li> <li>• Quizzes</li> <li>• Portfolios</li> <li>• Research/Unit Projects</li> <li>• Oral presentations</li> <li>• Surveys</li> </ul> <p>An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.</p>	<b>50% - 80%</b>

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>This may include any 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.</p> <p><b><u>Evaluative Indicator</u></b> Reported as total points or percentage grade to reflect mastery of content and skills.</p>	<b>10-30%</b>
<b>Homework</b>	<p>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.</p> <p><b><u>Evaluative Indicator</u></b> 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.</p>	<b>5-30%</b>
<b>Assessment</b>	<p>This may include any evaluation that reflects the student's performance on a summary of chapter, unit or module objectives.</p> <p><b><u>Evaluative Indicator</u></b> Reported as total points or percentage grade to reflect mastery of content and skills.</p>	<b>40-75%</b>

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>25-30%</b>
<b>Homework</b>	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.  Includes written assignments, such as document based responses, free write essay responses, and portfolios.	<b>15-25%</b>
<b>Assessment</b>	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).	<b>40-60%</b>

# 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.

<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>30-35 %</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>15-20%</b>
<b>Assessment</b>	Students will be assessed in each of the five (5) national world language standards: communication, cultures, connections, comparisons, and communities. All graded assignments in the assessment section must be labeled by standard.	<b>40-50%</b>

# High School Aerospace Engineering and Aviation 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 high school Aerospace Engineering and Aviation Technology Curriculum Framework Progress Guides.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Classwork will include written assignments completed in class by (an individual or group) as well as notebook inspections, warm-ups, notetaking, journal entries, incremental project completion assignments, project documentation, and exit tickets. Career development skills will include career exploration and preparation.	<b>50%</b>
<b>Homework</b>	This may include any written assignment based on daily or weekly objectives completed outside the classroom by an individual or group of students.	<b>10%</b>
<b>Assessment</b>	Assessments will demonstrate progressive development of student progress; to include formative and summative assessments that will evaluate student skill level of performance. Assessments will also include any project-based or inquiry-based learning activities, project portfolios, written reports or essays, and capstones that correlate to the Curriculum Framework Progress Guide.	<b>40%</b>

# 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**.

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



# 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.

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

# 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.

<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>• Warm- Ups</li><li>• Dance Etiquette</li><li>• Student knowledge of dance terminology and technique</li><li>• Progression and Proficiency of dance technique</li><li>• Appropriate dance attire</li></ul>	<b>60%</b>
<b>Homework</b>	<ul style="list-style-type: none"><li>• Journal/Portfolio</li><li>• Special Projects</li><li>• Written Assignments/Performance Critiques</li></ul>	<b>20%</b>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Individual and Group Performance (informal and formal)</li><li>• Peer/Self Evaluations</li><li>• Test/Quizzes (written and performance)</li></ul>	<b>20%</b>

# High School ESOL

**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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes all work begun and/or completed in class including: <ul style="list-style-type: none"><li>• Essays</li><li>• Student Journals</li><li>• Class Discussions</li><li>• Group/Cooperative Activities</li><li>• Vocabulary And Grammar</li><li>• Participation</li><li>• Other Tasks As Assigned</li></ul>	<b>40%</b>
<b>Homework</b>	Includes all work completed outside of the class setting including: <ul style="list-style-type: none"><li>• Structured Opportunities To Practice Listening, Speaking, Reading, And Writing</li><li>• Student Journals</li><li>• Other Tasks As Assigned</li></ul>	<b>10%</b>
<b>Assessment</b>	Assessments (formative and summative) may be written, oral, and performance based including: <ul style="list-style-type: none"><li>• Systemic Unit Assessments</li><li>• Other Tests And Quizzes</li><li>• Portfolios</li><li>• Research And/Or Projects</li><li>• Oral Presentations</li></ul>	<b>50%</b>

# High School Experiential Learning Apprenticeship I Class Component

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward meeting their goals outlined in their training plan based on their industry selection.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>60%</b>
<b>Homework</b>	This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned.	<b>10%</b>
<b>Assessment</b>	This category includes tests, quizzes, career portfolios, senior projects, and notebooks.	<b>30%</b>

## High School Experiential Learning Apprenticeship II Class Component

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward meeting goals set in their training plan and the industry standards that lead to certification or licensure

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>60%</b>
<b>Homework</b>	This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned.	<b>10%</b>
<b>Assessment</b>	This category includes tests, quizzes, career portfolios, senior projects, and notebooks.	<b>30%</b>

## High School Experiential Learning Apprenticeship II Work-Based Learning

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward meeting goals set in their training plan and the industry standards that lead to certification or licensure.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>60%</b>
<b>Homework</b>	This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned.	<b>10%</b>
<b>Assessment</b>	This category includes tests, quizzes, career portfolios, senior projects, and notebooks.	<b>30%</b>

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>60%</b>
<b>Homework</b>	This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned.	<b>10%</b>
<b>Assessment</b>	This category includes tests, quizzes, career portfolios, senior projects, and notebooks.	<b>30%</b>

## 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>60%</b>
<b>Homework</b>	This category includes all work begun and/or completed outside the classroom setting. Assignments may include readings, written assignments or other tasks as assigned.	<b>10%</b>
<b>Assessment</b>	This category includes tests, quizzes, career portfolios, senior projects, and notebooks.	<b>30%</b>

## 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	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.	<b>60%</b>
<b>Homework</b>	This category includes all work begun and/or completed outside the classroom setting/training site and/or other tasks as assigned.	<b>10%</b>
<b>Assessment</b>	This category includes the employer evaluation.	<b>30%</b>

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>Class work will include written assignments completed in class by (an individual or group), including but not limited to:</p> <ul style="list-style-type: none"> <li>• notebook inspections</li> <li>• warm-ups</li> <li>• notetaking</li> <li>• journal entries</li> <li>• incremental project completion assignments</li> <li>• project documentation</li> <li>• career development skills, including career exploration and preparation</li> </ul>	<b>50%</b>
<b>Homework</b>	<p>Homework may include various types of assignments that are based on daily or weekly objectives and are completed outside of the classroom to include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• readings</li> <li>• written assignments</li> <li>• projects</li> <li>• research</li> </ul>	<b>10%</b>
<b>Assessment</b>	<p>Assessments will demonstrate progressive development of student progress and will include both formative and summative assessments, including:</p> <ul style="list-style-type: none"> <li>• quizzes</li> <li>• unit tests</li> <li>• final exams</li> <li>• project portfolio</li> <li>• written reports or essays</li> <li>• capstone</li> </ul>	<b>40%</b>



# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes all work completed in the classroom. This may include but is not limited to: <ul style="list-style-type: none"> <li>• Active Participation</li> <li>• Notebooks</li> <li>• Warm-ups</li> <li>• Vocabulary</li> <li>• Written responses</li> <li>• Whole/Small group discussions</li> </ul>	<b>40%</b>
<b>Homework</b>	Includes all work completed outside of the classroom setting. This may include but is not limited to: <ul style="list-style-type: none"> <li>• Long-term assignments</li> <li>• Individual and group projects</li> <li>• Journal entries</li> <li>• Written reports</li> </ul>	<b>30%</b>
<b>Assessment</b>	Formative and summative assessments may be written, oral, or skill-based. This may include but is not limited to: <ul style="list-style-type: none"> <li>• Quizzes and Tests</li> <li>• Portfolios</li> <li>• Research projects</li> <li>• Oral presentations</li> <li>• Peer/self evaluations</li> </ul>	<b>30%</b>

## 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.

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

## 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.

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

## 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.

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

## 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.

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

## 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes but not limited to projects	<b>30%</b>
<b>Homework</b>	Includes but not limited to extension activities	<b>20%</b>
<b>Assessment</b>	Includes but not limited to tests, quizzes,	<b>50%</b>

## 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.

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

## 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.

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

# 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.

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

## 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.

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

## International Baccalaureate Theatre

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes but is not limited to journals, written class work, and discussion	<b>25%</b>
<b>Homework</b>	Includes but not limited to project plans, research	<b>25%</b>
<b>Assessment</b>	Includes but not limited to projects, tests, quizzes	<b>50%</b>

## 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.

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

## 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.

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

## 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.

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

# 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.

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

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

# High School Mathematics

(includes Science and Technology Mathematics courses)

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career-Ready Standards found in the Mathematics Curriculum Framework Progress Guide.

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

Courses include Algebra 1 S/T and Geometry S/T



# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<ul style="list-style-type: none"> <li>• Leadership lab, daily work habits, proper use and care of supplies and equipment, time on task, group interaction, and preparation for class.</li> <li>• Program aptitude, proper use of military courtesies, and use of leadership skills.</li> <li>• Military bearing and proper wearing of appropriate uniform.</li> <li>• Attendance and participation, both in and out of school.</li> </ul>	<b>40%</b>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Assignments (oral and written) given (for completion outside of class) for practice and/or preparation for instruction.</li> <li>• Written assignments includes written assignments, DTAS, portfolios, and written assignments directed by the program of instruction.</li> </ul>	<b>10%</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Uniform inspection.</li> </ul>	<b>50%</b>

# 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.

<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 (Written or Performed)</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>Assessment</b>	<p>Includes but is not limited to</p> <ul style="list-style-type: none"> <li>• Skill assessments,</li> <li>• Written assessments</li> <li>• Rubrics</li> <li>• Task cards</li> <li>• Pre and post fitnessgram assessment</li> <li>• Peer/self evaluations.</li> </ul>	<b>20%</b>

# High School Reading/English Language Arts

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the 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).

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

# High School Research Practicum

## (Science and Technology Program and Aerospace Engineering and Aviation Technology Programs 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Assignments include, but are not limited to, computer lessons, statistics, article reviews, hypothesis development, technical writing, mini RP project.	<b>40%</b>
<b>Homework</b>	Assignments include, but are not limited to, reference lists, on-time submission log-book updates, article reviews.	<b>10%</b>
<b>Assessment</b>	Assignments include, but are not limited to, five chapter assignments, science fair backboard, symposium paper, powerpoint, final presentation, final paper, summer assignment.	<b>50%</b>

Research Practicum courses include:

- Aerospace Practicum
- Internship 2
- Research Practicum Engineering
- Research Practicum Physical Science
- Research Practicum Biology
- Research Practicum Watershed Integrated Study
- Research Practicum Botany

All Math and Science courses in the Science and Technology program and Science and Technology major courses follow the grading factor guidelines provided on those pages.

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<ul style="list-style-type: none"> <li>• Daily Tasks (may include warm-up, use of daily task sheet, time on task)</li> <li>• Strategy logs or journals should be used, with process charts, (see Guidebook or appendix G in the Curriculum Framework Progress Guide) as evidence of learning and implementation of strategies. Modeling and assistance with implementation of strategies is critical.</li> </ul>	<b>50%</b>
<b>Homework</b>	<p><u><b>ARSC Activities/Study Skills:</b></u></p> <ul style="list-style-type: none"> <li>• Suggested activities include classroom assignments related to acquisition and implementation of study skills presented through class activities.</li> </ul>	<b>10%</b>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Quarterly Evaluation</li> <li>• Organization</li> </ul>	<b>40%</b>

# High School Science

(includes Science and Technology Science courses)

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Performance Expectations of the Next Generation of Science Standards found in the Science curriculum documents.

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>	<p>This includes all work completed in the classroom setting. Assignments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Developing and using models</li> <li>• Engaging in argument from evidence • Individual and whole class discussions</li> <li>• Planning and carrying out investigations</li> <li>• Projects (include parts of the STEM Fair process)</li> <li>• Hands-on and lab experiences</li> <li>• Asking questions (for science) and defining problems (for engineering)</li> <li>• Obtaining, evaluating, and communicating information</li> <li>• Constructing scientific explanations (for science) and designing solutions (for engineering)</li> </ul>	<b>35%</b>
<b>Homework</b>	<p>This includes all work completed outside the classroom. Assignments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Developing and using models</li> <li>• Obtaining, evaluating, and communicating of information</li> <li>• Constructing scientific explanations (for science) and designing solutions (for engineering)</li> </ul>	<b>15%</b>
<b>Assessment</b>	<p>This category entails both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning:</p> <ul style="list-style-type: none"> <li>• Pre/post assessments, final exams, quizzes, final essays/reports, portfolios</li> <li>• Analyzing and interpreting data, using mathematics and computational thinking</li> <li>• Oral or written evaluation that reflects the student's performance on a summary of a lesson, chapter or unit</li> </ul> <p>Final STEM Fair projects should also be used as an assessment grade. For students that do not participate, teachers will develop an alternative assignment to assess</p>	<b>50%</b>

Courses include Medical Science, Foundations of Medicine and Health, Human Body Systems, Biology S/T, Chemistry S/T, Organic Chemistry S/T, Physics S/T, Forensic Science and Genetics

# High School 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 high school Science and Technology Curriculum Framework Progress Guides.

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	Classwork will include written assignments completed in class by (an individual or group) as well as notebook inspections, warm-ups, notetaking, journal entries, incremental project completion assignments, project documentation, and exit tickets. Career development skills will include career exploration and preparation.	<b>50%</b>
<b>Homework</b>	This may include any written assignment based on daily or weekly objectives completed outside the classroom by an individual or group of students.	<b>10%</b>
<b>Assessment</b>	Assessments will demonstrate progressive development of student progress; to include formative and summative assessments that will evaluate student skill level of performance. Assessments will also include any project- based or inquiry-based learning activities, project portfolios, written reports or essays, and capstones that correlate to the Curriculum Framework Progress Guide.	<b>40%</b>

Science and Technology courses include:

- Architectural Drafting and Design S/T
- Architectural Graphics S/T
- Engineering Drafting and Design S/T
- Engineering Graphics S/T
- Electronics Systems S/T
- Electronics Systems A S/T
- Electronics Systems B S/T
- Foundations of Technology S/T
- Structural Systems S/T
- Structural Systems A S/T
- Structural Systems B S/T
- Energy Systems S/T
- Energy Systems A S/T
- Energy Systems B S/T
- Engineering Foundations and Research Design S/T
- Production Systems S/T
- Production Systems A S/T
- Production Systems B S/T
- Structural Systems S/T
- Engineering Foundations 2 S/T

All Math, Research Practicum, and Science courses in the Science and Technology program follow the grading factor guidelines provided on those pages.

# High School Social Studies

**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>• Document Based Analysis</li> <li>• Writing Tasks</li> <li>• Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc.</li> <li>• Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.</li> </ul>	<b>40%</b>
<b>Homework</b>	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>• Content Readings</li> <li>• Study Guides</li> <li>• Video Analysis</li> <li>• Review Notes</li> <li>• Article Review</li> </ul>	<b>20%</b>
<b>Assessment</b>	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 Paper, Exhibit, Performance, Website, Simulation etc.</li> </ul>	<b>40%</b>

All Science and Technology Social Studies students 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.

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

# 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.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Classwork will include written assignments completed in class by (an individual or group) including but not limited to: notebook inspections; warm-ups; notetaking; journal entries; incremental project completion assignments; project documentation; career development skills including career exploration and preparation.	<b>50%</b>
<b>Homework</b>	This may include various types of assignments that are based on daily or weekly objectives and are completed outside of the classroom to include, but is not limited to: <ul style="list-style-type: none"><li>• readings</li><li>• written assignments</li><li>• projects</li><li>• research</li></ul>	<b>10%</b>
<b>Assessment</b>	Assessments will demonstrate progressive development of student progress and will include formative and summative assessments quizzes <ul style="list-style-type: none"><li>• unit tests</li><li>• final exams</li><li>• project portfolio</li><li>• written reports or essays</li><li>• capstone</li></ul>	<b>40%</b>

# 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 National Core Arts Standards, Maryland Fine Arts Standards, and Theatre Arts Curriculum.

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	Includes all work begun and/or completed in class, including but not limited to: <ul style="list-style-type: none"> <li>• Study of plays</li> <li>• Essays</li> <li>• Student Journals</li> <li>• Class discussions</li> <li>• Group/Cooperative Activities</li> <li>• Participation</li> <li>• Other tasks as assigned</li> </ul>	<b>50%</b>
<b>Homework</b>	Includes all work completed outside of the class setting including but not limited to: <ul style="list-style-type: none"> <li>• Readings and/or related tasks</li> <li>• Student journals</li> <li>• Theatre Arts/Performance Etiquette</li> <li>• Other tasks as assigned</li> </ul>	<b>25%</b>
<b>Assessment</b>	Includes but is not limited to: <ul style="list-style-type: none"> <li>• Assessments (formative and summative) may be written, oral, and performance based, other tests and quizzes, Portfolios, Research and/or projects</li> <li>• Oral presentations</li> <li>• Ensemble Etiquette</li> </ul>	<b>25%</b>

# 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
<b>Class Work</b>	Classroom/Group Participation <ul style="list-style-type: none"> <li>• Portfolio Presentation, Studio Projects</li> <li>• Class Critiques (written and oral)</li> <li>• Oral Presentations</li> <li>• Group Interaction</li> <li>• Class participation</li> <li>• Concepts/objectives met</li> <li>• Completion of project</li> <li>• Creativity, originality</li> <li>• Proper craftsmanship</li> <li>• Warm-ups</li> <li>• Daily work habits</li> <li>• Care of supplies, equipment, and studio</li> <li>• Time on task, meeting deadlines, time management, and planning development</li> <li>• Group interaction</li> <li>• Studio activities participation</li> <li>• Attendance and promptness</li> <li>• Preparation for class (materials)</li> <li>• Research</li> <li>• Sketchbook Entries</li> <li>• Vocabulary</li> </ul>	<b>50%</b>
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Research, Outside References, and Resources</li> <li>• Notebooks</li> <li>• Sketchbook Entries and sketches</li> <li>• Artful discussions related to assignments</li> <li>• written reports/work</li> </ul>	<b>20%</b>
<b>Assessment</b>	<u><b>Test, Quizzes, Individual Assessments</b></u> <ul style="list-style-type: none"> <li>• Written critiques and Self Assessments</li> <li>• Exams, Quizzes, and Tests</li> <li>• Journals</li> <li>• Notebooks</li> <li>• Research</li> <li>• Sketchbooks</li> <li>• Oral Critiques and Presentations</li> <li>• Studio Assignments/Projects</li> <li>• Portfolio</li> <li>• Warm-ups</li> </ul>	<b>30%</b>

# 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
<b>Class Work</b>	<p><b><u>Individual/group participation:</u></b> Active class participation, time on task, appropriate group interactions, projects, preparation for class, management of materials, care for supplies and equipment, daily work habits, independent work, completion of project</p> <p><b><u>Create</u></b> - Composition, dictation, improvisation, creativity, originality</p> <p><b><u>Present/Perform</u></b> - In class solo and/or ensemble performances, exhibits proper technique, preparation</p> <p><b><u>Respond</u></b> - Critiques, dictation, interpretation of style,</p> <p><b><u>Connect</u></b> - Relating music to other art forms and/or content areas</p>	<b>50%</b>
<b>Homework</b>	Performance evaluation, warm-ups, vocabulary, notebooks, journal entries, written critiques (self and group), ensemble etiquette, and class critiques, reports and projects, participation in Solo and Ensemble Festival	<b>20%</b>
<b>Assessment</b>	Self-evaluation, journals, notebooks, research projects, test, quizzes, exams, written critiques, oral presentations, ensemble etiquette, attendance at scheduled performances, programs and/or performance assessments, participation in Solo and Ensemble Festival	<b>30%</b>

# 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.

<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. Classwork includes warm-up, independent activity, group work with rubric and reflection (journal or notebook section).	<b>35%</b>
<b>Homework</b>	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard.	<b>20%</b>
<b>Assessment</b>	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by Standard.	<b>45%</b>

## National Standards for World Language Learning

*Communication: Communicate in Languages Other Than English*

*Cultures: Gain Knowledge and Understanding of Other Cultures*

*Connections: Connect with Other Disciplines and Acquire Information*

*Comparisons: Develop Insight into the Nature of Language and Culture*

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

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

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

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

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

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

# High School Adapted Physical Education - Alt

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>This 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>• 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>5%</b>
<b>Assessment</b>	<p>Includes but is not limited to:</p> <ul style="list-style-type: none"> <li>• Skill Assessments</li> <li>• Written Assessments</li> <li>• Rubrics</li> <li>• Task Cards</li> <li>• Pre and post Fitnessgram Assessment</li> <li>• Peer/self-evaluations</li> </ul>	<b>25%</b>



# High School Art - Alt

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

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

# High School English - Alt

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• Text-based Vocabulary Activities</li> <li>• Comprehension</li> <li>• Group Activity</li> <li>• Teacher made worksheets</li> <li>• Group discussion</li> <li>• Edmark</li> <li>• Unique Learning Systems (ULS) worksheets</li> <li>• Life Centered Education (LCE) work tasks</li> <li>• Literacy Skills Builder</li> <li>• Writing Prompts</li> <li>• Evidence Based Constructed</li> <li>• Response Rubric</li> <li>• Transition to Independence, Education and Success (TIES) Curriculum Resource activities/worksheets</li> </ul>	<b>70%</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>• Spelling</li> <li>• Vocabulary</li> <li>• Reading Logs</li> <li>• Writing</li> <li>• Teacher created worksheets</li> <li>• ULS Activity Worksheets</li> <li>• Extension to Content Lesson</li> <li>• Evidence Based Constructed</li> <li>• Response Rubric</li> </ul>	<b>5%</b>
<b>Assessment</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). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher created assessments</li> <li>• Theme and Unit Test and Quizzes</li> <li>• Literacy Assessments</li> <li>• Unique Learning Benchmarks</li> <li>• Edmark</li> <li>• ULS Checkpoints</li> <li>• Brigance Criterion</li> <li>• Informal Reading Inventory</li> <li>• Life Centered Education Assessments</li> </ul>	<b>25%</b>

# High School Health - Alt

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

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"><li>• Active participation</li><li>• Notebooks</li><li>• Warm-ups</li><li>• Vocabulary</li><li>• Written responses</li><li>• Hands-on Activity</li><li>• Completion of task activities</li><li>• Whole/Small group discussions</li><li>• Life skills (Adaptive Daily Living) Activity</li><li>• Transition to Independence, Education and Success (TIES) Curriculum Resource activities/worksheets</li></ul>	<b>70%</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>• Content Vocabulary</li><li>• Journal Entry</li><li>• Writing Prompt</li><li>• Teacher created worksheet</li><li>• Health Related Project</li></ul>	<b>5%</b>
<b>Assessment</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). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Teacher created assessments</li><li>• Theme and Unit Tests and Quizzes</li></ul>	<b>25%</b>

# High School Mathematics - Alt

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Group Participation</li> <li>• Notebooks</li> <li>• Warm-ups</li> <li>• Vocabulary</li> <li>• Written responses</li> <li>• Journals/Portfolios</li> <li>• Active participation in math projects</li> <li>• Assignments students complete via online resources</li> <li>• Problem of Week</li> <li>• Group Activity/Discussions</li> <li>• Problem Solving</li> <li>• Teacher made worksheets</li> <li>• Unique Learning Systems (ULS) worksheets</li> <li>• Life Centered Education (LCE) tasks</li> <li>• Transition to Independence, Education and Success (TIES) Curriculum Resource activities/worksheets</li> </ul>	<b>70%</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>• Assignments Students complete via online resources</li> <li>• Problem of Week</li> <li>• Teacher created worksheets</li> <li>• ULS Activity Worksheets</li> <li>• Math Journals</li> <li>• Math Facts</li> <li>• Content Vocabulary</li> <li>• Math Journals</li> </ul>	<b>5%</b>
<b>Assessment</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). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Teacher created assessments</li> <li>• Theme and Unit Tests</li> <li>• Unique Learning Benchmarks</li> <li>• ULS Checkpoints</li> <li>• Brigance Criterion</li> <li>• Problem-based Assessment</li> <li>• LCE Assessments</li> </ul>	<b>25%</b>

# High School Music - Alt

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

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p><b><u>Individual/group participation:</u></b> Active class participation, time on task, appropriate group interactions, projects, preparation for class, management of materials, care for supplies and equipment, daily work habits, independent work, completion of project</p> <p><b><u>Create</u></b> Composition, dictation, improvisation, creativity, originality</p> <p><b><u>Present/Perform</u></b> In class solo and/or ensemble performances, exhibits proper technique, preparation</p> <p><b><u>Respond</u></b> Critiques, dictation, interpretation of style, movement</p> <p><b><u>Connect</u></b> Relating music to other art forms and/or content areas.</p>	<b>100%</b>

# High School Science - Alt

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

<b>Factors</b>	<b>Brief Description</b>	<b>Grade Percentage Per Quarter</b>
<b>Class Work</b>	This includes all work completed in the classroom setting. Classwork can include but is not limited to: <ul style="list-style-type: none"><li>• Teacher created worksheets</li><li>• Hands on activities</li><li>• Classroom-based projects</li><li>• Unique Learning Systems (ULS) worksheets</li></ul>	<b>70%</b>
<b>Homework</b>	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: <ul style="list-style-type: none"><li>• Content Vocabulary</li><li>• Teacher created worksheets</li><li>• ULS Activity worksheets</li></ul>	<b>5%</b>
<b>Assessment</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). Assessments can include, but are not limited to: <ul style="list-style-type: none"><li>• Teacher created assessments</li><li>• Theme and Unit Tests</li><li>• Unique Learning Benchmarks</li><li>• ULS Checkpoints</li></ul>	<b>25%</b>

# High School Social Studies - Alt

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

Factors	Brief Description	Grade Percentage Per Quarter
<b>Class Work</b>	<p>This includes all work completed in the classroom setting. Classwork can include but is not limited to:</p> <ul style="list-style-type: none"><li>• Writing Prompts</li><li>• Graphs/Maps</li><li>• Unique Learning Systems (ULS) Worksheets</li><li>• Scholastic Readers</li><li>• News2You</li><li>• Life Centered Education (LCE) tasks</li><li>• Transition to Independence, Education and Success (TIES) Curriculum Resource activities/worksheets</li></ul>	<b>70%</b>
<b>Homework</b>	<p>This includes all work completed outside the classroom. Assignments can include, but</p> <ul style="list-style-type: none"><li>• are not limited to:</li><li>• Teacher created worksheets</li><li>• Reading Logs</li><li>• Scholastic Readers</li><li>• Journal Articles</li><li>• ULS Activity Worksheets</li></ul>	<b>5%</b>
<b>Assessment</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). Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Teacher created assessments</li><li>• Theme and Unit Tests</li><li>• Unique Learning Benchmarks</li><li>• ULS Checkpoints</li><li>• Brigance Criterion</li></ul>	<b>25%</b>