

**Calvert County Public Schools  
1305 Dares Beach Road  
Prince Frederick, MD 20678**

**Administrative Procedures for Policy #3415 (Students)  
Regarding Grading**

**Elementary Grading Procedures**

I. General

The basic determinant of grades will be student achievement since progress toward a standard of learning is the goal. Assessment of student achievement should be varied, frequent and ongoing. Evaluation measures will be defined for students at the beginning of the school year. Teachers shall indicate how the grade will be computed, what categories of grades will be used, weights (if any) for grade categories, and make-up procedures. Teachers should also provide a print copy of this grading system to students, parents and the principal at the beginning of the school year.

Prekindergarten students will receive report cards three times a year and parents will be expected to attend a fall conference to discuss student progress. Kindergarten students will receive a report card four times a year. Students in grades 1-5 will receive an interim report and a report card four times a year. It is the student's responsibility to provide parent(s) or guardian(s) with the four interim reports and the four report cards. It is the responsibility of the parent to sign and return the report card envelope for each interim report and report card to the classroom teacher. The parent/guardian signature serves as acknowledgement of receipt of the report. An additional copy of each report shall be maintained electronically and a copy of the final report card shall be placed in the students' cumulative record. Interims and report cards are generated and stored by the schools. The Department of Instructional Technology will be responsible for uploading report card grades to Student Plus at the end of each quarter.

It is the responsibility of the administrative staff of the Board of Education to advertise interim and report card issuance dates to the parents or guardians through a school calendar, website and other means as available.

II. Definitions

- A. Assessment- Process of collecting information about individual achievement that relies on a number of instruments and methods, one of which may be a test.
- B. Deadline- The date after which an assignment will not be accepted.
- C. Differentiation – “A collection of best practices strategically employed to maximize students’ learning at every turn, including giving them the tools to handle anything

Student 3415.2

Procedures Written: 8/2/90 as 3410.1

Revised: 7/25/08; 8/16/10; 1/12/12; 08/08/14

Page 1 of 14

that is undifferentiated. It requires teachers to do different things for different students some, or a lot, of the time in order for them to learn when the general classroom approach does not meet students' needs." (Wormeli)

- D. Due Date- The initial date by which an assignment may be turned in for full credit.
- E. Grade- A grade represents a clear and accurate indicator of what a student knows and is able to do. A grade is not a reflection of a student's behavior.
- F. HAC -- The Home Access Center (HAC) is a read-only grade book viewer for students and parents that is available via the Internet. It provides data on individual assignments as well as overall grades, and includes a notification system that provides parents with automatically generated email grade reports.
- G. Homework – An assignment that is related to the curriculum and is to be completed outside the regular class period and is classified as practice, preparation, and/or extension
- H. Marking Period – Approximately a nine-week period, or quarter, at the end of which individual student achievement of concepts and processes taught during that period are reported.
- I. Process Assignments – These assessments **for** learning are assignments and assessments given at a point in time when the students are progressing towards mastery. Process assignments should vary in type. These could include—but are not limited to— independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections.
- J. Product Assignments – These assessments **of** learning are assignments and assessments given at a point in time when the teacher expects the students to have mastered the material. These could include—but are not limited to—district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, and presentations.
- K. Reassessment –An additional opportunity that may be given to students to demonstrate mastery of course content and/or skills
- L. Reteach- A repeated delivery of instruction, which addresses individual student's learning style, preference, interest, learning rate, and/or readiness

### III. Grading Procedures for Elementary Schools

#### A. Compiling the Grade - Elementary School: Teachers shall:

1. Incorporate a review of daily instructional objectives and give students continual feedback on the quality of their work as it relates to district standards, the Maryland State Curriculum (MSC) and the Maryland College and Career Ready Standards (MCCR).
2. Determine the relative value of assignments and clearly convey this information to students and parents at the beginning of the school year, or when assignment values are changed.
3. Determine the weighting of categories for grades and consider the number and value of assignments in proportion to the weighting of categories for grades.

Student 3415.2

Procedures Written: 8/2/90 as 3410.1

Revised: 7/25/08; 8/16/10; 1/12/12; 08/08/14

Page 2 of 14

- a. A student’s overall core subject quarter grade must consist of no less than 70% product assignments.
  - i. Assignments linked to the product category must account for at least 70% of a student’s quarter grade for core subjects (non-Related Arts classes).
  - ii. Assessments provided by the central office will be included in the student’s grade as a product assignment in the quarter in which they are given.
  - iii. Content supervisors and coordinators within the Department of Instruction will have the authority to determine the relative values of these assessments.
- b. A student’s overall core subject grade must consist of no more than 30% process assignments.
- c. Category weightings for Related Arts classes vary across subject areas and reflect specific course outcomes.

**CATEGORY WEIGHTING FOR ELEMENTARY SUBJECTS**

<b>Category</b>	<b>Subject and Weighting</b>
<b>Product</b>	Core Subjects – at least 70% Art – 50% Music -- 30% PE -- 20%
<b>Process</b>	Core Subjects – at most 30% Art – 50% Music – 70% PE – 80%

- 4. Report at least a minimum of four grades from product assignments and four grades from process assignments for core subject areas (excluding Handwriting) for each grading period. Related Arts (art, music, and physical education) classes that meet once or twice a week must include a minimum of four assignments – two product and two process per quarter. Related Arts teachers will report at least one process and one product grade by the interim date.  
Core subject area teachers will use at least two process and two product grades by the interim date.
- 5. Assessed student work that is entered into Gradebook will report a minimum score of 50%. This includes both product and process assignments.  
When a student consistently fails to complete assignments and/or assessments, it is important that the adults in the student’s life work together to assist the student in making smarter choices. In these instances, the teacher should

communicate with the student, parents and/or guardians, and other appropriate staff to facilitate completion of assignments.

6. Use a variety of assessment tools, such as quizzes, tests, essays, homework, classwork, projects, labs, etc. to record and maintain evidence of student achievement.
7. Assess major projects prior to submission at several intervals. Some grades assigned during completion of a major project may be process grades, while others may be product.
8. Evaluate, return, and review assignments prior to the next related activity. Provide frequent feedback to promote concept mastery.
9. Ensure that skill and concept mastery are attained by differentiating instruction based on student needs, including re-teaching and extension. Students are expected to complete all required work and should be given multiple opportunities to do so.
10. Determine when reassessment opportunities are appropriate. Each course shall include reassessment opportunities. The teacher will determine when reassessment opportunities will occur. When reassessment is offered, all students shall have an opportunity to participate. Students must complete the original assessment or assignment and all subsequent re-teaching activities in order to be eligible for reassessment. When students have reassessment opportunities, the higher grade will be recorded. Mid-Year and End of Year Assessments will not be reassessed.
11. Record grades in the electronic Home Access Center.
12. Exercise professional judgment when there is evidence that a student demonstrates a higher level of performance than a calculated marking period grade indicates. In such cases the teacher may record the higher grade in consultation with an administrator.
13. Determine the report card grade of a transfer student after consulting with the previous teacher as appropriate or current Gradebook Coordinator as needed (See Policy Statement #3710 Regarding Enrollment in Public Schools from Non-public, Non-accredited, Church exempt schools or from Parental Home Instruction Programs).

The above procedures specify how a student's grade is determined. The grade awarded reflects the teacher's professional evaluation of student achievement, and must clearly be defensible by the teacher.

## B. Reporting Grades

The academic performance of the student is to be reported for each subject through a letter grade. For students in grades K-5, a grade is to be reported each

quarter, unless issuing an “Inc.” (incomplete). Prekindergarten students receive grades only for the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters.

The following alpha grading system to reflect student achievement and performance on work assigned shall be used:

1. PREKINDERGARTEN AND KINDERGARTEN

- M = Mastery (consistent demonstration and extension of skill)
  - P = Progressing (in process of acquiring and demonstrating skill)
  - E = Emerging (beginning to demonstrate skill)
  - N = Not Demonstrating (not demonstrating skill)
- Shaded areas on the report card indicate that these standards have not been addressed at this time, but will be addressed in future quarters.

2. GRADES 1 and 2

- O=Outstanding (Achievement and performance exceeds Calvert County and Maryland State curricular standards).
- G=Good (Achievement and performance show growth beyond Calvert County and Maryland State curricular standards).
- S=Satisfactory (Achievement and performance meet Calvert County and Maryland State curricular standards).
- I=Improvement Needed (Achievement and performance levels inconsistently satisfy minimum Calvert County and Maryland State curricular standards).
- U=Unsatisfactory (Achievement and performance levels fail to meet Calvert County and Maryland State curricular standards).

3. GRADES 3, 4, and 5

- A=90%-100% (Achievement and performance consistently exceeds Calvert County and Maryland State curricular standards).
- B=80%-89% (Achievement and performance show growth beyond Calvert County and Maryland State curricular standards).
- C=70%-79% (Achievement and performance meet Calvert County and Maryland State curricular standards).
- D=60%-69% (Achievement and performance levels inconsistently satisfy minimum Calvert County and Maryland State curricular standards).
- E=50%-59% (Achievement and performance fail to meet Calvert County and Maryland State curricular standards).

<b>GRADE</b>	<b>RATING SCALE</b>	<b>% EARNED</b>
--------------	---------------------	---------------------

Prekindergarten, Kindergarten	M= Mastery E= Emerging P=Progressing N=Not demonstrating	
Grades 1,2 (primary)	O=Outstanding G=Good S=Satisfactory I=Improvement needed U=Unsatisfactory	90-100 80-89 70-79 60-69 50-59
Grades 3,4,5 (intermediate)	A=Outstanding B=Good C=Satisfactory D=Improvement needed E=Unsatisfactory	90-100 80-89 70-79 60-69 50-59

4. The academic achievement of students are to be reported for each subject as noted below. A grade is to be reported each quarter, unless issuing an “I” (incomplete).
- a. In rare cases (e.g. attendance, health issues, etc.), a student may need to be assigned a grade of incomplete (I). Any grade of incomplete must be approved by the principal in advance. Any student with a grade of incomplete will have a maximum of three weeks during the succeeding marking period to complete all work.
  - b. When a student misses class due to participation in a formal intervention, the grade for the missed class shall read as SR, indicating that a supplemental report is attached.
  - c. Under no circumstances shall a +, -, or N/A be utilized to depict student academic progress.
  - d. Teachers will identify the instructional level for reading and math.
  - e. For each instructional level, teachers will place an X for each skill where improvement is needed. For grades below a C or S, comments and use of an X to identify where improvement is needed **are required**. When a grade drops more than 1 letter, comments and the use of an X to denote where improvement is needed **are required**.
  - f. Students receiving supplementary services, such as for limited English proficiency, special education, or Title 1 services, will be designated on the report card, and receive quarterly supplemental progress reports detailing their growth toward grade level or other identified standards. Interim reports for students receiving supplementary services will include information related to student progress toward grade level or other identified standards.
  - g. Students are to be assessed at their current grade level using the appropriate grade-level benchmarks, unless otherwise indicated.

Student 3415.2

Procedures Written: 8/2/90 as 3410.1

Revised: 7/25/08; 8/16/10; 1/12/12; 08/08/14

Page 6 of 14

- h. For students in grades 1-5, learner behaviors are clearly separated from academic skills and their impact on student learning are noted on the report card and interim report in the area designated “Characteristics of Successful Learners.” Effort, participation, attitude and other behaviors are evaluated by core and related arts teachers using a legend focused on the frequency and consistency of each displayed behavior.  
S= Some of the time  
R=Rarely  
N/A= Not applicable

### C. Late Assignments

When assignments are submitted late, quality, frequency, and developmental appropriateness need to be considered. Quality is judged according to the appropriate rating scale for content areas; habitual lateness may be addressed through parent conferencing and on the comment section of the report card. Any penalty for late work shall not exceed one letter grade (maximum of 10%). Teachers may exempt students from penalties. Care should be taken to ensure that penalties (if used) do not distort achievement or motivation.

### D. Failure to Complete Assigned Work

Students are expected to complete all required work and will be given opportunities to do so. Teachers must determine if the completed assignments are sufficient evidence upon which to judge student progress toward standards. The completion of assignments may affect a student’s ability to meet MSC standards and should be addressed in teacher comments. Teachers should strive to determine the reason for the non-completion of assignments and provide/seek help and/or adjust teaching as appropriate.

### E. Absences

Students shall not be penalized for absences. Absent students shall be given make-up opportunities for all missed process and product assignments and assessments without penalty. (See also “Code of Student Conduct and Policy #3005 Regarding Student Attendance for attendance requirements and make-up work procedures).

### F. Homework

Homework is a valuable and integral component of an effective instructional program and consequently should be regularly assigned to all students. Students should be

encouraged to view homework as their responsibility, and parents are encouraged to play a supporting role in this effort.

Meaningful homework should foster lesson application, review, clarification and/or enrichment of concepts. Homework may also involve preparation for future lessons and completion of long-term assignments.

#### 1. Guidelines

- a. Homework should be assigned to all students and be appropriate to their age, ability and independent work level. Homework should be differentiated based on this information.
- b. The purpose of homework is to provide review and practice for a student progressing toward mastery may be included when determining a student's process grade.
- c. Homework that is assigned at a point of expected mastery and provides an opportunity for a student to demonstrate proficiency may be included when determining a student's product grade.
- d. Homework whose purpose is to assess skill mastery should be included in the product category.
- e. Students need timely and specific feedback for any assigned homework, so that they can improve their understanding and application of targeted concepts and skills, whether the homework is used to determine a student's marking period grade or not.
- f. Homework should never be used as the only evidence of a student's achievement in a particular content area.
- g. Homework should never be assigned as a disciplinary measure.

*Note:*

Homework for practice or preparation for instruction is assigned to build skills and understanding. This type of homework does not evaluate learning and therefore is not graded for accuracy (e.g. correctness) or quality (e.g. the degree to which standards are met). It is not intended to penalize students who either fail to understand the material, make careless errors, or are confused by the assignment and don't know how to complete it. Rather the intent of this homework is to help students learn and prepare them for subsequent tasks that are graded.

#### G. Extra Credit

Award extra credit **only** when it reflects extra learning.

#### H. Parent Conferencing

Student 3415.2

Procedures Written: 8/2/90 as 3410.1

Revised: 7/25/08; 8/16/10; 1/12/12; 08/08/14

Page 8 of 14

Teachers shall provide to students and parents/guardians a written overview of subject and assessment requirements, including grading, in clear and easily understandable language during the first week of classes in each subject. A copy of this document should be provided to principals prior to the first day of class. Parent/guardian conferences are held three times yearly: at the end of the first, second and third quarters. All parents/guardians are encouraged to attend the first quarter conference. Second and third quarter conferences are usually reserved for those students experiencing difficulty, requiring learning adjustments and/or for whom retention may be a consideration, or as a result of a parent/guardian request.

Where possible, schools are encouraged to employ flexible scheduling practices to permit parents/guardians with diverse needs to attend conferences.

#### I. Interim Reports (Interim Progress Report)

Interim reports shall be issued to all students in grades 1-5 four times a year according to a published schedule. Teachers may issue individual notices at any time during the grading period.

It is important to note that students who receive a grade of “C,” “S” (satisfactory) or higher on an interim report are not automatically assured a passing grade for the quarter. A failing quarter grade may be awarded to any student who may have been performing at a satisfactory level at interim time, provided the teacher notifies the school principal (at least 2 weeks prior to sending the report card home) and parent/guardian, and can document how the student earned the final grade.

#### J. Report Cards

Report cards shall be issued to students in grades K-5 four times a year according to a published schedule. Prekindergarten students will receive report cards three times a year according to a published schedule. Students in grades 1-5 will receive an interim report four times a year. Fourth quarter report cards are not to be distributed before the last day of school, except for prekindergarten students, who dismiss before the last full day of school.

##### 1. Teacher Requirements for Submitting Interim and Report Card Grades

- a. For interim and report card grades, teachers shall ensure that all required reporting information for interims and report cards is accurate and recorded in Gradebook by the date and time designated by their Principal. Percentage grades will automatically be converted to letter grades by the Gradebook program.
- b. For report card grades, teachers shall carefully verify their students' grades in the CCPS gradebook application. This must be done prior to the time that the building principal generates the interims and report cards.

- c. The official reference copy for the report shall be managed by the principal at each school.
2. Teacher expectations regarding Pinnacle Internet Viewer (PIV):
    - a. Follow all CCPS grading procedures;
    - b. At the beginning of the year, clearly communicate to parents/guardians in writing how quarter grades will be derived;
    - c. Record individual assignment grades in Gradebook within two weeks of the due date;
    - d. Ensure that due dates are accurate and that assignments are carefully named so that students and parents understand what the assignments cover;
    - e. Handle missing scores appropriately. Blank scores in PIV should indicate that the assignment scores have not yet been entered for the entire class. Use Z grades as necessary for placeholders for missing assignments and X grades for excused assignments.
  3. Comments on Interim Reports and Report Cards—Comments convey to the student and parent(s)/guardian(s) the basis of the grade awarded. Teachers should enter the appropriate comment code describing the student's performance. A comment code and/or free form comments may be used at any time. However, for grades below a “C” or “S” (satisfactory), the teacher must note at least one comment for explanatory purposes.
  4. The final grade in each subject, displayed on a sticker and affixed to the cumulative record card, shall be completed electronically based upon the Calvert County Public Schools elementary/middle school grading matrix, which converts the four quarter grades to a final grade. The report is available via eSchool Report. It is the responsibility of each building level principal to run the reports, print the labels, and affix them to each student's cumulative record card.
  5. At the end of the fourth quarter, the Characteristics of Successful Learners and Comments Summary reports will be run at each building for each student and placed in the cumulative record.

K. Promotion/Retention/Acceleration

1. Promotion

Acknowledgement of developmental differences should be the basis for placement, promotion, acceleration and retention decisions. Persons making these decisions must be guided by the belief that all students can learn, progress and achieve when individual differences are recognized and addressed through adjustment in programming.

In prekindergarten through grade two, promotion should be based on age and progress toward the standard. Students who are not performing according to expectations are provided additional assistance. Teachers must base their expectations on a thorough understanding of the wide range of cognitive, physical and social and emotional developmental levels which is typical for this age group. In grades 3-5, promotion should be based on academic progress toward grade level standards. Other factors, such as those influenced by culture and diversity, must be considered to ensure that the needs of the whole child are met.

## 2. Retention

Students generally take 13 years (kindergarten through grade 12) to graduate. However, under special circumstances, parents/guardians and teachers might find that retention is in the student's best interest. Retention affects the student socially, emotionally and educationally. Where a decision is made to retain a student, an intervention plan, detailing alternative materials and instructional strategies, must be developed to address areas of difficulty.

In prekindergarten through grade two, retention is not expected to occur. Students who are not performing according to expectations are provided additional assistance. In grades three through five, retention may only be considered when documented alternative educational strategies have not resulted in expected student progress.

The final responsibility for retention rests with the principal, with input from the Student Services Team. The Non-Promotion Form serves as a written record of discussion and intervention for students not progressing satisfactorily to standard. This form is completed by the end of May and requires parent and Student Services team member signatures. The Student Services Team Program for Students Retained form must be completed for any student for whom the decision to retain has been finalized. This form is completed prior to the start of the new school year and monitors student progress during the following time intervals: 6 weeks, 12 weeks, at the end of the first semester, and by the end of the fourth quarter.

Retentions are generally not within the decision-making purview of an Individualized Education Plan (IEP) team. IEP teams determine goals and objectives, accommodations, supports and related services that a student requires to make progress. Delivery of these services is typically not grade-level dependent, especially with differentiated instructional models. Except for decisions made individually for a Special Pre-Kindergarten or Kindergarten student, or in rare cases for a special education student at

another grade level, retentions are determined by the Student Services Team, with final approval from the principal of the attending school.

Retention of English Language Learners (ELL) will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. Prior to considering retention of ELL students, the following factors must be addressed in consultation with ELL staff: student level of language proficiency, length of enrollment, classroom modifications, English Language Learner Plan, minimum recommended amount of English language development and grading alternatives.

See Calvert County Public Schools Attendance Policy #3005 and the Code of Student Conduct for standards for regular attendance and penalties for unmet standards.

### 3. Retention Guidelines

Retention should occur only after careful and serious consideration and ongoing documentation by the Student Services Team of the student's academic and developmental factors. Retention is considered **only** after all other instructional options have been considered and exhausted over time. If a student's progress is still a concern after evaluating and working with the pupil and parents throughout the school year, the teacher, principal, supervisor and Student Services Team should conduct a review conference with parents/guardians (and student if appropriate) in late April to mid-May. The final decision to retain must occur by the end of May and be preceded by a parent conference(s). An intervention plan, detailing alternative materials and instructional strategies must accompany the Student Services Team request to retain, and be completed and implemented by the start of the next school year. Notification to parents/guardian must be communicated in a language that the parent understands.

Students who have been retained previously must have Director of Curriculum and Instruction approval prior to a second retention.

### 4. Appeals

In matters of disagreement with regard to placement, promotion, and retention, the parent/guardian must submit a written request to the Director of Curriculum and Instruction within 30 days of letter receipt, requesting a review of the decision to retain. The Director of Curriculum and Instruction will render a decision within seven working days.

In matters of disagreement with regard to the decision made by the Director of Curriculum and Instruction, a letter requesting a review of that decision must be written to the Superintendent of Schools within 2 weeks of the Director's rendering.

5. Acceleration

Acceleration should occur only after careful and serious consideration and ongoing documentation by the Student Services Team of a student's academic and developmental factors. Acceleration is considered **only** after all other instructional options have been considered and exhausted over time. Program adjustments may include: flexible grouping, differentiated instruction and enrichment. If a student's progress is still a concern after evaluating and working with the pupil and parents/guardians for a consistent period of time, the teacher, principal, supervisor and Student Services Team should conduct a review conference with parents/guardian (and student if appropriate). Written notification of the decision to promote must be sent by the principal to the parent/guardian and accompanying CCPS forms must be placed in the student's cumulative record. Notification to parents/guardian must be communicated in a language that the parent understands.

The final responsibility for student acceleration of students in grades 1-5 rests with the principal. See the appeals process outlined above for matters of disagreement.

Requirements for prekindergarten, kindergarten and first grade student eligibility for early entry can be found in CCPS Policy and Procedures #2915.1.

## Elementary School Comment Codes Grades 1-5

<u>Code</u>	<u>Description</u>
<b><u>SKILL MASTERY</u></b>	
1	Classwork: organized and completed on time
2	Classwork: incomplete or missing
3	Homework: incomplete or missing
4	Needs more time for study and practice
5	Has difficulty with content/skill mastery
6	Has difficulty with application of skills

Student 3415.2

Procedures Written: 8/2/90 as 3410.1

Revised: 7/25/08; 8/16/10; 1/12/12; 08/08/14

Page 13 of 14

- 7 Content or assignments are modified
- 8 Is making consistent progress toward the grade level standard

**PERFORMANCE STATUS**

- 9 Achievement is Outstanding
- 10 Noticeable Improvement
- 11 Test/Quiz Scores: Excellent
- 12 Test/quiz Scores: Need To Improve
- 13 Projects Are Excellent
- 14 Project Scores Need To Improve
- 15 Failed To Make Up Test(s)/Project(s)

**ATTENDANCE**

- 16 Attendance: Excellent
- 17 Attendance: Needs Improvement
- 18 Chronic Absenteeism
- 19 Frequently Tardy to Class/School

**LEARNER QUALITIES**

- 20 Takes a leadership role
- 21 Respects the learning environment
- 22 Actively participates in class
- 23 Uses time effectively
- 24 Displays outstanding character
- 25 Displays positive classroom attitude
- 26 Exhibits cooperative behavior
- 27 Works carefully and accurately, with specific attention to detail
- 28 Has difficulty focusing/ staying on task
- 29 Has difficulty working cooperatively
- 30 Please call to schedule a conference