

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

I. General

- A. The basic determinant of grades will be student achievement since progress toward a standard of learning is the goal of education. Evaluation measures will be defined for students at the beginning of the school year. Teachers shall indicate how the grade for each subject will be calculated, types of assignments and assessments to be used, and make-up procedures. Teachers will communicate this grading system to students, parents and the principal at the beginning of the school year.
- B. Pre-Kindergarten 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. A copy of each report shall be maintained electronically.
- C. It is the responsibility of the administrative staff at the CCPS Central Office to advertise interim progress and report card 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 – Instructional practice that involves providing students with different avenues within a class to learn course content. Differentiated instruction involves the use of a variety of instructional strategies to assist students in acquiring knowledge, constructing ideas, practicing skills and representing their learning through a variety of assessment opportunities.
- D. Due Date – The initial date by which an assignment may be turned in for full credit.
- E. Grade – A grade is an indicator of what a student understands and is able to do. A grade is not a reflection of a student’s behavior.
- F. 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, attendance, test score history, calendar of events, interim progress and report card 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. Homework is typically 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 is 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 of the material. Process assignments should vary in type. These formative assessments could include – but are not limited to – independent practice on daily assignments, 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 summative assessments 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. Re-teaching – Adjusting a repeated delivery of content by addressing a group or an individual student’s learning style, preferences, learning rate, and/or readiness.
- M. Teacher Access Center (TAC) is the electronic gradebook application where teachers maintain attendance, assignments, calendars, and grades.

III. Grading Procedures for Elementary Schools

A. Compiling and Recording the Grade

Teachers shall:

1. Clearly convey to students and parents how grades will be calculated. This will occur at the beginning of the school year.
2. Incorporate a review of daily instructional objectives or lesson essential questions and give students continual feedback on the quality of their work as it relates to district standards, the Maryland College and Career Ready Standards (MCCR) and the defined curriculum.
3. Consider the amount of time spent on an assignment, objectives covered and rigor of each assignment when determining the points possible and weight of assignments for entry into TAC.
4. Utilize the following categories: *
 - a. Product assignments weighted at 60%. At the discretion of the content area supervisor, 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.
 - b. Process assignments weighted at 40%.

Category Weights for Core Content:

Product	60%
Process	40%

- c. *Category weightings for Related Arts classes vary across subject areas as described below.

Category Weighting for Elementary Related Arts:

Category	Subject and Weighting
Product	Art – 50% Music – 30% PE – 20% Health – 50%
Process	Art – 50% Music – 70% PE – 80% Health – 50%

5. Record a minimum number of assignments for each quarter for grades 1 – 5.

Class	Process & Product per Subject	Middle of Quarter 1	End of Quarter 1	Middle of Quarters 2-4	End of Quarters 2-4
Math	Process	1	3	2	4
	Product	1	3	2	4
Reading/ Speaking and Listening	Process	1	3	2	4
	Product	1	3	2	4
Writing/ Language	Process	1	3	2	4
	Product	1	3	2	4
Science	Process	1	2	1	2
	Product	1	2	1	2
Social Studies	Process	1	2	1	2
	Product	1	2	1	2

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Health	Process	1	2	1	2
	Product	1	2	1	2
Art/Music/ PE	Process	1	2	1	2
	Product	1	2	1	2

6. Record student scores entered into TAC with a minimum score of 50% of the points possible. This includes both product and process assignments. Enter LT50 to indicate that the student scored less than 50% on the assignment and enter NTI to indicate that the student did not turn in the assignment. Both LT50 and NTI are automatically calculated as 50%.
 - a. When a student scores LT50 (less than 50%), teachers shall communicate the earned score to students, parents, and/or guardians by entering the actual score as a comment for the assignment in Teacher Access Center.
 - b. When a student fails to complete or turn in a minimum of two assignments and/or assessments, the teacher must communicate via conference, phone, or email exchange with the student, parents, and/or guardians, and other appropriate staff to facilitate completion of assignments. Teachers must also provide narrative comments on the report card indicating that assignments were not turned in.
 - c. If a student has engaged in academic dishonesty, the student will be required to engage in relearning and will be assigned an alternative task. Disciplinary measures may be taken.
 - d. *Scores less than 50% are no longer used because CCPS uses a 100-point scale and the interval between numerical and letter grades are 10 points.
 - e. **Teachers are encouraged to grade standards-based assignments with a minimum of 8 possible points: 8/8=A, 7/8=B, 6/8=C, 5/8=D, 4 or less/8= E.
 - f. ***Teachers are encouraged to phone or conference with parents/guardians rather than emailing to discuss missing assignments.
7. Use a variety of assessments, such as quizzes, tests, essays, classwork, projects, and labs to record and maintain evidence of student achievement.
 - a. 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.
 - b. Evaluate, return, and review assignments prior to the next related activity.
 - c. Provide frequent feedback to promote concept mastery.

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- d. 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.
- e. Record grades and daily attendance by class in the TAC program on which a letter-based marking period grade will be determined.
- f. 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. (See also Procedure #3005.1 Regarding Attendance and Make-up Work Procedures).
- g. Maintain records of student progress. It is expected that teachers shall enter graded student work into their electronic grade book and return that work to students within ONE week or it being submitted to the teacher.

The above procedures specify how a student's grade is determined. The grade assigned reflects the teacher's professional evaluation of student's achievement and must clearly be supported by the teacher's evaluation of the student's work in terms of correctness and quality.

B. Reassessment

1. Teachers will provide additional learning opportunities for all subjects during each marking period.
2. Students, earning a "D" or below on a product assignment, will be eligible for reassessment.
3. Students must complete the original assessment or assignment by the due date.
4. Students or parents may request the reassessment opportunity.
5. In each course, students shall have one additional opportunity to reassess on up to three product assignments.
6. Students must participate in the reassessment opportunity within 5 days of receiving the original graded assessment/assignment unless reteaching may not be feasible due to extenuating circumstances.
7. After the reassessment, the higher of the two grades will be recorded.
8. All reassessments should be completed/submitted before the end of the marking period.
9. When tasks/assessments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.

C. Reporting Grades

1. 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 for the 2nd, 3rd, and 4th quarters.

The following alpha grading system shall be used to reflect student achievement and performance on work assigned. GRADE LEVEL	RATING SCALE	% EARNED
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

2. A grade will be reported each quarter, unless a student is issued an “Inc.” (incomplete).
 - a. In rare cases (e.g. attendance, health issues, etc.), a student may need to be assigned a grade of incomplete (Inc.). **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 next marking period to complete all work.
 - b. For each course competency, teachers will place an X for each skill where improvement is needed.
 - c. For grades **below** a C or S, both narrative comments/comment code(s), and the use of an X to identify where improvement is needed are required. When a grade drops more than one letter grade from one marking period to another, both narrative comments/comment code(s) and the use of an X to denote where improvement is needed are required.
 - d. 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.

- e. Students new to ESOL, Level 1, will be exempt from receiving grades for their initial 45 days of instruction. Students will receive an “NG”.
- f. 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 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.
 - 1) S = Some of the time
 - 2) R = Rarely
 - 3) N/A = Not applicable
 - 4) **A blank cell indicates that a student displays the behavior most of the time.**

D. Late Assignments

- 1. When assignments are submitted late, the quality, frequency, and developmental appropriateness of the assignments 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.

E. Failure to Complete Assigned Work

- 1. 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 content 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.
- 2. Students will receive a 50% if a student does not work on or turn in an assignment or assessment. If the student engaged in academic dishonesty, the student will be required to engage in relearning and will be assigned an alternative task. The teacher will contact the principal and the parents about the dishonesty incident. Disciplinary measures may be taken.

F. Absences

- 1. 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).

G. Homework

1. Homework is a valuable and integral component of an effective instructional program and should be regularly assigned to all students in order to reinforce their learning and understanding. Students should be encouraged to view homework as their responsibility, and parents are encouraged to play a supporting role in this effort. Teachers should provide meaningful homework that fosters lesson application, review, clarification and/or enrichment of concepts. Homework may also involve preparation for future lessons and completion of long-term assignments.

a. Guidelines

- 1) 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. Recommended time limits for homework assignments are:
 - i. K/1: 10 – 15 minutes (total/day)
 - ii. Grades 2/3: 15 – 20 minutes (total/day)
 - iii. Grades 4/5: 30 – 45 minutes (total/day)
- 2) The purpose of homework is to provide review and practice for a student progressing toward mastery.
- 3) Parents shall not be expected to play a “formal teaching role” in homework. Parents can, however, support this aspect of their children’s education by establishing regular times for homework completion and identifying specific places in the home where students can work with minimum distractions. Parents may “sign off” on work attempted, but not understood, without penalty to the student.
- 4) Teachers will provide timely and specific feedback for any assigned homework, so that students can improve their understanding and application of targeted concepts and skills. **Homework will not be used to calculate a student’s marking period grade.**
- 5) Homework should never be used as the only evidence of a student’s achievement in a particular content area.
- 6) Homework should never be assigned as a disciplinary or punitive measure.

H. Extra Credit

1. Extra credit will not be calculated as part of a student’s grade.

I. Parent Conferencing

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1. 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 two times yearly: at the end of the first and second quarters. All parents/guardians are encouraged to attend the first quarter conference. Second quarter conferences are usually reserved for those students experiencing difficulty, requiring learning adjustments and/or for whom non-promotion may be a consideration, or as a result of a parent/guardian request.
2. Where possible, schools are encouraged to employ flexible scheduling practices to accommodate parents/guardians with diverse needs to attend conferences.

J. Interim Progress Reporting

1. Schools will send reminders to parents to check their child's progress in the middle of each quarter at a minimum of four times a year according to a published schedule. Teachers will have the minimum number of process and product grades as noted in Section III number 5 by the published schedule dates. 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 when interim progress reminders are provided are not automatically assured a passing grade for the quarter. Teachers must communicate with the parent if a student is in danger of receiving a failing quarter grade at the time of the interim progress reporting. A failing quarter grade may be awarded to any student who may have been performing at a satisfactory level at interim progress reminder times, 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. Paper copies of interim progress from Home Access Center are available upon request made to the building principal.
2. Parents are encouraged to utilize Home Access Center to monitor student progress in real-time.
3. Schools will send reminders to parents to check their child's progress minimally in the middle of each quarter. Parents are encouraged to utilize Home Access Center to monitor student progress in real-time.

K. Report Cards

1. Report cards shall be made available to students and parents in Grades K-5 four times a year according to a published schedule. Pre-Kindergarten students will receive report cards three times a year according to a published schedule. Fourth quarter report card grades will be available by the last full day of school.
 - a. Teacher Requirements for Submitting Report Card Grades

- 1) For report card grades, teachers shall ensure that all required reporting information for report cards is accurate and recorded in TAC gradebook by the date and time designated by their Principal.
 - 2) Teachers shall carefully verify their students' grades in the TAC gradebook application. This must be done prior to the time that the building principal generates the interims and report cards.
 - 3) The official reference copy for the report shall be managed by the principal at each school.
- b. Teacher Expectations regarding Teacher Access Center (TAC):

Teachers shall:

- 1) Follow all CCPS grading procedures.
 - 2) Communicate clearly, at the beginning of the school year, in writing to parents/guardians how quarter grades will be derived.
 - 3) Record individual assignment grades in the TAC gradebook within one week of the due date.
 - 4) Ensure due dates are accurate and assignments are carefully named so that students and parents understand what the assignments cover.
 - 5) Handle missing scores appropriately. Blank scores in TAC should indicate that the assignment scores have not yet been entered for the entire class. Use NTI grades as necessary for placeholders for missing assignments and X grades for excused assignments.
- c. Comments on the report card will convey to the student and parent(s)/ guardian(s) the basis of the earned grade. 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 include at least one comment for explanatory purposes.**
- d. 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. It is the responsibility of each building level principal to delegate the duty of the printing and affixing of labels onto each student's cumulative record card.

L. Promotion/Retention/Acceleration

1. Promotion

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- a. The decisions for student placements, promotion acceleration, and non-promotion must be done with an understanding of developmental differences. 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 instructional programming.
 - b. In Pre-Kindergarten through grade two, promotion should be based on age and progress toward the academic and social/emotional standards. 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, 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. Non-Promotion
- a. Students generally take 13 years (Kindergarten through Grade 12) to graduate. However, under special circumstances, parents/guardians and teachers might find that non-promotion is in the student's best interest. Non-promotion affects the student socially, emotionally, and educationally. Non-promotion can provide the student more time and support to grow and develop academically and socially. Where a decision is made to not promote a student, an intervention plan, detailing alternative materials and instructional strategies, must be developed to address areas of concern. Non-promotion should be used rarely and only for the benefit of the student.
 - b. In Pre-Kindergarten through Grade two, non-promotion is not expected to occur. Students who are not performing according to expectations are provided additional assistance. In grades three through five, non-promotion may only be considered when documented alternative educational strategies have not resulted in expected student progress.
 - c. The final responsibility for non-promotion rests with the principal, with input from the parents/guardians, teachers, and Student Services Team. The Non-Promotion Form serves as a written record of discussion and intervention for students not progressing satisfactorily toward academic and social/emotional standards. This form is completed by the end of May and requires parent and Student Services team members' 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.

- d. Non-promotions are generally not within the decision-making purview of an Individualized Education Plan (IEP) team. IEP teams determine goals and objectives, accommodation, supports and related services that a student requires to make progress. Delivery of these services is typically not grade-level dependent, especially with differential 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, such non-promotions are re-determined by the Student Services Team, with final approval from the principal of the attending school.
 - e. 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. Non-Promotion Guidelines
- a. Non-promotion should occur only after careful and serious consideration and ongoing documentation by the Student Services Team of the student's academic and developmental factors. Non-promotion 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 non-promote 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/guardians must be communicated in (a) language that the parent understands.**
 - b. Students who were not promoted previously must the approval of the Assistant Superintendent of Instruction prior to a second retention.
4. Appeals
- a. In matters of disagreement with regard to placement, promotion, and non-promotion, the parent/guardian must submit a written request to the Assistant Superintendent of Instruction within 30 days of receiving the original decision, to request a review of the decision to not promote. The Assistant Superintendent of Instruction will render a decision within seven working days.
 - b. In matters of disagreement with regard to the decision made by the Assistant Superintendent of Instruction, a letter requesting a review of that decision must be written to the Superintendent of Schools within 2 weeks of the Assistant Superintendent's rendering.

5. Acceleration

- a. 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, differential 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 parents/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 parents/guardian understands.
- b. 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.
- c. Requirements for Pre-kindergarten, Kindergarten and First Grade student eligibility for early entry can be found in CCPS Policy and Procedures #2915

Elementary School Comment Codes Grades 1-5

CODE	DESCRIPTION
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
7	Content or assignments are modified
8	Is making consistent progress toward the grade level standard
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)
16	Attendance: Excellent
17	Attendance: Needs Improvement
18	Chronic Absenteeism
19	Frequently Tardy to Class/School
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
31	Needs to make up missing test/quiz
32	Needs to reassess test/product assignment
33	Class participation needs improvement