

**Administrative Procedures for Policy #3415 (Students) Regarding Grading  
Grading Procedures: Middle School – 3415.2**

I. General

- A. The basic determinant of grades should 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 course. Teachers shall indicate how the grade will be calculated, what categories of grades will be used, weights for grade categories, and make-up procedures. Teachers will communicate this grading system to students, parents, and the principal at the beginning of the course.
- B. Interims and report cards are issued electronically to each student in grades 6 – 12 four times a year. A hard copy of the final report card will be mailed home in June.
- C. It is the responsibility of the administrative staff at the CCPS Central Office to advertise interim and report card dates to parents and guardians through a school calendar, website, and other means as available.
- D. Students may take some high school courses in middle school. As a component of these courses, middle school students take the same system-wide assessments as high school students. For each of these courses a student completes with a grade of D or better, he/she will receive one high school credit. The grades received in these courses will be reflected on the student's high school transcript, however, the grade will not factor into the calculations of the student's high school grade point average.

II. Definitions

- A. Assessment – The process of collecting information about individual achievement that relies on a variety of instruments and methods, such as tests, research papers, portfolios, projects, etc.
- B. Code – A letter used to reflect the academic history of a student. The letters “INC” represents a mark of incomplete. The letter “W” denotes a course withdrawn
- C. Deadline – The date after which an assignment will not be accepted.
- D. 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.
- E. Due date – The initial date by which an assignment may be turned in for full credit.
- F. 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.

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- G. Home Access Center (HAC) – The read-only gradebook 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, a calendar of events, interim and report card grades, and a notification system that provides parents with automatically generated email grade reports.
- H. 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.
- I. Marking Period – Approximately a nine-week period, at the end of which individual student achievement of concepts and processes taught during that period is reported.
- J. 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, formative assessments, exit tickets, and reflections.
- K. Product Assessments – 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 – system-wide assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, and presentations.
- L. Long Term Assignment – These assignments typically take two weeks or longer to complete and meet multiple learning outcomes.
- M. Reassessment – An additional opportunity that may be given to students to demonstrate mastery of course content and/or skills.
- N. Re-teaching – Using a different approach that builds on previous activities and focuses on omissions and errors in student thinking based on student learning style, preferences, learning rate, and/or readiness.
- O. Semester – Approximately an 18-week period consisting of two nine-week marking periods, at the end of which individual student achievement related to concepts and processes taught during that period is reported.
- P. System-Wide Assessment – Assessments developed at the central office and distributed to secondary schools to measure student achievement related to curricular standards.
- Q. Teacher Access Center (TAC) – The electronic gradebook application where teachers maintain attendance, assignments, calendars, and grades.

### III. Guidelines for Secondary Homework

- A. Homework is a valuable and integral component of an effective instructional program and should be regularly assigned to all students. Students are encouraged to view homework as their responsibility, and parents are encouraged to play a role in this effort. Meaningful homework should foster lesson application, review, clarification, and/or enrichment of concepts. Homework may also involve preparation for future

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lessons and long-term assignments. When properly administered, homework should enrich the overall learning experience of each student.

1. Homework should be assigned to all students and be appropriate to their age, ability and independent work level. Homework should be differentiated to meet individual student needs.
2. Teachers are encouraged to assign homework on a regular basis for practice, preparation, and/or extension of a lesson.
3. Teachers should not assign more homework than necessary to achieve the goals described above.
4. Take-home tests and major projects will not be assigned immediately before winter or spring break for submission immediately after the break. Homework assigned over weekends and holidays is at the discretion of the teacher.
5. Teachers are encouraged to distribute due dates in advance to assist students in managing homework time.
6. Homework must never be assigned as a disciplinary measure.

#### IV. Grading Procedures for Middle School

##### A. Determining a Student's 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. Provide daily written instructional objectives or a lesson essential question and give students continual feedback on the quality of their work as it relates to national, state and district standards as defined in the curriculum.
3. Use a variety of assessments and assignments, such as quizzes, tests, essays, homework, classwork, projects, and labs to record and maintain evidence of student achievement.
4. Clearly explain assignment guidelines and their corresponding due dates and deadlines. Adequate time should be allowed to complete assignments that require resources other than those provided by the teacher.
5. Determine a maximum penalty for work turned in after the due date and by the deadline. Late work should meet the full expectations and teacher's defined criteria for the assignment. The maximum penalty for late work should not discourage a student from completing the assignment.
6. Establish due dates and deadlines for long-term assignments and communicate these to students. There may be some instances when these dates are the same. Teachers are encouraged to break down long-term assignments into smaller manageable chunks in order to provide feedback throughout the process. Set due dates for long-term assignments to be at least two weeks before the end of a marking period. Incur a maximum penalty

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- of 10% for long-term assignments turned in after the due date and by the deadline.
7. Provide make-up opportunities for students who are absent from school. Generally, students should be granted a one-day extension for each day of absence to complete assignment(s). (See Policy #3005 Regarding Student Attendance.)
  8. Evaluate, return, and review assignments prior to the next related activity. Provide frequent feedback to promote concept mastery.
  9. Award extra credit only when it reflects extra learning.
  10. Utilize the following categories:
    - a. Product assignments weighted no less than 70% and no more than 80%; system-wide assessments will be included in the student's grade as a product assignment in the quarter in which they are given.
    - b. Process assignments weighted no less than 20% and no more than 30%.
    - c. Exception: Activity-based Physical Education classes will use:
      - 1) Process – 70%
      - 2) Product – 30%
  11. Record a minimum of six product and six process assignments for each marking period for classes that meet daily. Teachers will record at least two process and two product grades by the interim date. Classes that meet on alternating days must include a minimum of six assignments – three product and three process. Teachers will use at least one process and one product grade by the interim date.
  12. Enter scores into TAC using a minimum score of 50% of the points possible. This includes both product and process assignments. Exception: If after the teacher has given the student another opportunity to submit the assignment or take the assessment and a student still does no work on the task/assessment, the teacher may then assign a zero. Teachers must be mindful that zeros skew the grade to a point where the accuracy and true measure of a student's achievement may be distorted.
  13. Record individual assignment grades in TAC within two weeks of the due date on which a letter-based marking period grade will be determined.
    - a. 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.
    - b. Ensure that due dates are accurate and that assignments are carefully named so that students and parents understand what the assignments cover.

- c. Handle missing scores appropriately. Blank scores in TAC 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.
- 14. Communicate with students, parents, and/or guardians regarding grades via HAC. When a student persistently fails to complete assignments and/or assessments, it is important that the adults in the student's life work together to assist the students in making better choices. In these instances, the teacher should remain vigilant in communicating with the student, parents/guardians, and school counselors. If the trend of poor performance continues, the teacher shall notify a school administrator and provide him/her with details of any intervening steps taken by the teacher.
- 15. 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.
- 16. Determine when reassessment opportunities are appropriate. All courses shall include multiple reassessment opportunities in each marking period. These reassessments may include, but are not limited to, second chance tests, test or quiz corrections, alternative assignments, and opportunities to resubmit a paper or project. The teacher will determine when reassessment opportunities will occur. Before a student is reassessed, an additional opportunity or opportunities must be provided for that student to learn the material. Students must complete the original assessment or assignment and all subsequent re-teaching activities in order to be eligible for reassessment. All students shall have an opportunity to participate in reassessment. When students have reassessment opportunities, the higher grade will be recorded. System-Wide assessments will not be reassessed.
- 17. When receiving a transfer student, determine the report card grade after consultation with the previous teacher when possible or current school counselor 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.).
- 18. Exercise professional judgement 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.).

#### V. Attendance Procedures for Middle Schools

- A. Teachers shall record daily attendance by period in TAC. Attendance information must be kept accurate and up to date at all times. The total number of absences per class will be reported on each report card.

#### VI. Reporting Grades

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- A. The academic performance of the student is to be reported for each subject through a letter grade. A grade is to be reported each marking period unless the student is issued an incomplete (INC). Any grade of incomplete must be approved by the principal in advance. Any student with a grade of incomplete shall work with the school's principal and/or designee to determine an appropriate timeline for making up incomplete work, at which the INC will be placed by the letter grade earned.
- B. The following alpha grading system designed to reflect student achievement and performance on work assigned shall be used:
  - 1. A = 90% - 100% Outstanding performance in mastering the subject. Achievement of superior quality.
  - 2. B = 80% - 89% Consistent performance and achievement beyond the usual requirements of the course. Achievement of high quality.
  - 3. C = 70% - 79% Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline.
  - 4. D = 60% - 69% Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course.
  - 5. E = 0% - 59% Achievement at a level insufficient to demonstrate understanding of the basic elements of the course.
- C. Interim Reports – Interim reports shall be made available to all students four times a year according to a schedule published by CCPS. 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 or higher (satisfactory) on an interim report are not assured a passing grade for the marking period. A failing marking period grade may be assigned to a student who receives a grade of C or higher at interim time, provided the teacher notifies the school principal and can justify the final grade. When possible, the teacher will notify the student's parent of the failing grade at least one week prior to the end of the marking period.
- D. Report Cards – Report cards shall be made available to all students four times a year according to a schedule published by CCPS.
- E. Teacher Requirements for Submitting Interim and Report Card Grades:
  - 1. For interim and report card grades, teachers shall ensure that all required reporting information for interims and report cards is accurate and recorded in TAC by the date and time designated by their principal and/or designee.
  - 2. Teachers shall carefully verify their students' grades in TAC. This must be done prior to the time that the building principal and/or designee generates the interims and report cards.
  - 3. The official reference copy for the report shall be managed by the principal and/or designee at each school.

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- F. Comments on Interim Reports and Report Cards – Comments convey to the student and parents/guardian’s additional information about the grade earned. A common code may be used at any time. However, for grades below a “C” (satisfactory), the teacher must note at least one comment for explanatory purposes. The comment codes for middle school interims and report cards can be found in 3415.4.

VII. Marking Period Grade Changes

- A. Grade changes to marking period grades may occur for the following reasons:
  - 1. Completion of make-up work
  - 2. Error in grade entry or calculation
  - 3. Other reasons such as:
    - a. Student transferring from outside jurisdiction
    - b. Failure to provide allowable accommodations and/or supplementary aids and services in accordance with a student’s IEP or 504 plan.
    - c. Extenuating circumstances such as: Home/Hospital, Hospitalization, Parental Instruction, Alternative Placements
- B. Grade changes must be submitted within forty-five (45) school days following the last day of the designated grading period.
- C. Grade changes initiated by the teacher of record must be submitted on the CCPS Grade Change Form (see appendix 3415.5) to the school principal for approval.
- D. The principal will forward the grade change form to the guidance secretary who is the designated person in the school authorized to make grade changes in the student management system (SMS).
- E. The guidance secretary will keep all documentation supporting any grade change.
- F. Grade changes initiated by the school administrator must be submitted on the CCPS Grade Change Form (see appendix 3415.5) to the Director of System and Instructional Improvement for approval.
- G. The director will forward the grade change form to the guidance secretary who is authorized to make grade changes in the SMS.
- H. Annually, the Director of System and Instructional Performance, the designated Supervisor of Student Services, and the designated Supervisor in the Department of Information Technology will audit the validity of grade changes following each grading period using the SMS.

VIII. Final Examination Procedures for Middle School

- A. Teacher will administer either system-wide- or teacher-generated final examinations for each course. Content supervisors will have the authority to determine the relative values of system-wide assessments. Teacher discretion shall be used in assigning the weight of any teacher-generated final exams.

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IX. Middle School Honor Roll

- A. Honor roll designations are based on a 4.0 GPA, calculated quarterly, where A = 4.0, B = 3.0, C = 2.0, D = 1.0, and E = 0.0. GPAs are not reported on middle school report cards.
  - 1. A student must earn an overall grade point average of 3.0 or higher with no grade below a C to be placed on the Honor Roll for the marking period.
  - 2. A student must earn 4.0 to be placed on the High Honor Roll for the marking period.

X. Final Grade Computation for Middle School

- A. The final grade in each subject, displayed on a sticker and affixed to the cumulative record card, shall be calculated electronically by averaging the marking period letter grades where an A = 4, B = 3, C = 2, D = 1, and E = 0. It is the responsibility of each building-level principal and/or designee to oversee the printing and affixing of label onto each student's cumulative record card.

XI. Retention of Middle School Students

- A. If a student fails one or two core subjects (i.e., English/Language Arts, Social Studies, Mathematics, or Science), the student will be required to participate in the Integrated Summer School Program to be promoted to the next grade. Failure to attend and pass summer school may result in retention.
- B. If a student fails three or more core subjects, as defined above, or has not met the attendance requirements as described in CCPS Policy #3005 Regarding Student Attendance, he/she will be retained.
- C. Final determination of grade placement will be made by the principal.

XII. Appeals

- A. In matters of disagreement with regard to placement, promotion, and retention, the parent/guardian must submit a written request to the Director of System and Instructional Performance within thirty (30) calendar days of letter receipt, requesting a review of the decision to retain. The Director of System and Instructional Improvement will render a decision within seven (7) calendar days.
- B. In matters of disagreement with regard to the decision made by the Director of System and Instructional Improvement, a letter requesting a review of that decision must be written to the Superintendent of Schools or his/her designee within ten (10) calendar days of the Director's decision.