

**Administrative Procedures for Policy #3415 (Students) Regarding Grading
Procedures: High School – 3415.3**

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 withdrawal.
- 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.

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Page 1 of 12

- 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.
- 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. Quarterly Assessments – These assessments of learning occur within the marking period in which they are given. The central office determines when these assessments are given and the content standards that are covered. These include system-generated assessments and teacher-created assessments.
- N. Reassessment – An additional opportunity that may be given to students to demonstrate mastery of course content and/or skills.
- O. 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.
- P. 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.
- Q. System-Wide Assessment – Assessments developed at the central office and distributed to secondary schools to measure student achievement related to curricular standards.
- R. Teacher Access Center (TAC) – The electronic gradebook application where teachers maintain attendance, assignments, calendars, and grades.

III. Guidelines for Secondary Homework

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- 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 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. Students in Advanced Placement courses should expect rigorous homework assignments that require substantial time outside of school to complete. Students are encouraged to consider workload when selecting a class schedule.
 - 5. 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.
 - 6. Teachers are encouraged to distribute due dates in advance to assist students in managing homework time.
 - 7. Homework must never be assigned as a disciplinary measure.

IV. Grading Procedures for High 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 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 60% and no more than 70%.
 - b. Quarterly assessments weighted at 10%.
 - c. Process assignments weighted no less than 20% and no more than 30%.
 - d. Exception: Activity-based Physical Education classes will use:
 - 1) Process – 70%
 - 2) Product – 20%
 - 3) Quarterly – 10%
11. Record a minimum of five product, six process assignments, and one quarterly assessment for each marking period for classes that meet daily. Teachers will record at least two process and two product grades by the interim date. In the fourth marking period for seniors, record a minimum of four product, five process and one quarterly assessment.
12. Record individual assignment grades in TAC within two weeks of the due date on which a numeric 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.

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Page 4 of 12

- 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.
 - d. Use zeros only as appropriate. 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. 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.
 14. 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.
 15. 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. Quarterly assessments will not be reassessed.
 16. 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.).
 17. 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

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Page 5 of 12

grade in consultation with an administrator. (See also Procedure #3005.1 regarding Attendance and Make-Up Work Procedures.).

18. Assign an end of marking period grade of no less than 50% for marking periods one, two, and three. For any marking period grade that is less than 50%, the teacher shall override with a 50%. This 50% minimum does not apply to the fourth marking period grade. For semester courses, the 50% floor shall apply to the first marking period grade of each semester (first or third marking period). This 50% minimum does not apply to the second marking period grade of each semester (second or fourth marking period).

V. Attendance Procedures for High 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.
- B. Information provided in the CCPS Policy #3005: Student Attendance, will govern the granting of credit when attendance is the determining factor.

VI. Reporting Grades

- 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

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Page 6 of 12

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.
 - F. Comments on Interim Reports and Report Cards – Comments convey to the student and parents/guardians 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 high school interims and report cards can be found in 3415.4.
- VII. System-Wide Assessment Procedures for High School
- A. System-Wide assessments may be administered for certain courses at the content supervisor's discretion. These assessments shall count as a Quarterly Assessment grade in the quarter in which they are given.
- VIII. Credit Recovery
- A. If a student fails a course, credit for that course can be recovered in one of the following ways (not all courses are offered online or in summer school):
 - 1. Repeat and pass the course in a subsequent school year.
 - 2. Attend and pass summer school for the failed course.
 - 3. Complete and pass the corresponding online course during the summer or during a subsequent school year.
- IX. Final Grade Computation for High Schools
- A. The final grade in each subject, displayed on a sticker and affixed to the cumulative record card or maintained on an electronic record card, shall be calculated electronically by averaging the marking period grades. It is the responsibility of each building level principal and/or designee to oversee the printing and affixing of labels onto each student's cumulative record card.

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Page 7 of 12

X. 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 registrar who is the designated person in the school authorized to make grade changes in the student management system (SMS).
- E. The registrar 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 school registrar 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.

XI. Courses Withdrawals

- A. If a student withdraws from a year-long or semester course prior to earning a marking period grade, the grade earned to date will follow the student to the new course as determined by the school principal.
- B. If a student withdraws from a year-long course within 7 days of the marking period 1 report card date, no W will be assigned. If the withdraw occurs after this, the student may be subject to a W code as indicated below.
- C. If a student withdraws from a semester course within 7 days of the first interim report for that course, no W will be assigned. If the withdraw occurs after this, the student may be subject to a W code as indicated below.

Student 3415.3

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Page 8 of 12

- D. A copy of the student's schedule change form will be kept in his/her cumulative record.
1. If a student transfers to a different level of the same course, no "W" will be assigned (i.e. Honors U.S. History to Academic U.S. History) and the marking period grade(s) the student earned in the original course will be averaged into the new course. The teacher may require make-up work.
 2. If a student transfers to a different course, the student will be assigned a "W" code in the withdrawn course. Marking period grades the student earned in the original course will be averaged into the new course grade. The teacher may require make up work.
 3. If a student transfers to early release, the student will be assigned a "W" code in the withdrawn course. Although not averaged into any new course, marking period grades the student earned in the original course will continue to calculate into the student's GPA and class rank.
 4. If a school team determines that a student needs a change in a course placement to meet his/her academic needs, no "W" will be assigned.

XII. Appeals

- A. Appeals to grade changes should be made first to the school principal in writing within five (5) days of the report card date. Any further appeal may be made to the Director of System and Instructional Improvement in writing within ten (10) days of the principal's decision.

XIII. High School GPAs and Transcripts

- A. Two different 4.0 GPAs will be calculated at the end of each marking period:
1. A year-to-date (YTD) GPA: reflects all marking periods for the current school year.
 2. A cumulative GPA: reflects all marking periods for the student's entire high school career.
- B. Both 4.0 GPAs are weighted for students taking AP courses and are displayed on each student's report card. Student transcripts shall reflect the number of courses taken, the unweighted final grades earned in each course, and the weighted YTD and cumulative GPAs.
- C. Stipulations:
1. Grades earned in credit-bearing courses taken in middle school and grades of "P" and "INC" are not calculated into the 4.0 GPAs.
 2. Students dually enrolled at the College of Southern Maryland in a course on the "CCPS Approved Courses for Dual Enrollment" list will have the final grade for their college course recorded on their transcript. The marking period grades will factor into the students' YTD and cumulative GPAs and class rank. Letter grades will be translated to percentage grades according to the following scale:

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Page 9 of 12

- a. A = 95
- b. B = 85
- c. C = 75
- d. D = 65
- e. F = 55
- f. *Any other grade or code assigned by the college will result in a W on the student’s high school transcript.
- g. To compute the GPAs, the College Board 4.0 scale shown below is used to convert each marking period grade to the 4.0 scale. Only AP courses earn an additional quality point, as seen in the right-most column.

Marking Period Percent Grades	4.0 Scale Non-AP Courses	4.0 Scale AP Courses
93-100	4.0	5.0
90-92	3.7	4.7
87-89	3.3	4.3
83-86	3.0	4.0
80-82	2.7	3.7
77-79	2.3	3.3
73-76	2.0	3.0
70-72	1.7	2.7
67-69	1.3	2.3
60-66	1.0	2.0
Below 60	0.0	0.0

XIV. High School Honor Roll and High Honor Roll

- A. High school honor roll and high honor roll are based on a marking period calculation out of 100 points. This calculation is weighted for students taking AP courses and is displayed on each student’s report card as the “current GPA.”
- B. To perform this calculation, any AP course grades of 60 or above must first be weighted by adding 10 points to the grade (for example, a 76 becomes an 86). Then, all weighted AP grades and all unweighted non-AP grades are added together and divided by the number of courses in which the student is enrolled for that marking period. The following stipulations apply:
 - 1. Courses that meet for one period per day will count once. This includes courses that are only one semester in length.
 - 2. Courses that meet for two periods per day will count twice.
 - 3. Courses that meet for three periods per day will count three times.

Student 3415.3

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4. Grades earned in credit-bearing courses taken in middle school, in dual enrollment courses taken at CSM, and grades of "P" and "INC" are not used in this calculation.

C. To qualify for Honor Roll, a student must meet all the following:

1. Earn a marking period calculation of 80 percent or higher.
2. Have earned no grade less than a 70 percent.
3. Be enrolled in a minimum of four (4) credits.

D. To qualify for High Honor Roll, a student must meet all the following:

1. Earn a marking period calculation of 90 percent or higher.
2. Have earned no grade less than a 90 percent.
3. Be enrolled in a minimum of four (4) credits.

E. This same calculation is utilized in the determining of eligibility for athletic programs. For more information on eligibility, see Procedure 3452.1 Academic Eligibility for Athletic Programs.

XV. Additional Academic Awards

- A. Graduates with Distinction is awarded to any high school senior earning a weighted Cumulative Grade Point Average of 3.9 or above. See Procedure 3310.1.
- B. The Superintendent's Scholastic Recognition Award shall be awarded to any student earning an unweighted grade of 90% or higher in every course each marking period for the given school year.
- C. The Presidential Education Award is awarded to seniors who have earned a 3.5 or higher cumulative grade point average through the first semester of their senior year. In addition to earning this GPA, a student must have taken the SAT or ACT and scored in the 85th national percentile on either the Math or Critical Reading section of the SAT or composite score of the ACT.

XVI. Transfer Students

- A. Students who transfer into CCPS from a public school, state approved school, or accredited school (refer to Policy 3710) with letter grades on transcripts or report cards will have the grades translated to percentages according to the following scale.

- | | | | |
|----|----|---|----|
| 1. | A+ | = | 98 |
| 2. | A | = | 95 |
| 3. | A- | = | 92 |
| 4. | B+ | = | 88 |
| 5. | B | = | 85 |
| 6. | B- | = | 82 |
| 7. | C+ | = | 78 |

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8.	C	=	75
9.	C-	=	72
10.	D+	=	68
11.	D	=	65
12.	D-	=	62
13.	E	=	55

- B. If upon enrolling, a student can provide documentation of actual percentage grades, those grades may be used instead of the conversions above. Only one method of transferring grades may be used: either the standard transfer conversions above or the documented percentages from the prior school.

XVII. Grade Placement

- A. The minimum credit requirements for placement in each high school grade for students are:

1.	Grade 9-	Fewer than 5 credits or no required credit in English
2.	Grade 10-	5 credits, including one required credit in English
3.	Grade 11-	11 credits, including two required credits in English
4.	Grade 12-	17 credits, including two required credits in English