Collier County Public Schools

Teaching and Learning

2025-2026

SECONDARY GRADE REPORTING MANUAL

Table of Contents

Philosophy of Grade Reporting **Page 2**

General Information for Grades 6-12 **Page 2**

- Grade Equity and Uniformity Page 5
- Minimum and Maximum Gradebook Entry Expectations for Secondary Courses Page 6
- Examples and Non-Examples of High-Quality Gradebook Entries Page 7
- Consistency in Grading Page 7
- Guidelines for Category Weighting in Secondary Courses Page 7
- Grading with Points and Category Weighting Page 8
- Symbols Used in the Reporting of Academic Achievement Page 9
- Grade Reporting Mechanisms Page 9
- Grade Change Requests Page 9
- Electronic Grade Books Page 10
- Semester Exam Grade Reporting Page 10
- Rubrics and Scoring Guides Page 10

Middle School Reporting **Page 11**

- Effort and Conduct Page 11
- Final Grade Calculations Page 12
- Courses for High School Credit Page 13
- Middle School Grade Forgiveness Page 13

High School Reporting **Page 14**

- Effort and Conduct Comment Codes Page 14
- Conferences Page 14
- Final Grade Calculations Page 15
- Full Year Grade Calculation Page 16
- High School Grade Forgiveness Page 16

Appendix A – Electronic Grade Change Requests Page 17

Appendix B – Secondary Grading Guidelines in Art Page 18

Appendix C – Secondary Grading Guidelines in Music Page 19

Appendix D – Secondary Grading Guidelines for English Language Learners Page 21

Appendix E – Secondary Grading Guidelines in Health and Physical Education Courses Page 22

Appendix F – Secondary Grading Guidelines Driver Education/Traffic Safety Courses Page 23

Appendix G – Homework Guidelines Page 24

Appendix H – Middle School Conduct Behavior Rubric Page 25

Philosophy of Grade Reporting

Collier County Public Schools (CCPS) believes that students have a right to receive grades that represent an accurate evaluation of achievement, and that thoughtful, informed assessment promotes learning.

We believe that grades are:

- reflective of progress and mastery in meeting statewide standards, district standards, and approved course objectives
- earned, not given
- based on a sufficient amount of assessed work
- based on a logical and justifiable grading process
- derived from a variety of assessment types
- weighted and balanced

We also believe that grades must provide clear, useful, and relevant information to students, parents, and the community. A collaborative relationship between home and school is essential to student success, so course grades should empower families to track the academic progress of their students.

General Information for Grades 6-12

Information on grade reports can include academic progress, attendance, conduct, and effort. Grade reports establish sound home-school communication and cooperation.

Academic progress reporting consists of identifying a student's instructional level in the basic skills areas in elementary schools or the various titles and levels of middle and high school courses, providing an evaluation as to the quality and quantity of academic progress, and providing an evaluation of the extent to which the student is utilizing his/her abilities. The subsections of this publication will address academic progress specifically.

A transfer student's earned grades from his/her previous school shall be verified prior to entering the grades on the student's academic history. Transfer grades will be calculated just as they would if earned at a Collier County school. The final grade calculation guide found in the appendix will be used to determine final grades.

The conduct comments and codes may be reported on middle and high school report cards. This area includes respect for the rights and feelings of others, respect for property, and adherence to the rules of the classroom and the school.

Communication between the home and school should convey accurate information and should build collaborative relationships for the benefit of the student. Such cooperative relationships are facilitated by a positive attitude on the part of all parties concerned. Grade Reports represent one of several

school-to-home communication channels. Others include notes, phone calls, emails, interim progress reports, and the electronic grade book. Teachers are encouraged to use all of these channels.

Regardless of the method of communication, staff must represent the facts accurately within a positive and courteous framework. Communication of this type is far more likely benefit students, teachers, and parents. The comment section of the grade report is an excellent opportunity for positive communication. Teachers are encouraged to utilize this opportunity as often as possible.

Culminating projects often require a series of foundational steps prior to reaching the final, summative product. As such, teachers may elect to assign formative assessments at certain places in the project timeline to guide students as they learn. Thus, students may receive graded feedback on the individual steps plus a grade for the overall project. Grading rubrics are highly recommended for projects.

Please refer to Administrative Procedure 2330 and Appendix G for specific information regarding homework.

Effort and conduct grades are not to be factored into the academic grade; there is a separate area for addressing these evaluations.

Every teacher's evaluation process should:

- reflect each student's individual progress;
- relate directly to standards-based learning objectives;
- include numerous indicators of student progress rather than relying on one or two;
- assign to each grade entry an appropriate point value within the category that reflects the value of the task;
- avoid assignments having an oversized impact on the student's overall course grade;
- allow students, parents, or others to review the classwork or test results upon which the evaluation is based; and
- facilitate easy explanation of the overall grade (that is, teachers should be able to demonstrate the derivation of an overall quarter grade with pen, paper, and calculator).

Grade Equity and Uniformity

Grades should reflect a student's mastery of the standards and benchmarks of the course as identified within state standards. Teachers should use both formative and summative assessments throughout each quarter.

- Formative assessments provide feedback about the student's progress while students are learning content. This feedback assists both student and teacher in adjusting instruction to maximize opportunities for success. Formative assessments could be, but are not limited to, minor projects, minor presentations, class work activities, startup quizzes, exit tickets, and similar.

- Summative assessments evaluate a student's overall mastery of content objectives. Summative assessments could include tests, culminating projects, culminating presentations, larger quizzes, and similar.

- While instructors have significant discretion in the length and delivery format of graded assignments, assessments should be a measure of standards attainment. Compliance grading (full credit for submission of an assignment), reward grading (an assignment created to grade behavior or participation), and/or an overreliance on extra credit can mask the appropriate measurement of standards. They are not best practice, and instructors should minimize their use.

- Course grades are composed of multiple summative and formative opportunities for students to demonstrate mastery of learning standards. The number of appropriate grades will vary by course and teacher, but please see the table on Page 6 for guidelines.

Minimum and Maximum Gradebook Entry Expectations for Secondary Courses

Consistency in grading practices ensures that all students—regardless of teacher—are assessed in a comparable way. Establishing a minimum and maximum number of entries:

- prevents disparities where one class may have more or less opportunities to earn points than another, which can lead to unfair advantages or disadvantages;
- reduces the impact of any one poor performance and allows for a true understanding of student performance in a course;
- sets boundaries and drives teachers to be thoughtful about which entries are most meaningful and aligned with standards; and
- focuses on quality over quantity – gradebook entries should focus on rich, standards-based tasks rather than busywork.

Any deviation from entry expectations must be approved by the Principal.

Timeframe	Minimum Entry Expectation	Maximum Entry Expectation	Expectations for Feedback**
Per Week*	One (1) gradebook entry measuring mastery of course standards	Five (5) gradebook entries measuring mastery of course standards	Feedback (grade) posted in the gradebook within one (1) week of an entry's due date. ELA essays may take up to two (2) weeks.
Per Interim	Six (6) gradebook entries measuring mastery of course standards	Twenty (20) gradebook entries measuring mastery of course standards	Feedback (grades) for all entries with a due date within the interim period are posted.
Per Quarter	Thirteen (13) gradebook entries measuring mastery of course standards	Forty (40) gradebook entries measuring mastery of course standards	Feedback (grades) for all entries with a due date within the quarter are posted. ELA essays assigned during the quarter are graded before posting quarter grades.

**Includes shortened weeks*
***Gradebook entries must be included in grade calculations to count for minimum expectations. Excluded or extra credit entries do not contribute towards the minimum or maximum gradebook entry expectations.*

Examples and Non-Examples of High-Quality Gradebook Entries

Examples	Non-Examples
Standards-Based Assessments	Compliance/Completion/Behavior/Effort Entries
Assignments from the CCPS Curriculum Map	Participation ("Dressing Out" in PE)
Assignments Meeting the Rigor of the Standard	Signed Syllabus/Notebook Check
CCPS Approved Resources	Word Searches/Crossword Puzzles
Start-Ups / Exit Tickets used for Instructional Planning and Feedback Provided to the Student	Start-Ups / Exit Tickets without Feedback to the Student

Grades given to gradebook entries should reflect a student's mastery of the standards and benchmarks of the course as identified within state standards.

Consistency in Grading

Teachers assigned to the same course code within a school **must** maintain consistency in both the naming and weighting of grading categories. When entering grades, teachers and collaborative planning teams should engage in deliberate consideration of category naming and weighting to ensure alignment with instructional priorities. Weighting categories will be a gradebook option configured by the District.

Guidelines for Category Weighting in Secondary Courses

Assessments	Classwork	Homework
50%-60% of Grade *A minimum of 3 Assessments per Quarter are required in the Assessment Category.*	**30%-40% of Grade**	**Up to 10% of Grade** *If a Homework category is not used, the 10 percentage points must be added to Classwork.*

Categories must sum to 100%. Any deviation from the above guidelines for category naming and weighting must be approved by the Principal.

Grading with Points and Category Weighting

Teachers use a combination of point values and category weighting to calculate student grades.

1. **Point Values**
   Each assignment is given a point value based on its importance. For example, a quiz might be worth 20 points, while a major project might be worth 100 points. When a student completes the assignment, they earn points based on how well they did.
2. **Categories**
   Assignments are grouped into categories, such as Assessments, Classwork, and Homework.
3. **Category Weighting**
   Each category is given a weight, or percentage, which shows how much it contributes to the final grade. Weighting helps reflect what is most important in the class. For example:
   - Assessments = 60% of the grade
   - Classwork = 30%. of the grade
   - Homework = 10% of the grade
4. **How the Grade is Calculated**
   First, the gradebook calculates a score for each category by adding up all the points earned and dividing by the total points possible in that category.

Example Classwork Category Grade Calculation

Assignment	Points Earned	Points Possible	Percentage
Classwork 1	6	10	60%
Classwork 2	20	20	100%
Classwork 3	37	40	93%
Category Total	**63**	**70**	**90%**

*Note, the category total grade **is not** an average of the resulting percentages.*

Then, each category score is multiplied by its weight. Finally, the weighted scores are added together to get the quarter grade.

Example Quarter Grade Calculation

Category	Category Weight	Category Score	Weighted Contribution to Quarter Grade
Assessments	60%	82%	82% × 60% = 49.2%
Classwork	30%	90%	90% × 30% = 27%
Homework	10%	100%	100% × 10% = 10%
Quarter Grade			**49.2% + 27% + 10% = 86.2%**

Symbols Used in the Reporting of Academic Achievement

Letter Grade	Percentages	Interpretation	Quality Points
A	90-100%	Outstanding Progress	4
B	80-89%	Above AverageProgress	3
C	70-79%	Average Progress	2
D	60-69%	Lowest AcceptableProgress	1
F	0-59%	Failure	0

Grade Reporting Mechanisms

Interim Progress Reports are posted to the FOCUS Parent Portal for every student about halfway through each quarter. Report Cards are posted to the FOCUS Parent Portal for every student at the end of each quarter.

Comments

Teachers are encouraged to make comments as often as possible. Middle school comment areas are entered as O, S, N or U; high schools use the comment codes as shown on page 14.

Grade Change Requests

A rationale is required by teachers requesting a grade change for a quarter or exam grade. Administrators should evaluate the rationale for the grade change prior to approval. Acceptable rationales include, but are not limited to, make-up exams and completing quarterly course work after the end of a quarter. Grade change requests with a rationale that is based on activity outside of the requested marking period should not be approved. The only acceptable rationales to change an exam grade are student participation in the missed exam or teacher input error.

Acceptable Grade Change Scenario

A teacher submits a grade change request to change a B grade for Quarter 3 to an A grade for Quarter 3 with the rationale that a student missing three assignments for Quarter 3 completes these assignments after the Quarter 3 end date. Since the student completed work for Quarter 3, and the grade change request is for Quarter 3, the request can be approved.

Unacceptable Grade Change Scenario

A teacher submits a grade change request to change an F grade for Quarter 2 to a C grade for Quarter 2 with the rationale that the student received a Level 3 on the respective AP Exam. In this scenario, a grade change request for Quarter 2 (December/January) is based on an exam taken in Quarter 4 (April/May). Since the activity, the AP Exam, took place outside Quarter 2, this request must be denied.

Electronic Grade Books

Electronic grade books are an effective way for teachers to aggregate their assessments and report overall grades. Teachers will report grades in the electronic grade book.

As described in the previous section, teachers and common planning teams must carefully assign category weights so that overall grades are fair and equitable, and so that the overall grade provides an accurate summary of the student's demonstrated mastery of learning standards throughout the grading period.

As a reminder, recall that the grade reporting system calculates an overall category percentage based on the points earned for each assessment, not the percentage earned on each assessment. Assessments with a larger denominator will be given more weight within that category, as explained in Consistency in Grading section of this document.

Semester Exam Grade Reporting

The District will import all state End-of-Course (EOC) exam results to the grade reporting system when they are released. Therefore, teachers must not enter grades into the final exam category. Any culminating teacher-made assessment grades will be entered manually as an assignment by the teacher for inclusion in fourth quarter grades. Teachers must enter all other assessments into electronic gradebook manually. For the purposes of grade calculation, achievement levels on the EOC will be transformed into letter grades as follows:

EOC Achievement Level	Letter Grade
5	A
4	B
3	C
2	D
1/No Grade	F

Rubrics and Scoring Guides

A rubric is an authentic assessment tool that lists the requirements for a piece of work and describes criteria for the evaluation of student products. Teachers should provide and introduce rubrics at the outset of an assigned project. Rubrics strongly support both formative and summative assessment.

Middle School Reporting

In the core content areas (English language arts, mathematics, science, and social studies) middle schools offer multiple course levels. Students are assigned to these levels based on factors including, but not limited to, assessment data and course grades. Students are evaluated based on their mastery of course standards and related skills. Appropriate course placement matches content rigor with current student capability so that students may achieve academic success as well as measurable learning gains.

Effort and Conduct

Effort and conduct evaluations are provided in all classes in each marking period. The effort evaluation is a judgment based on observation and review of present and past information available to the teacher. Teachers seek to evaluate subjectively whether students are utilizing their abilities fully in the learning process.

Conduct evaluation is a judgment based on observation of the student's behavior in school. The conduct evaluation is based on the student's respect for the rights of others, feelings of people, respect for property, and adherence to the rules of the classroom and school.

Symbols used for the following conduct/effort clusters are:

- O = Outstanding
- S = Satisfactory
- N = Needs Improvement
- U = Unsatisfactory

Comments:

- I – Completes work / class participation
- II – Follows directions / uses time wisely
- III – Courteous / respects others
- IV – General conduct

A rubric for rating comments is available in Appendix H.

Final Grade Calculations

Generally, a student's final grade is comprised of six reported grades—Quarter 1, Quarter 2, Semester 1 Exam (midterm), Quarter 3, Quarter 4, Semester 2 Exam (final). As students prepare for the transition from middle to high school, the weighting of these reported grades increases. Furthermore, high school courses carry a greater minimum passing threshold than middle school courses. Middle school students taking high school courses must familiarize themselves with middle school grade reporting and the increased expectations that are part of high school credit options.

The following table summarizes the percentages for each reporting area in sixth, seventh, and eighth grades:

Course Type	Q1	Q2	S1 Exam	Q3	Q4	S2 Exam
6th Grade (Core)	22.5%	22.5%	5%	22.5%	22.5%	5%
7th Grade, 8th Grade, and All Electives	20%	20%	10%	20%	20%	10%
Courses with a State EOC Exam	15%	15%	10%	15%	15%	30%

The grade reporting system calculates final grades automatically. However, to assist in planning, verification, and conference purposes, please see the following final grade example:

Juliana is a seventh grade student. She is taking M/J Civics. She earns a B for Q1, an A for Q2, a C on the Semester 1 Exam, a C for Q3, a C for Q4, and a B on the Semester 2 Exam.

<table>
<tr><th colspan="8">Steps to Calculate a Final Grade</th></tr>
<tr><td>1. List the reporting areas.</td><td colspan="2">Q1</td><td>Q2</td><td>S1 Exam</td><td>Q3</td><td>Q4</td><td>S2 Exam</td></tr>
<tr><td>2. List Juliana's grades for each area.</td><td colspan="2">B</td><td>A</td><td>C</td><td>C</td><td>C</td><td>B</td></tr>
<tr><td>3. Convert the letter grades to quality points.</td><td colspan="2">3</td><td>4</td><td>2</td><td>2</td><td>2</td><td>3</td></tr>
<tr><td>4. List the correct weights for M/J Civics.</td><td colspan="2">15%</td><td>15%</td><td>10%</td><td>15%</td><td>15%</td><td>30%</td></tr>
<tr><td>5. Multiply each quality point by its weight.</td><td colspan="2">0.45</td><td>0.60</td><td>0.20</td><td>0.30</td><td>0.30</td><td>.90</td></tr>
<tr><td>6. Add all the products to determine the overall quality points for the course.</td><td colspan="7">2.75</td></tr>
<tr><td rowspan="5">7. To determine the overall letter grade, match the quality points to the letter grade conversion at the right.</td><td colspan="2">A</td><td colspan="2">3.5-4.0</td><td colspan="3" rowspan="5">B</td></tr>
<tr><td colspan="2">B</td><td colspan="2">2.5-3.4</td></tr>
<tr><td colspan="2">C</td><td colspan="2">1.5-2.4</td></tr>
<tr><td colspan="2">D</td><td colspan="2">0.5-1.4</td></tr>
<tr><td colspan="2">F</td><td colspan="2">0-0.4</td></tr>
</table>

Important Notes

- In order to earn a passing grade for a course, a student must earn sufficient quality points as described in step 7 above.
- Middle school students taking high school courses will receive final grades based upon the high school calculation methodology.
- A limited number of middle school semester courses are available. Regardless of grade level, the weighting for these courses is 40% (Q1), 40% (Q2), and 20% (Semester Exam). These courses use the same letter grade breaks as full-year middle school courses.
- The state End-of-Course (EOC) exam is the final exam for respective courses and will represent 30% of the course grade.

Courses for High School Credit

A student enrolled in a full-year course for high school credit shall receive a full credit if the student successfully completes the class, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, are successfully completed by the student. (F.S. 1003.436)

Middle School Grade Forgiveness

State and District grade forgiveness policies allow for middle school students taking high school courses, to retake courses for grade forgiveness. At middle school, students may seek to replace final grades of C, D, or F. A student retaking the course for grade forgiveness purposes will also retake the state EOC exam; the higher of the two scores will be used for grade calculation. If a middle school student received a final grade of C, D, or F in a course requiring a state EOC exam, the student could retake only the state EOC exam and have the final grade recalculated.

High School Reporting

The evaluation of high school students should be based upon their mastery of the skills, concepts, and knowledge specified by the state standards and state course objectives. A student's progress in the mastery of curriculum must be the grading criteria for high school course work. Grades must NOT be adjusted according to the individual ability level of a student. Appropriate course selection ensures that all students can be successful in their high school course work.

Effort and Conduct Comment Codes

Comment codes, as defined on the reverse side of the report card, should be used to give indications of both effort and conduct. Teachers are encouraged to utilize these codes. The following comment codes and their explanations are printed on report cards.

Student:

1. has positive and pleasant attitude.
2. is punctual, responsible and shows initiative.
3. uses class time effectively.
4. is prepared for and participates in class activities.
5. is improving in this class.

Student needs to:

6. improve behavior and/or attitude.
7. improve low test/quiz grades.
8. improve homework grades.
9. follow instructions.
10. complete assignments.
11. improve use of class time.
12. improve attendance. Absences are excessive.
13. improve effort. Achievement is below apparent ability.
14. make up missed tests or other work.
15. stay after school for help.
16. parent conference requested by teacher.

Conferences

If a conference is requested with the parents, the teacher requesting the conference should mark comment code 16 on the grade reporting sheet. The parents then call the school's counseling office to arrange a mutually convenient time and place for the conference. Parents may arrange conferences at their request by contacting the school's counseling office.

Final Grade Calculation

For all high school students, credits and grades are awarded on a semester basis with the exception of those courses where a state End-of-Course (EOC) exam is required. Final grades are calculated using the percentages (weights) shown in the table below.

Course Type	Q1	Q1 Exam	Q2	S1 Exam	Q3	Q3 Exam	Q4	S2 Exam
Half Credit Semester 1	40%		40%	20%				
Half Credit Semester 2					40%		40%	20%
Algebra 1-A	40%	10%	40%	10%				
Algebra 1-B					30%	10%	30%	30%
Courses with a State EOC Exam	15%		15%	10%	15%		15%	30%

The grade reporting system calculates final grades automatically. However, to assist in planning, verification, and conference purposes, please see the following final grade example:

Marc is a 10th grade student taking English 1 Honors in Semester 1. He earns a B for Q1, a C for Q2, and an F on the Semester 1 Exam.

<table>
<tr><th colspan="5">Steps to Calculate a Final Grade</th></tr>
<tr><td>1. List the reporting areas.</td><td colspan="2">Q1</td><td>Q2</td><td>S1 Exam</td></tr>
<tr><td>2. List Marc's grades for each area.</td><td colspan="2">B</td><td>C</td><td>F</td></tr>
<tr><td>3. Convert the letter grades to quality points.</td><td colspan="2">3</td><td>2</td><td>0</td></tr>
<tr><td>4. List the correct weights.</td><td colspan="2">40%</td><td>40%</td><td>20%</td></tr>
<tr><td>5. Multiply each quality point by its weight.</td><td colspan="2">1.2</td><td>0.8</td><td>0</td></tr>
<tr><td>6. Add all the products to determine the overall quality points for the course.</td><td colspan="4">2.0</td></tr>
<tr><td rowspan="5">7. To determine the overall letter grade, match the quality points to the letter grade conversion at the right.</td><td colspan="2">A</td><td>3.5-4.0</td><td rowspan="5">C</td></tr>
<tr><td colspan="2">B</td><td>2.5-3.4</td></tr>
<tr><td colspan="2">C</td><td>1.5-2.4</td></tr>
<tr><td colspan="2">D</td><td>0.5-1.4</td></tr>
<tr><td colspan="2">F</td><td>0-0.4</td></tr>
</table>

<u>Important Notes</u>

- In order to earn a passing grade for a course, a student must earn sufficient quality points as described in step 7 above.
- The state End-of-Course (EOC) exam is the final exam for respective courses and will represent 30% of the course grade.

Full Year Grade Calculation (Used only if one semester final grade is F)

Florida statute requires that a student enrolled in a full-year course shall receive one- half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance, shall be successfully completed by the student. (F.S. 1003.436)

- CCPS will combine two semesters to earn a passing grade only if the final grade for one of the semesters is an F.
- If one of the final grades for the semester is an F, then the student's quality points must equal or exceed 1.0 for the year.
- At least one passing grade must be earned as a reported grade in both semesters.

If one of the final grades for the semester is an F, and the two semesters are combined, the following scale will be used to determine the grade for the year:

Course Type	Q1	Q2	S1 Exam	Q3	Q4	S2 Exam
Full Year (Average Pass/Fail)	20%	20%	10%	20%	20%	10%

High School Grade Forgiveness

State and District grade forgiveness policies allow for high school students to replace final grades of D or F. A student retaking the course for grade forgiveness purposes may retake the state EOC exam; the higher of the two scores will be used for grade calculation. If a student received a final grade of D or F in a course requiring a state EOC exam the student could re-take the state EOC exam to have the final grade calculated.

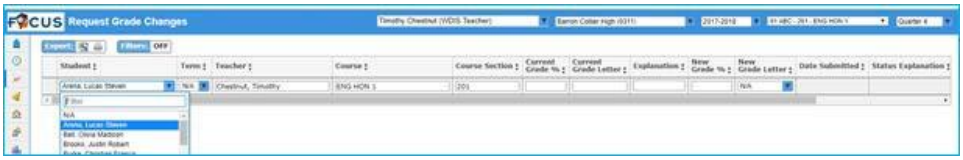
Appendix A—Electronic Grade Change Requests

Grade change requests can be submitted electronically through the FOCUS Grading System. Once a grade change request is submitted by a teacher, administrators get an alert to review the request. If approved, the semester or full year grade is automatically recalculated.

Submitting Grade Change Requests (Teacher)

- On FOCUS, click **Grades** | **Request Grade Changes**

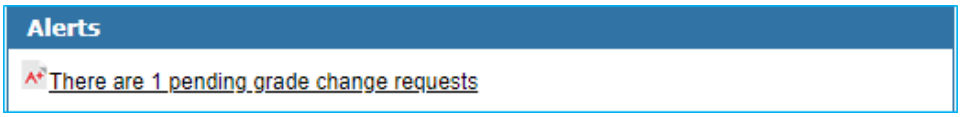
- Choose the **Course** and **Student**



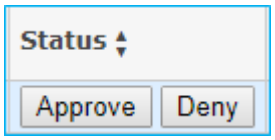
- Fill in **Required Fields** (*Term, Explanation, and New Grade Letter*) and **Press Enter**

Approving or Denying Grade Change Requests (Principal and AssistantPrincipal)

On FOCUS, a message will appear alerting the administrator of a pending gradechange request. Click the message.



New requests are at the top of the table. Historical requests also appear. Scroll tothe right to **Approve** or **Deny** the pending grade change request.



Appendix B—Secondary Grading Guidelines in Art

Comprehensive assessment takes place in a wide variety of contexts and settings, and each project/assignment may require different assessment techniques.

In art, students will be assessed on the following items:

- Appropriate use of materials and class time
- Completion of project according to the objectives/goals of the project
- Creativity
- Meeting the expectations of state standards

Various tools will be used for assessment such as rubrics, individual/small group critiques, student reflections, quizzes.

Appendix C—Secondary Grading Guidelines in Music

Student attendance and participation is a major factor in the success of the group. Being a member of a performing ensemble is being a member of a team. Teamworkdepends on commitment and dependability from its members. Major music performance attendance and participation is a requirement. A grade will be assigned foreach major music performance. All major music performances will be announced well in advance so that special arrangements for transportation, etc. can be made.

Grades are to be given for all required major music performances unless a student is excused from participation in a music performance. An excused absence is defined as an absence due to any cause beyond the student's control as determined by the teacher and principal (see Board Policy 5200 Attendance and Board Policy 2240). A grade of X (excused) is to be given and no make-up work is to be required for excused absences approved by the teacher and principal for major music performances. An unexcused absence is defined as an absence due to any cause within the student's control as determined by the teacher and principal. A grade of F (with a value of 55 points on a 100 scale) is to be given for unexcused absences from performances and no make-up work is to be required. As it is required of the teacher to publish/make available a schedule for the academic year's events at the beginning of the year (see District Sponsored Clubs and Activities Policy 2430, and Board Policy 2240), when possible, notice from the parent/guardian regarding an absence beyond the student's control (Board Policy 5200 Attendance) should be given well in advance. Emergency situations preventing attendance at a major music performance should be communicated to the teacher and principal as soon as it is feasible. A grade or grades formajor music performance(s) is/are to constitute a minimum of 1/6 of the grade for the marking period in which the performance(s) takes place. Enhancement of that ratio is at the discretion of the teacher and principal.

As it is customary for ensembles to prepare for performances in reasonable periodic windows of time, based on literature selected, progress of the individual students and the ensemble as a whole, 4 major performances per content area (Band, Orchestra, Chorus) per academic year is the suggested number of concerts. A suggested schedulebreakdown of the concerts is – Fall (quarter 1), Winter (quarter 2), Late winter/early spring (MPA/other concert, quarter 3), and Spring (quarter 4). Reasonable variation of this schedule is at the discretion of the teacher and principal.

In cases of conflicting school activities, best practice dictates communication with the music teacher and sponsor of the conflicting activity. When resolution cannot be reached, it is recommended to involve the principal, activities coordinator (if applicable),and teacher to come to an agreement (see District Sponsored Clubs and Activities Policy 2430). If a student has been removed from school due to a disciplinary issue (OSS), the student cannot participate in the music rehearsal or major music performance called by the teacher of the co-curricular music course during the time the student is serving the OSS. An X will be used to grade the student in this instance.

Appropriate, course-connected alternate make-up assignments are to be assigned forrehearsals missed during the OSS window of time. As major music performances cannot be made up, a major music performance that falls in the window of a student'sOSS will be noted with an X for grading purposes and not penalize the student with a score of F (55 points on a 100-point scale).

As music classes are co-curricular and part of the regular school curriculum, Florida School Music Association (FSMA) sanctioned Music Performance Assessments (MPAs) are considered an assessment of that learned curriculum, as are graded rehearsals and performances in preparation for and leading up to the performance. Grades are to be given for all major music performances as per above, however optional student trips or events that are made available to students are considered extra-curricular, thus a 2.0 academic student grade point average requirement applies.

Grades may be determined, but not limited to, the following criteria:

- Quality of performance during playing tests and concert performances
- Quality of performance during class rehearsals and those called outside the school day
- Written tests/quizzes
- Daily class performance and participation – must be prepared to participate
- Practice logs – bonus points possible
- Music journals
- Concert attendance & participation

Appendix D—Secondary Grading Guidelines for English Language Learners

The aim for all CCPS English Language Learners is to achieve their highest level of success while still being held accountable for learning course standards. **ELL students should be given the opportunity to succeed and receive support rather than a failing grade by ensuring that instructional strategies, materials, and assessments are tailored to meet their specific instructional and linguistic needs.** Strategies for ELLs should be recorded, through detailed lesson plans featuring scaffolded tasks and various assessments. School administrators overseeing teacher evaluation are tasked with ensuring that teachers are customizing instruction and assessment to deliver comprehensive teaching tailored to individual students. ELL students should receive a grade for every class in which they are enrolled.

- Teachers must know and understand the student's level of English proficiency at the time of assigning a grade.
- Grades must be determined based on scaffolded instruction and assessments.
- Written comments should be provided on assignments and assessments to explain that the grades received reflect the student's performance after having been provided accommodation, differentiation, or alternative assignments.
- Parents must be notified (in their preferred home language) when a student is not making sufficient progress through interim reports and report cards.

Grading English Language Learners (ELL) involves considerations beyond traditional grading methods due to language proficiency. Listed are some research-based practices to effectively grade ELL students:

- **Differentiated Assessment**
    - Tailor assessments to accommodate varying language proficiency levels. Use a mix of formative and summative assessments, such as portfolio, teacher observations, test orally or read test to students, open book tests, written assignments, presentations, and projects, allowing students to demonstrate understanding in diverse ways.

- **Clear Grading Criteria**
    - Provide clear and explicit grading criteria for assignments. Use rubrics that outline expectations for content, language usage, organization, and other relevant factors. This helps ELL students understand what is expected and how they will be evaluated.

- **Language and Content Separation**
    - When assessing content knowledge, try to separate language skills from subject matter understanding. Provide bilingual glossaries during assessments. Vary types of assessments (Project based/Vocabulary Word Bank).

- **Language Support Tools**
    - Provide language support tools like dictionaries, thesauruses, word banks, or translation

resources, especially for formative assessments. This helps ELL students develop their language skills while still understanding the content.

- **Scaffolded Assignments**
  - Design assignments with scaffolding in mind. Start with simpler tasks that gradually build language complexity and content depth. This allows students to succeed at their current language level while progressing.

- **Feedback for Growth**
  - Provide constructive feedback that addresses both content understanding and language use. Offer specific suggestions for improvement, focusing on language development alongside subject matter mastery.

- **Flexible Timelines**
  - Consider extending deadlines for ELL students, recognizing that language barriers might require additional time for comprehension, organization, and completion of assignments. Deadlines should not be extended beyond the marking period in which the assignment was due.

CCPS/WIDA Proficiency Levels and WIDA Can Do Descriptors

Students receiving instructional accommodations and differentiated instruction may earn the same grade as students not receiving accommodations. The accommodations and differentiated instruction should be based on the student's level of English Language Proficiency. To obtain your students English Language Proficiency Levels please refer to the most recent English Language Assessment (Access for ELLs/WIDA Screener). Use the WIDA Can Do Descriptors to identify what the student can demonstrate within each language domain at their proficiency level.

Appendix E – Secondary Grading Guidelines in Health and Physical Education Courses

Comprehensive assessment in Health, Physical Education, and Driver Education occurs across diverse environments, including gymnasiums, fields, courts, and classrooms. Each lesson or unit may require different assessment tools and techniques, aligned with Florida CPALMS standards and benchmarks.

Health and Physical Education Guidelines for Category Weighting

Category	Weight	Notes
Assessments	50%	Minimum of 3 per quarter required. These evaluate skill mastery, fitness knowledge, or application.
Classwork	50%	Includes formative skill-building tasks, reflective work, and practice activities.

Categories must sum to 100%. Any deviation from the above guidelines for category naming and weighting must be approved by the principal.

Health and Physical Education Attendance and Participation Policy

Regular attendance and active engagement are essential in Physical Education. Because movement-based learning cannot be fully replicated outside of class, daily participation is expected. Students who are excused from participation (due to illness, injury, or other reasons with proper documentation) will not be penalized but may be assigned alternative assignments such as written reflections, readings, or cognitive tasks aligned with the missed content. These should be equivalent in rigor and aligned with CPALMS standards.

Unexcused non-participation (e.g., failure to dress out, skipping class) may result in a loss of learning opportunities and require restorative assignments. Students will be made aware of these expectations at the start of the course.

Appendix F – Secondary Grading Guidelines Driver Education/Traffic Safety Courses

The *Driver Education/Traffic Safety* courses prepare students to become safe, responsible drivers through classroom instruction and (when applicable) behind-the-wheel driving practice. Aligned with CPALMS benchmarks, these courses emphasize traffic laws, defensive driving strategies, vehicle operation, risk reduction, and decision-making.
There are two distinct course options:

- #1900300 – Classroom Only: Covers traffic laws, driving theory, and mental/physical aspects of driving.
- #1900310 – Classroom and Laboratory: Includes the above plus a practical driving component under licensed supervision.

Driver Education Guidelines for Category Weighting

Category	Weight	Notes
Assessments	50%	Minimum of 3 per quarter required. These evaluate driving knowledge, traffic law understanding, risk awareness, and application of decision-making skills.
Classwork	50%	Includes guided practice activities, traffic scenario responses, notes, review sheets, and other daily assignments that reinforce safe driving concepts.

Categories must sum to 100%. Any deviation from the above guidelines for category naming and weighting must be approved by the principal.

Driver Education Attendance and Safety Policy

Attendance is critical in Driver Education due to the sequential nature of skill acquisition and safety knowledge. Students with excused absences may be assigned make-up modules or alternate assessments. Unexcused absences, especially in the lab portion, may result in missed performance opportunities.

Students who possess a valid learner's permit are required to participate in scheduled behind-the-wheel driving sessions. Refusal to drive without a documented reason (e.g., medical or legal restriction) may result in a loss of course credit.

Students must meet all school and district behavioral and safety expectations to participate in driving experiences.

Appendix G—Homework Guidelines

General Guidelines

Per administrative procedure 2330, it is the philosophy of the School Board that homework is an integral part of a successful educational experience. Homework reinforces learning through practice, application, integration, and extension of knowledge and skills.

Homework also assists in the development of study skills and a sense of responsibility enabling students to become independent learners.

The following procedures have been developed to assist Principals in working with staff to establish appropriate homework assignments:

1. All homework assignments should have a specific purpose related to the learning
2. Homework assignments should be appropriate to the grade level and the abilities of the students involved.
3. Homework assignments should allow for practice and/or preparation that can be completed independently.
4. Homework as punishment is inappropriate.
5. The purpose of homework, in terms of the goals and objectives of a program, should be clear to the student when assigned.
6. If homework is sufficiently important to merit a grade, then student work should receive appropriate feedback.
7. Time guidelines for the homework completion should
   a. be reasonable and consistent with the nature of the assignments given
   b. provide for interim appraisal of progress where assignments involve blocks of time
   c. be consistent with the current Board adopted Code of Student Conduct for policies regarding make-up of missed homework; and
   d. not exceed middle school guidelines as follows:
      1 Grade 6: sixty (60) minutes total
      2 Grade 7: seventy-five (75) minutes total
      3 Grade 8: ninety (90) minutes total
8. Homework weighting may not exceed 10% of a student's quarter grade.

Homework Frequently Asked Questions

Q1: How much homework is appropriate?
Teachers must remember that they may not be the only teacher assigning homework. Teachers may want to work with their teams or grade levels (if possible) in designing a calendar (possibly online or in a common planning area) to eliminate overburdening the students unnecessarily. Research suggests that frequent, shorter assignments are better than fewer, longer assignments. Students enrolled in music/band classes may have practice assignments which would cause the total homework time to exceed the recommended averages. For all courses, the depth and difficulty of the assignments will match the rigor of the course. Therefore, advanced courses may have more in-depth, complex assignments.

Q2: What constitutes homework?
Teachers should design quality homework tasks that are connected to classroomlearning. The purpose of the homework should be clearly communicated to the student.

- Practice – Student should be able to do the work independently because the skillhas already been taught and modeled in the classroom.
- Preparation – Examples include reading the next chapter, looking up new vocabulary words for the next book/chapter/unit of study. These assignmentsintroduce new concepts that will then be discussed and expanded on in class.
- Extension and Integration Homework – This work encourages higher order thinkingas students apply established skills to new situations. In some cases, this could becross-curricular. These assignments, which include a review of materials from previous assignments along with a preview of new concepts and procedures, betterfacilitate student learning.
- Review/ Study homework – Be sure to include studying and reviewing as part of theallotted homework time. Help students to study more effectively with study guides and practices for review before the test/ quiz.

Homework should not include toxic homework practices.

Some examples are of toxic homework practices are: large volumes of repetitive problems (e.g., 60 math problems);introducing new concepts with high risk of failure (e.g., complex science assignment about a completely new concept which was never presented); and unrealistic and inappropriate workload (e.g., 30 vocabulary words to learn at once).

Q3: How can homework be differentiated to meet the needs of all learners?
Examples of differentiating homework include:
Tic-tac-toe boards and completing projects; RAFTs; different articles at different reading levels on same/similar subject; different note-taking strategies; vocabulary maps or illustrated dictionaries; English Language Arts: grammar activities; independent, student-selected reading and follow up activities for class (book talks/reviews, art projects, etc.); discussion forums on an online forum; writing assignments tailored to student interests or on a variety of topics.

Q4: How will homework match the rigor of the course?
For all courses, the depth and difficulty of the assignments will match the rigor of thecourse. Therefore, advanced courses may have more in-depth, complex assignments. **This does not necessarily translate into more problems or longer completion times.**

Q5: Should homework require assistance from home?
In general, students should be able to complete homework assignments without assistance.

Q6: Should extra credit be given for homework?
Extra credit should only be offered if available to **all** students. This may include abonus question on a test or quiz but generally should **not** involve homework.

Q7: Should teachers accept late homework?
Deadlines should be flexible, depending on the assignment's purpose. Teachers should plan and assign homework ahead of time as often as possible. If an assignment is meaningful and necessary in order for a student to achieve mastery,then the important thing is that the work gets done, even if it is late. Consistency isgreat, but homework is not for the purpose of grading behavior (e.g., responsibility,time management).

In most situations, the consequence of not completing the work should be to complete the work. Late work should be accepted within reason – in some instances, this may not be possible. For example, the homework is reviewed in class the next day. Flexible deadlines, such as allowing students to turn in homework during a three-day window, are encouraged. Late policies can be set byindividual teams or grade levels at each school.

Examples of policies include giving students up to three days to turn in an assignment – each day late will drop one "point" on the homework rubric. After 4days, students will receive an M in the electronic grade book.

Q8: Must teachers give homework?
Homework is not mandatory; however, research shows that as students get older,the benefits of homework increase. Teachers have flexibility since homework counts for **up to** 10% of the grade.

Q9: Is there a minimum number of assignments necessary in the Homework category?
The homework weight should reflect the work. For example, one homework assignment should not be weighted for 10% of a grade. Teachers should plan the weight they assign the homework category in the electronic grade book on how many homework assignments they may assign duringthe quarter. A homework category that is worth 10% of the grade should have morethan one or two assignments.

Q10: Who will monitor homework assignments, submission, and assessment?
Principals and Assistant Principals should monitor teachers' homework practices asnecessary.

Q11: What are the consequences if homework is not complete?
Teachers and schools should make every effort possible to collect missingassignments.

The consequence of not completing homework should be to complete the homework, when appropriate. Interventions, afterschool programs, and lunchdetentions are examples of strategies that may be used to assist students in completing their homework.

Q12: What role does feedback play?
All assignments should be given some type of feedback. This may vary dependingon the assignment and should include at least one of the following: grades with comments, reviews, reflections, discussions (may include directed peer review).

Q13: How is homework assessed?
The grading of homework will vary depending on the subject area and assignment.Not all assignments must be graded. The use of rubrics which are clearly defined and understood by students may help students self-assess and take responsibility for their work. (Note: A sample rubric is provided in Appendix F.)

Q14: Can I give long-term projects as homework?
Long-term projects do have a role in the homework time allotted for each class. Often, however, long-term assignments are not graded as homework when time isallotted in class for work on the project. This may include, but not be limited to: English Language Arts projects, Pre-Laureate, Science Fair, Geography/ History projects, and Math projects. Projects should have established checkpoints along the way.

Q15: How can I help with the organization of homework time?
Teams or grade levels should keep calendars in an agreed upon area (possibly online or in a common planning area) and discuss the amount of homework beingassigned for each subject area. Students should not be overburdened with large assignments in multiple classes. Team or grade level planning should also includescheduling of tests, so that a student studying for multiple tests on the same day does not become a problem.

Sample Homework Rubric

Name:	Date:
Teacher:	Period:

	1	2	3	4	Value
Timeliness	Turned in 3 days late.	Turned in 2 days late.	Turned in 1 day late.	Turned in on time.	
Directions	Did not follow directions	Followed some of the directions	Followed most of the directions	Followed **all** directions (including properheading, correct page number, length of assignment, etc.)	
Sentence structure	Did not write in complete sentences	Some of the assignment was done using complete sentences.	Most of the assignment was done using complete sentences.	**All** of the assignment was done using complete sentences.	
Completion	Assignment < 50% completed	Assignmentabout 50% completed	Assignment about 75% completed	Assignment **100%** completed	
Quality	Quality needs improvement	Quality is good	Quality is very good!	Quality is EXCELLENT!	

Total Score:_____out of 20

Note to students:
As you do your homework – think about the goal you have set for yourself. What grade do you **WANT** to get? How do you make that happen?

Any homework assignment more than three days late will receive a zero and will be entered in the electronic grade book as an M for missing.

Additional Teacher Feedback:

Appendix H – Middle School Conduct Behavior Rubric

CONDUCT/BEHAVIOR RUBRIC		
O, S	N	U
Outstanding, Satisfactory	Needs Improvement	Unsatisfactory
• On time for class • Brings all supplies: pencil, paper, reading,textbook, completed assignment, student planner • Cooperative • Helpful to peers • Respectful to adultsand peers • Considerate of property belonging to others An "O" will be assigned for excellence in all areas beyond that which is expected, otherwise an "S"will be assigned on the report card.	• 2 documented parent contacts (via e-mail, phone, conference, home visit, etc.) or 2 detentions, or 1 regarding student behavior • Missing supplies 3-6times in a grading period • 3 tardies to class inone grading period An "N" will be assigned forone or more of any of the above infractions incurredin the same nine-week grading period.	• 3 or more documented parent contacts, or 3 ormore detentions, or a combination of these that adds up to 3 or more detentions • 1 or more office referrals for classdisruption or insubordination • Missing supplies 7 or more times in a gradingperiod • 4 or more tardies toclass in one gradingperiod A "U" will be assigned for one or more of any of the above infractions incurredin the same nine-week grading period.