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

Administrative Procedures for Policy #3415 (Students)
Regarding High School Grading

I. Statement of Purpose for Grading

A. The purpose of grading in Calvert County Public Schools is to provide clear, consistent, and accurate communication about a student's mastery of curriculum standards. Grades reflect what students know and are able to do academically. Grading informs students, families, and educators about progress and guides instructional decisions that support growth, continuous improvement, and long-term success.

II. General

A. Teachers will establish and communicate assessment measures at the beginning of each course. This communication will include how grades will be calculated, including the grading categories and their respective weights, and procedures for make-up work. This information will be clearly communicated to students, guardians, and the principal via a course syllabus.

B. Interim reports and report cards will be issued electronically to all students in grades 9 – 12 four times per year. A hard copy of the final report card will be mailed to the students' home at the conclusion of the school year.

C. It is the responsibility of the administrative staff at the CCPS Central Office to advertise interim progress and report card dates to guardians through the district calendar, website, and other means as available.

D. Students may enroll in high school courses while in middle school. Students enrolled in such courses shall participate in the same system-wide assessments as high school students. A student who earns a final grade of D or higher shall be awarded high school credit, and the final grade shall be recorded on the student's high school transcript. These grades shall not be included in the calculation of the student's high school grade point average.

III. Definitions

A. Academic Dishonesty - Any act in which a student intentionally misrepresents their own work, knowledge, or level of understanding, including cheating, plagiarism, unauthorized collaboration, or the use of unauthorized resources, including Artificial Intelligence to gain an unfair academic advantage.

B. Assessment – The process of collecting evidence of student learning and achievement through a variety of methods to evaluate progress toward standards.

C. Code – A code is used to reflect the academic record of a student. For example, "INC" represents a mark of incomplete. The letter "W" denotes a course withdrawal.

D. Deadline – The date after which an assignment will not be accepted.

E. Differentiation – The practice of adjusting instruction, learning experiences, and assessments to meet diverse student needs.

F. Due Date – The expected date by which an assignment may be turned in for full credit.

G. Grade – A measure of a student's demonstrated understanding and mastery of content and skills, independent of behavior.

H. Home Access Center (HAC) – An online platform providing students and guardians access to grades, attendance, and academic information.

I. Homework – An assignment completed outside the instructional period that supports learning through practice, preparation, or extension.

J. Marking Period – A designated instructional timeframe, typically nine weeks, during which student learning is evaluated and reported.

K. Maryland System of Testing Academic Readiness (MSTAR) End of Course Exams (EOC) – Exams required by the Maryland State Department of Education for High School Biology and American Government that are used as part of the final grade calculation.

L. MSTAR EOC Conversion Score – MSTAR scale scores are converted to a score out of 100 points based on the conversion chart provided by MSDE.

M. Process Assignments – Tasks designed to show a student's progress toward mastering curriculum standards. They provide opportunities for practice, feedback, and growth, rather than serving as final measures of achievement. Process assignments should vary in type.

N. Product Assignments – Tasks that reflect a student's measure of achievement on specific curriculum standards. They serve as summative evidence of learning and demonstrate what a student knows and can do independently after instruction and practice.

O. Long Term Assignment – These assignments typically take two weeks or longer to complete and meet multiple learning outcomes.

P. Quarterly Assessments – Assessments of learning that occur each quarter. The CCPS Central Office determines when these assessments are given and the content standards that are covered. These may include system-generated and/or teacher-created assessments.

Q. Reassessment – An opportunity for a student to demonstrate improved mastery after additional learning.

R. Reteaching – The use of relearning opportunities and alternative instructional strategies to address misconceptions and support improved understanding.

S. Semester – Approximately an 18-week period consisting of two nine-week marking periods.

T. System-Wide Assessments – Assessments provided by the CCPS Central Office and distributed to schools to measure student achievement related to curricular standards.

U. Teacher Access Center (TAC) – An electronic system used by teachers to record grades, assignments, and attendance.

IV. Guidelines for Secondary Homework

A. Homework is a valuable component of effective instruction and is intended to support student learning through practice, preparation, review, and/or extension of classroom instruction. Homework may also include preparation for future lessons and long-term assignments. Students are encouraged to view homework as their responsibility, and guardians are encouraged to play a role in this effort. When properly administered, homework should enrich the overall learning experience of students.

1. Homework assignments should be meaningful, developmentally appropriate, and aligned to course expectations. Teachers should use professional judgment to determine the type and amount of homework necessary to support learning, prioritizing quality over quantity.
2. Homework may be differentiated to meet individual student needs.
3. Teachers are encouraged to assign homework when it serves a clear instructional purpose and to avoid assigning more homework than is necessary to meet learning goals.
4. Students enrolled in Advanced Placement (AP) courses and Calculus III should expect rigorous homework assignments that may 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 following the break. Homework assigned over weekends and holidays is at the discretion of the teacher.
6. Due dates should be clearly communicated to students to assist in time management.
7. Homework must never be assigned as a disciplinary measure.

V. Grading Procedures for High School

A. Determining a Student's Grade – Teachers will:

1. Clearly convey to students and guardians how grades will be calculated at the beginning of the school year.
2. Provide continual and timely feedback to students on the quality of their work in relation to national, state, and district standards as defined in the curriculum to support mastery of concepts.

3. Use a variety of process and product assignments—including quizzes, tests, essays, homework, classwork, projects, and labs—to document and maintain evidence of student achievement.
4. Clearly communicate assignment expectations, including due dates and deadlines. In some instances, due dates and deadlines may be the same. Adequate time shall be provided for assignments requiring resources beyond those supplied by the teacher.
5. Establish a maximum penalty for work submitted after the due date and by the deadline. Late work must meet the full expectations and criteria defined for the assignment. The maximum penalty should not discourage students from completing the work.
6. Break long-term assignments into manageable components to allow for feedback throughout the process. Due dates for long-term assignments shall be set at least two weeks prior to the end of the marking period. A maximum penalty of 10% may be applied to long-term assignments submitted after the due date and by the deadline.
7. Provide make-up opportunities for students who are absent, including two days for the initial day of absence and an additional day for each additional consecutive day of absence (see Policy #3005 Regarding Student Attendance).
8. Evaluate, return, and review assignments prior to the next related instructional activity.
9. Award extra credit only when it reflects additional learning. Teachers should limit extra credit and exercise caution to ensure that extra credit practices do not compromise the accuracy and integrity of reported grades.
10. Use 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 assignments, six process assignments, and one quarterly assessment per marking period for classes that meet daily. At least two product and two process grades must be recorded by the interim date. During the fourth marking period for seniors, record a minimum of four product assignments, five process assignments, and one quarterly assessment.
12. Record individual assignment grades in TAC within two weeks of the due date.

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. If a student misses an assignment, one of the following codes must be entered into the Gradebook:

    1) "Z" is a temporary placeholder for a missing assignment that can still be completed for credit. It calculates as a 0% until a grade is entered.

    2) "X" is for an excused assignment that students do not need to complete. It will not factor into the student's marking period grade.

d. Blank scores in Gradebook typically indicate that assignment scores have not been entered.

13. Utilize TAC as the official CCPS gradebook platform, and HAC as the home access platform for parents and students to view official grades. Grades in Schoology should be synced with or entered into HAC.

14. Communicate with guardians when a student persistently fails to complete assignments and/or assessments. It is important that the adults in a student's life work together to assist him/her in making better choices. In these instances, the teacher should remain vigilant in communicating with the student, guardians, and school counselors. If the trend of poor performance continues, the teacher will notify a school administrator and provide him/her with details of any intervening steps taken by the teacher.

15. Provide two or more reassessment opportunities for all courses in each marking period. All students shall have an opportunity to participate in reassessment.

    a. The teacher will determine when reassessment opportunities will occur.

    b. Before a student is reassessed, teachers must provide them with an additional opportunity to relearn the material.

    c. The student must complete the original assessment and/or assignment and all subsequent reteaching activities to be eligible for reassessment.

    d. 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.

    e. When students have reassessment opportunities, the higher of the two grades will be recorded.

f. Quarterly assessments will not be reassessed.

g. When academic dishonesty occurs, reassessment will not count toward a student's reassessment opportunities for that quarter.

16. Determine report card grades for transfer students after consultation with the previous teacher when possible or with the 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 evidence indicates a student's demonstrated performance exceeds the calculated marking period grade. 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).

18. For full-year courses (four marking periods), override report card grades below 50% to a grade of 50% for the first two marking periods only. Students will be assigned the grade they have earned for the third and fourth marking periods.

19. For semester courses (two marking periods), override report card grades below 50% to a grade of 50% for the first marking period only. Students will be assigned the grade they have earned for second marking period of the semester.

20. Address academic dishonesty since it undermines the integrity of the learning process and does not accurately measure a student's true understanding. When academic dishonesty is confirmed on any assessment or assignment:

    a. First Offense

        1) The student receives a 0 on the assessment/assignment.

        2) The assessment/assignment can be made up for partial credit. The student must complete a reassessment or redo the assignment.

        3) The time, place, and manner of reassessment or assignment completion is at teacher discretion.

        4) The teacher will assess the work for its level of mastery using the same rubric, criteria, and expectations applied to any other student submission.

        5) Apply the academic penalty: After determining the score earned on the reassessment or assignment, the teacher will apply a 25% deduction to the earned score.

        6) Calculate the final score: Final Score = Score Earned × 0.75

i. Example: If a student earns an 80% on the reassessment: 80 × 0.75 = 60% (final grade entered)

b. Second Offense

1) The student receives a 0 on the assessment/assignment.

2) The assessment/assignment can be made up for partial credit. The student must complete a reassessment or redo the assignment.

3) The time, place, and manner of reassessment or assignment completion is at teacher discretion.

4) The teacher will assess the work for its level of mastery using the same rubric, criteria, and expectations applied to any other student submission.

5) Apply the academic penalty: After determining the earned score, the teacher will apply a 50% deduction to that score.

6) Calculate the final score: Final Score = Score Earned × 0.50

i. Example: If a student earns an 80% on the reassessment: 80 × 0.50 = 40% (final grade entered)

c. Third Offense (and beyond)

1) No retake opportunity is provided. The grade remains 0% for the assessment/assignment.

Please note: When academic dishonesty occurs, the student will also have progressive disciplinary consequences as outlined in the Student Code of Conduct.

VI. 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.

VII. Reporting Grades

A. Academic performance of the student shall be reported for each subject using a numeric grade. A grade will be reported for each marking period, unless an incomplete (INC) is issued. All INC grades must be approved by the principal in advance. Any student receiving an INC shall work with the school's principal and/or designee to establish a timeline for completing the required work, after which the INC will be replaced with the numeric grade earned.

B. Numeric grades (percentages out of 100) will be recorded on report cards. Information regarding the conversion of numeric grades to Grade Point Average (GPAs) may be found in section

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 marking period. It is important to note that students who receive a grade of 70% or higher (satisfactory) on an interim report are not assured of a passing grade for the marking period. A failing marking period grade may be assigned to a student who receives a grade of 70% 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 will 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 comment code may be used at any time. However, for grades below 70% (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 Grading Procedures 3415.4.

VIII. High School Grading Procedures for Students Accessing Alternate Academic Achievement Standards

A. Students accessing alternate academic achievement standards and scheduled into regular course codes or regular courses with alternate course codes (ending in AS) will receive letter or numeric grades on interims and report cards consistent with their peers.

1. Grades shall reflect the student's effort, growth, and achievement within the context of the student's individualized learning plan.

2. Assignments, content, grading expectations, and the number of assignments required during a marking period may be modified when determined appropriate by the student's IEP.

3. Report card comment code 50, “Content was Modified – Services,” may be used when appropriate.
4. Courses with alternate course codes (ending in AS) are not credit-bearing for a high school diploma; courses with regular course codes will be credit-bearing for students who earn a passing final grade.

B. Students enrolled in academic Alternate Standards Framework (ASF) and Community Access and Independent Living Skills courses will receive marking period grades using the Alternate Standards Proficiency scale.

Alternate Standards Proficiency Scale

AD	Advanced	The student consistently demonstrates progress beyond expectations on individualized learning targets aligned with the alternate academic achievement standards, as evidenced by a collection of learning artifacts.
PR	Proficient	The student consistently demonstrates progress to meet expectations on individualized learning targets aligned with the alternate academic achievement standards, as evidenced by a collection of learning artifacts.
EM	Emerging	The student is approaching expectations and shows emerging understanding of individualized learning targets aligned with the alternate academic achievement standards, as evidenced by a collection of learning artifacts.
IE	Initiating Engagement	The student requires significant support to engage with individualized learning targets aligned to alternate academic achievement standards, as evidenced by a collection of learning artifacts.

1. Interim grades shall not be issued for academic ASF or Community Access and Independent Living Skills courses.
2. Teachers shall refer to district guidance for appropriate grading practices and how to determine marking period proficiency for students accessing alternate academic achievement standards in academic ASF and Community Access and Independent Living Skills courses.
3. At the end of the school year, students enrolled in academic ASF and Community Access and Independent Living Skills courses will receive a final grade of COMP to recognize completion, engagement, and progress.
4. Academic ASF and Community Access and Independent Living Skills courses are not credit-bearing for a high school diploma.

IX. System-Wide Assessment Procedures for High School

A. System-wide assessments may be administered for certain courses at the content supervisor's discretion. The supervisor will determine if a system-wide assessment will count as a Quarterly Assessment grade in the quarter in which it is given.

X. Credit Recovery

A. If a student fails a course, credit for that course can be recovered in one of the following ways:

1. Repeat and pass the course in a subsequent school year.
2. Attend and pass summer school for the failed course (not all courses are offered in summer school).
3. Complete and pass the corresponding online course during the summer or during a subsequent school year (not all courses are offered online).

XI. Final Grade Computation for High Schools

A. The final grade in each subject is maintained on an electronic record card. It is the responsibility of each building-level principal and/or designee to oversee the printing of the electronic record card for each student's cumulative record folder.

1. Final grades for semester courses are calculated by averaging the two marking period grades, with each marking period grade counting 50%.
2. Final grades for yearlong courses that do not have a MCAP EOC exam, are calculated by averaging the four marking period grades, with each marking period grade counting 25%.
3. Students entering 9th grade for the first time in the 2023 – 2024 school year or a subsequent school year will have their final grades for Biology and American Government courses calculated by averaging the four marking period grades and the EOC conversion score, with each of these values counting 20%.

XII. 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. 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).

D. 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 Performance for approval. The director will forward the grade change form to the school registrar who is authorized to make grade changes in the SMS.

E. The registrar will keep all documentation supporting any grade change.

F. 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.

XIII. 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 seven days of the first marking period report card date, no "W" will be assigned. If withdrawal 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 seven days of the first interim report for that course, no "W" will be assigned. If the withdrawal occurs after this, the student may be subject to a "W" code, as indicated below.

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. Students who transfer from an AP course to a non-AP course will lose the weighting applied to those AP marking period grades when subsequent YTD or cumulative GPAs are calculated.

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. Students who transfer from an AP course to a non-AP course will lose the weighting applied to those AP marking period grades when subsequent YTD or cumulative GPAs are calculated.

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.

XIV. 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 Performance in writing within ten (10) days of the principal's decision.

XV. High School Grade Point Averages (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.

Both 4.0 GPAs are weighted for students taking AP courses and Calculus 3 and are displayed on each student's report card.

B. Stipulations:

1. Grades earned in credit-bearing courses taken in middle school and blank grades and grades of "P," "F," 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:

A = 95
B = 85
C = 75
D = 65
F = 55

Any other grade or code assigned by the college will result in a "W" on the student's high school transcript.

Marking Period Percent Grades	4.0 Scale Non-AP Courses	4.0 Scale AP Courses & Calculus 3
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

3. 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 and Calculus 3 earn an additional quality point, as seen in the right-most column. Lab courses associated with AP science are not weighted.

C. Student transcripts shall reflect the number of courses taken, the unweighted final grades earned in each course, and the weighted YTD and cumulative GPAs.

XVI. Honor Roll and High Honor Roll

A. Honor roll and high honor roll are based on a marking period calculation out of 100 points. This calculation is weighted for students taking Advanced Placement (AP) courses and Calculus 3 and is displayed on each student's report card as the "current GPA."

B. To perform this calculation, any AP and Calculus 3 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 and Calculus 3 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.
4. Grades earned in credit-bearing courses taken in middle school, in dual enrollment courses taken at CSM (excluding students enrolled in the Early College Program), 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 criteria:

1. Earn a marking period calculation (current GPA) of 80% or higher.

2. Have earned no grade less than a 70%.
3. Be enrolled in a minimum of four (4) credits or the Early College Program.

D. To qualify for high honor roll, a student must meet all the following criteria:
   1. Earn a marking period calculation (current GPA) 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 or the Early College Program.

E. This same calculation is used to determine eligibility for athletic programs. For more information on eligibility, see Procedure 3452.1 Academic Eligibility for Athletic Programs.

XVII. Additional Academic Awards

A. Graduates with Distinction is awarded to any high school senior earning a weighted cumulative GPA 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 GPA through the first semester of their senior year. In addition, 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.

XVIII. 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:

A+	=	98
A	=	95
A-	=	92
B+	=	88
B	=	85
B-	=	82
C+	=	78
C	=	75
C-	=	72
D+	=	68
D	=	65
D-	=	62
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.

XIX. Grade Placement

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

Grade 9	Fewer than 5 credits or no required credit in English
Grade 10	5 credits, including one required credit in English
Grade 11	11 credits, including two required credits in English
Grade 12	17 credits, including two required credits in English

XX. Annual Training and Communication of Grading Procedures

A. Annual Training Requirement

1. Calvert County Public Schools will provide annual training for all teachers and administrators regarding the grading procedures applicable to their respective instructional level (elementary, middle, or high school). This training will occur prior to or at the beginning of each school year.

B. Differentiation of Training

1. Training will be differentiated to meet the needs of staff based on experience within Calvert County Public Schools.
2. Teachers and administrators who are new to Calvert County Public Schools will participate in training that includes comprehensive expectations for grading practices, procedures, and implementation requirements.
3. Returning teachers will participate in a targeted refresher training designed to reinforce established expectations, promote consistency in grading practices, and communicate any updates, revisions, or clarifications to the procedures.

C. Scope of Training

1. Annual training will include, but not be limited to:
    a. The purpose and philosophy of grading within Calvert County Public Schools.
    b. Definitions and expectations related to grading categories, including process and product assignments.
    c. Requirements for grading practices, including assignment weighting, reassessment, late work, and reporting procedures.
    d. Expectations for the use of Teacher Access Center (TAC), and how guardians and students view grading information in Home Access Center (HAC).

e. Procedures for communication with students and guardians regarding student progress and performance.

D. Administrator's Responsibilities

1. Administrators will participate in an annual refresher to ensure alignment in expectations, monitoring, and support of grading practices.
2. School administrators will deliver required training to teachers and will also monitor consistent implementation of grading procedures within their schools.

E. Annual Communication to Students and Families

1. Calvert County Public Schools will provide annual communication to students and guardians regarding grading procedures.