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

Administrative Procedures for Policy #3415 (Students)
Regarding Elementary Grading – 3415.1

I. Statement of Purpose for Grading

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 communicate their grading procedures to students and guardians at the beginning of the school year.

B. All students in grades Pre-Kindergarten through 5 will receive report cards four times a year. A copy of each report card will be maintained electronically.

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

III. Definitions (Grades 1 – 5)

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. Assignment Score – The numeric score earned for each assignment out of the points possible. Assignment score codes may be used in place of a number in certain circumstances: X for "excused," NTI for "not turned in," and LT50 for "less than 50%."

D. Characteristic of Successful Learners – Learner behaviors such as effort, active participation, and positive attitude. These are separate from academic grades and will be assessed each marking period based on the frequency and consistency with which students demonstrate these behaviors.

E. Curriculum Standards – Grade-level and content-specific learning expectations that clearly define what students should know, understand, and be able to demonstrate.

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

G. Due Date – The date by which an assignment is expected to be completed.

H. Deadline – The final date after which an assignment will no longer be accepted without penalty.

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

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

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

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

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

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

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

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

IV. Grading Practices (Grades 1 – 5)

A. Teachers will:

1. Clearly convey to students and guardians at the beginning of the school year how grades will be calculated.

2. Use a variety of process and product assignments to record and maintain evidence of student achievement. Process assignments include but are not limited to independent practice on daily assignments, brief progress checks, formative assessments, exit tickets, and reflections. Product assignments include but are not limited to system-wide assessments, unit tests, quizzes, performance tasks, projects, and presentations.

Aspect	Process Assignments	Product Assignments
Purpose	Show progress toward mastery; allow practice and feedback	Demonstrate mastery of grade-level standards
Timing	During learning (formative)	End of a unit or learning cycle (summative)

Focus	Effort, strategies, and growth	Final understanding and independence
Impact on Grade	Lesser weight; encourages risk-taking and learning	Higher weight; reflects achievement
Elementary Examples	Guided reading responses, math practice sheets, draft writing pieces	Unit tests, published writing pieces, final projects

a. Return and review assignments before the next related activity; enter grades in TAC within one week. An additional week for grade entry may be provided for in-depth assignments that may take longer to grade.

b. Provide frequent, standards-based feedback to support concept mastery.

c. Differentiate instruction through reteaching and extension to ensure skill mastery; allow multiple opportunities for required work.

d. Assess major projects at intervals, using process grades during development and product grades for final submissions.

B. Reassessment

1. Reassessment opportunities will be provided to any student who earns a product grade of I, U, D, or E (less than 70%). To be eligible for reassessment, the student must complete the original assignment and participate in reteaching opportunities prior to being reassessed. This may involve Tier 2 instruction for some students. Each product assignment may be reassessed only once per student.

2. The format of the reassessment is at the discretion of the teacher.

3. The reassessment must be completed within five days of the original assignment grade being posted, unless the reteaching takes longer. The reassessment must be completed before the end of the marking period.

4. The higher of the two assignment scores will be recorded, with LT50 and a comment entered if neither score exceeded 50% of the points possible.

5. System-wide assessments will not be reassessed.

C. Late Assignments

Assignments are designed to measure students' understanding of grade-level standards and support their academic growth. To ensure feedback remains timely and meaningful, late assignments may be submitted within two weeks of the original due date without penalty. After the two-week deadline, a grade adjustment of no more than 10% may be applied to late work. Habitual late work will be addressed through communication with guardians and noted in the comment section of the report card.

D. Failure to Complete Assigned Work

Students who do not complete or submit an assignment will receive 50% of the possible points. When students consistently fail to turn in assignments during a marking period, the teacher must contact guardians and appropriate staff via conference, phone call, or email to

support completion. All contact must be documented. Teachers must also include narrative comments on the report card indicating that assignments were not submitted.

E. Academic Dishonesty

Students engaging in academic dishonesty will be required to engage in relearning and will be assigned an alternative task. The teacher will contact the principal and the guardians about the dishonesty incident. Disciplinary measures may be taken.

F. Absences

Students will not be penalized for being absent, however, students are expected to make-up prioritized work aligned to standards covered during absences. See also "Code of Student Conduct and Policy #3005 Regarding Student Attendance" for attendance requirements and make-up work procedures. Teachers may excuse assignments missed during absences at their discretion with a score of X.

G. Homework

1. Homework reinforces classroom learning, provides practice, and may include review, enrichment, or preparation for upcoming lessons.
2. Homework may be assigned regularly but should not exceed 20 minutes per day.
3. Guardians should support homework routines but are not expected to provide formal teaching.
4. Homework is not graded and should never be used as punishment.

H. Extra Credit

1. There is no extra credit.

V. Assignment Score Entry in TAC (Grades 1 – 5)

A. Include specific content standards in each assignment description and use clear, descriptive names for transparency.

B. Enter accurate due dates for all assignments.

C. Link each assignment to either Process or Product to clarify its purpose in assessing learning. The weights for Process and Product for each graded subject are as follows:

Graded Subject	Process Weight	Product Weight
Art	50%	50%
Health	50%	50%
Instrumental Music	70%	30%
Math	40%	60%
Music	70%	30%
Physical Education	70%	30%
Reading/Speaking/Listening	40%	60%
Science	40%	60%

Social Studies	40%	60%
Writing/Language	40%	60%

D. The points possible and weight of each assignment must be carefully determined after considering the rigor of the assignment, the amount of time spent on the assignment, and the learning goals covered compared to other assignments already in the same category (Process or Product).

E. Assignment scores must be entered with a minimum score of 50% of the points possible.

1. If the score the student earned is 50% of the points possible or higher, enter the numeric score earned for the assignment.
2. If the score the student earned is less than 50% of the point possible, enter LT50 for "less than 50%." Communicate the actual score earned by entering a comment for the assignment in TAC. LT50 is automatically calculated as 50% of the points possible.
3. If the student never turns in the assignment, enter NTI for "not turned in." NTI is automatically calculated as 50% of the points possible.
4. If a student is excused from completing an assignment, enter X for "excused." Assignment scores of X do not calculate into the marking period grade.

F. The minimum number of assignments per marking period for each graded subject are as follows. For this purpose, ELA includes all English Language Arts disciplines including reading, speaking, listening, and writing.

Subject	Mid MP1	End of MP1	Mid MP2, MP3, and MP4	End of MP2, MP3, and MP4
Math & ELA, Process	1	3	2	4
Math & ELA, Product	1	3	2	4
All Other Subjects, Process	1	2	1	2
All Other Subjects, Product	1	2	1	2

VI. Interim Progress Reporting—Grades 1 – 5

A. Although official interim reports are not issued for elementary school students, schools will send reminders to guardians of students in grades 1 – 5 to check their child's progress in HAC in the middle of each marking period.

B. Teachers must have the minimum number of process and product grades as noted in Section V.F in each graded subject area by the interim report.

C. Teachers must communicate with the guardian via conference, phone call, or email if a student is earning an I, U, D, or E at the time of the interim progress report.

VII. Report Cards—Grades 1 – 5

A. Report cards will be made available to students and guardians in grades 1 – 5 four times a year according to a published schedule. Hard copy report cards will be sent home with students; a version of the elementary report card will also be available in HAC.

1. Students new to ESOL, Level 1 will be exempt from receiving report cards for their initial 45 days of instruction.

B. Teachers will ensure that all required reporting information for report cards is accurate and recorded in TAC by the date and time designated by the principal. The electronic copy of the report card will be managed by the principal at each school.

C. The academic performance of each student will be reported for each graded subject through an overall letter grade. The following letter grade systems will be used to reflect student achievement and performance on assigned work.

1. **Grades 1 – 2**

Letter Grade / Meaning	**% Earned**
O = Outstanding	90 – 100%
G = Good	80 – 89%
S = Satisfactory	70 – 79%
I = Improvement Needed	60 – 69%
U = Unsatisfactory	50 – 59%
INC = Incomplete	N/A

2. **Grades 3 – 5**

Letter Grade / Meaning	**% Earned**
A = Outstanding	90 – 100%
B = Good	80 – 89%
C = Satisfactory	70 – 79%
D = Improvement Needed	60 – 69%
E = Unsatisfactory	50 – 59%
INC = Incomplete	N/A

3. Grades of Incomplete: In rare cases (e.g. attendance, health issues, etc.), a student may need to be assigned a grade of incomplete (INC). **Any grade of incomplete must be approved by the principal in advance.** Any student with an incomplete grade will have a maximum of three weeks during the next marking period to complete all work, at which time the teacher must submit a grade change form, and a new report card will be issued.

D. For each graded subject, free form comments and up to two comment codes may be entered by the teacher to describe each student's performance specifically for that subject. Comment codes and/or free form comments may be used at any time. **However, for marking period grades of I, U, D, or E or when a grade drops more than one letter grade from one marking period to another, the teacher must include at least one comment for explanatory purposes.**

E. For each graded subject, teachers will use an X for each competency where improvement is needed. **For marking period grades of I, U, D, or E or when a grade drops more than one letter grade from one marking period to another, the use of an X to identify where improvement is needed is required.**

F. Students receiving supplementary services, such as for limited English proficiency, special education, or Title 1 will be designated on the report card with an X in the competency labeled "Receives supplemental services."

G. Learner behaviors are separated from academic grades. Their impact on student learning is noted on the report card in the area designated "Characteristics of Successful Learners" or COSLs. Effort, participation, attitude, and other behaviors are evaluated by homeroom and related arts teachers using a legend focused on the frequency and consistency of each displayed behavior.

COSLs LEGEND
S = Some of the time R = Rarely N/A = Not applicable A blank cell indicates the student displays the behavior most of the time.

H. A free form comment box for Homeroom teachers will be provided for additional narrative details about the student's progress and performance across multiple subjects, whether related to academics or Characteristics of Successful Learners.

VIII. Report Cards – Students Accessing Alternate Academic Achievement Standards (Grades 2 – 5) or in the Primary Special Education Regional (PSER) Program (Grade 1)

A. Students in grades 1 – 5 accessing alternate academic achievement standards or in the PSER program will receive marking period grades that reflect their effort, growth, and achievement within the context of their individualized learning plan.

B. For grades 1 – 5 Health, Art, Music, and Physical Education, teachers may use the Alternate Standards Proficiency Scale below or may issue the standard letter grade appropriate to the student's grade level (O, G, S, I, or U for grades 1 – 2; A, B, C, D, or E for grades 3 – 5).

C. For students in grades 1 – 5 enrolled in academic Alternate Standards Framework (ASF) or PSER courses, marking period grades will be assigned 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.

D. At the end of the school year, students in grades 1 – 5 enrolled in academic ASF or PSER courses will receive a final grade of COMP to recognize completion, engagement, and progress.

E. Teachers will refer to district guidance for appropriate grading practices and how to determine marking period proficiency for students accessing alternate academic achievement standards or in the PSER program.

IX. Report Cards—Pre-Kindergarten and Kindergarten

A. Pre-Kindergarten and Kindergarten report cards will be made available to students and guardians four times a year according to a published schedule. Hard copy report cards will be sent home with students; a version of the elementary report card will also be available in HAC.

1. Students new to ESOL, Level 1, will be exempt from receiving report cards for their initial 45 days of instruction.

B. Teachers will ensure that all required reporting information for report cards is accurate and recorded in TAC by the date and time designated by the principal. The electronic copy of the report card will be managed by the principal at each school.

C. The academic performance of each student will be reported by competency for each graded subject. The following rating scale will be used to reflect student achievement and performance.

RATING SCALE
M = Mastery
P = Progressing
E = Emerging
N = Not Yet Demonstrating

D. Free form comments may be entered by the teacher to describe each student's performance.

X. Grade Changes for Report Cards

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, and Alternative Placements.

B. Grade changes must be submitted within forty-five (45) school days following the last day of the designated marking period.

C. Grade changes initiated by the teacher of record must be submitted on the CCPS Grade Change Form to the school principal for approval.

D. The principal will forward the grade change form to the designated person in the school authorized to make grade changes in the student management system.

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

F. Grade changes initiated by the school administrator or after forty-five (45) school days must be submitted on the CCPS Grade Change Form to the Director of System and Instructional Performance for approval.

G. The Director will forward the grade change form to the designee who is authorized to make the grade changes.

XI. Promotion/Non-Promotion/Acceleration

A. Promotion

The decisions for student placements, promotion, acceleration, and non-promotion must be done with an understanding of developmental differences. Decision-makers must be guided by the belief that all students can learn, progress, and achieve when individual differences are recognized and addressed through adjustment in instructional programming.

1. In Pre-Kindergarten through Grade 2, promotion should be based on age and progress toward the academic and social-emotional standards. Students who are not performing according to expectations are provided with additional assistance. Teachers must base their expectations on a thorough understanding of the wide range of cognitive, physical, social, and emotional developmental levels which are typical for the age group.

2. In grades 3 through 5, promotion should be based on academic progress toward grade-level standards.

B. Non-Promotion

Students generally take 13 years (Kindergarten through Grade 12) to graduate. However, under special circumstances, guardians and teachers might find that non-promotion is in the student's best interest. Non-promotion affects the student socially, emotionally, and educationally. Non-promotion can provide the student with more time and support to grow and develop academically and socially. When a decision is made to not promote a student, an intervention plan, detailing alternative materials and instructional strategies, must be developed to address areas of concern. Non-promotion should be used rarely and only for the benefit of the student.

1. In Pre-Kindergarten through Grade 2, non-promotion is not expected to occur. Students who are not performing according to expectations are provided with additional assistance.

2. In grades 3 through 5, non-promotion may only be considered when documented alternative educational strategies have not resulted in expected student progress.

3. The final responsibility for non-promotion rests with the principal, with input from

the guardians, teachers, and Student Services Team. The Non-Promotion Form serves as a written record of discussion and intervention for students not progressing satisfactorily toward academic and social/emotional standards. This form is completed by the end of May and requires guardian and Student Services Team members' signatures. The Student Services Team Program for Students Retained form must be completed for any student for whom the decision to retain has been finalized. This form is completed prior to the start of the new school year and monitors student progress during the following time intervals: six weeks, 12 weeks, at the end of the second marking period, and by the end of the fourth marking period.

4. Non-promotions are generally not within the decision-making purview of an Individualized Education Plan (IEP) team. IEP teams determine goals and objectives, accommodations, supports, and related services that a student requires to make progress. Delivery of these services is typically not grade-level dependent, especially with differential instructional models. Except for decisions made individually for a Special Pre-Kindergarten or Kindergarten student, or in rare cases for a special education student at another grade level, such non-promotions are re-determined by the Student Services Team, with final approval from the principal of the attending school.
5. See Calvert County Public Schools Attendance Policy #3005 and the Code of Student Conduct for standards for regular attendance and penalties for unmet standards.
6. Non-Promotion Guidelines
    a. Non-promotion should occur only after careful and serious consideration and ongoing documentation of the student's academic and developmental factors by the Student Services Team. Non-promotion is considered **only** after all other instructional options have been considered and exhausted over time. If a student's progress is still a concern after evaluating and working with the student and guardians throughout the school year, the teacher, principal, supervisor, and Student Services Team should conduct a review conference with guardians (and student, if appropriate) in late April to mid-May. The final decision to non-promote must occur by the end of May and be preceded by a conference(s) with a guardian. An intervention plan, detailing alternative materials and instructional strategies must accompany the Student Services Team request to non-promote, and be completed and implemented by the start of the next school year. Notification to guardians must be communicated in a language the guardian understands.
    b. Students who were not promoted previously must receive the approval of the Chief Academic Officer prior to a second non-promotion.

C. Acceleration

1. Acceleration should occur only after careful and serious consideration and ongoing documentation of a student's academic and developmental factors by the Student Services Team. Acceleration is considered **only** after all other instructional options have been considered and exhausted over time. Program adjustments may include

flexible grouping, differential instruction, and enrichment. If a student's progress is still a concern after evaluating and working with the student and guardians for a consistent period, the teacher, principal, supervisor, and Student Services Team should conduct a review conference with guardians (and student, if appropriate). Written notification of the decision to promote must be sent by the principal to the guardians and accompanying CCPS forms must be placed in the student's cumulative record. Notification to the guardian must be communicated in a language that the guardian understands.

2. The final responsibility for student acceleration of students in Grades 1 – 5 rests with the principal. See the appeals process outlined below for matters of disagreement.
3. Requirements for Pre-Kindergarten, Kindergarten and First Grade student eligibility for early entry can be found in CCPS Policy and Procedures #2915.

D. Appeals

1. In matters of disagreement regarding placement, promotion, and non-promotion, the guardian must submit a written request to review the decision to the Chief Academic Officer within 30 days of receiving the original decision. The Chief Academic Officer will render a decision within seven working days.
2. In matters of disagreement regarding the decision made by the Chief Academic Officer, a letter requesting a review of that decision must be written to the Superintendent of Schools within two weeks of the Chief Academic Officer's rendering.

XII. Annual Training and Communication of Grading Procedures

A. Annual Training Requirement

Calvert County Public Schools will provide annual training for all teachers and administrators regarding the elementary grading procedures. 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

Annual training will include, but is not limited to:

1. The purpose and philosophy of grading within Calvert County Public Schools.
2. Definitions and expectations related to grading categories, including process and

product assignments.

3. Requirements for grading practices, including assignment weighting, reassessment, late work, and reporting procedures.
4. Expectations for the use of Teacher Access Center (TAC), and how guardians and students view grading information in Home Access Center (HAC).
5. Procedures for communication with students and guardians regarding student progress and performance.

D. Administrator Responsibilities

Administrators will participate in an annual refresher to ensure alignment in expectations, monitoring, and support of grading practices.

School administrators will deliver required training to teachers and will also monitor consistent implementation of grading procedures within their schools.

E. Annual Communication with Students and Guardians

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

Elementary School Comment Codes
Grades 1-5

CODE	DESCRIPTION
1	Classwork: organized and completed on time
2	Classwork: incomplete or missing
3	Homework: incomplete or missing
4	Needs more time for study and practice
5	Has difficulty with content/skill mastery
6	Has difficulty with application of skills
7	Content or assignments are modified*
8	Is making consistent progress toward the grade level standard
9	Achievement is Outstanding
10	Noticeable Improvement
11	Test/Quiz Scores: Excellent
12	Test/Quiz Scores: Need to Improve
13	Projects Are Excellent
14	Project Scores Need to Improve
15	Failed to Make Up Test(s)/Project(s)
16	Attendance: Excellent
17	Attendance: Needs Improvement
18	Chronic Absenteeism
19	Frequently Tardy to Class/School
20	Takes a leadership role
21	Respects the learning environment
22	Actively participates in class
23	Uses time effectively
24	Displays outstanding character
25	Displays positive classroom attitude
26	Exhibits cooperative behavior
27	Works carefully and accurately, with specific attention to detail
28	Has difficulty focusing/staying on task
29	Has difficulty working cooperatively
30	Please call to schedule a conference
31	Needs to make up missing test/quiz
32	Needs to reassess test/product assignment
33	Class participation needs improvement

* for students receiving services only