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

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

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 6–12 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.

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

E. Deadline – The final date after which an assignment will no longer be accepted.

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

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

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

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. 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.

M. 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.

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

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

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

S. 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. 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.
5. Due dates should be clearly communicated to students to assist in time management.
6. Homework must never be assigned as a disciplinary measure.

V. Grading Procedures for Middle School

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

1. Clearly convey to students and guardians how grades will be calculated. This will occur at the beginning of the school year.
2. Provide daily written learning goals or a lesson essential question and give students continual feedback on the quality of their work as it relates to national, state and district standards as defined in the curriculum.
3. Use a variety of process and product assignments, such as quizzes, tests, essays, homework, classwork, projects, and labs to record and maintain evidence of student achievement.
4. Clearly explain assignment guidelines and their corresponding due dates and deadlines. Adequate time should be allowed to complete assignments that require resources other than those provided by the teacher.
5. Determine a maximum penalty for work turned in after the due date and by the deadline. Late work should meet the full expectations and teacher's defined criteria for the assignment. The maximum penalty for late work should not discourage a student from completing the assignment.
6. Establish due dates and deadlines for long-term assignments and communicate these to students. Teachers are encouraged to break down long-term assignments into smaller manageable chunks in order to provide students with feedback throughout the process. Teachers should set due dates for long-term assignments to be at least two weeks before the end of a marking period. Students may incur a

maximum penalty of 10% for long-term assignments turned in after the due date and by the deadline.

7. Provide make-up opportunities for students who are absent, 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 activity. Provide frequent feedback to promote concept mastery.
9. Award extra credit when it reflects extra learning. Extra credit may not be awarded for participation, classroom supplies, or activities unrelated to curriculum standards. Teachers must ensure that extra credit is offered only through assignments that are accessible to all students. Additionally, 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. Only use process and product categories:
    a. Product assignments will be weighted at 70% of a student's marking period grade; system-wide assessments will be included in the student's grade as a product assignment in the marking period in which they are given.
    b. Process assignments will be weighted at 30% of a student's marking period grade.
    c. Exception: Activity-based Physical Education classes will use Process weighted at 70% and Product weighted at 30%.
11. Record a minimum of six product and six process assignments for each marking period for classes that meet daily. Teachers will record at least two process and two product grades by the interim date. Classes that meet on alternating days must include a minimum of six assignments – three product and three process. Teachers will use at least one process and one product grade by the interim date.
12. Provide students who do not turn in a process or product assignment with the opportunity to make up the assignment. Students should be encouraged to take advantage of opportunities to make up missing work. If the student does not make up the assignment after being given an opportunity to do so, the teacher may assign a zero. Teachers must be mindful that zeros skew the grade to a point where the accuracy and true measure of a student's achievement may be distorted.
13. Provide each student with two or more reassessment opportunities for **product assignments** each marking period. The teacher will determine which product assignments may be reassessed. Exceptions: (1) If a student scores below 50% on a product assignment, they will be provided relearning and reassessment, even if their reassessment opportunities for the marking period have been exhausted; (2) System-Wide assessments will not be reassessed and lowest grade that can be assigned for these assessments is 50%.

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

b. The teacher will determine how and when the relearning and reassessment will occur.

c. The student must complete the original product assignment and all subsequent relearning activities to be eligible for reassessment.

d. These reassessments may include, but are not limited to, second chance tests, test/quiz corrections, alternative assignments, and opportunities to resubmit a paper or project.

e. When students have reassessment opportunities, the higher grade will be recorded. If the score, following a good faith relearning opportunity and reassessment, is below 50%, the grade will be adjusted to 50%.

f. If the student does not participate in the relearning and reassessment opportunities, the original score will remain.

g. Students should be encouraged to take advantage of opportunities to engage in relearning and reassessment opportunities.

14. Have the discretion to record the **process assignment** grade earned by the student, even if the grade is below 50%.

15. Record individual assignment scores 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 guardians understand what the assignments cover.

    c. The following codes may be entered as assignment scores:

        (1) "Z" is a placeholder for an assignment that can still be completed for credit. It calculates into the marking period grade as a 0%.

        (2) "X" is used for an excused assignment. It will not factor into the student's marking period grade.

    d. Blank scores indicate that assignment scores have not been entered and will not factor into the student's marking period grade.

16. Communicate with students and/or guardians regarding grades via HAC. When a student persistently fails to complete assignments and/or assessments, the teacher should remain vigilant in communicating with the student, guardians, and school counselors. If the trend of poor performance continues, the teacher shall notify a

school administrator and provide him/her with details of any intervening steps taken by the teacher.

17. When receiving a transfer student, determine the report card grade after consultation with the previous teacher or current school counselor as needed.
18. Exercise professional judgement when there is evidence that a student demonstrates a higher level of performance than a calculated marking period grade indicates. In such cases, the teacher may record the higher grade in consultation with an administrator. (See also Procedure #3005.1 regarding Attendance and Make-Up Work Procedures.).
19. Address academic dishonesty since it undermines the integrity of the learning process and does not accurately measure a student's true understanding.
    a. If a student commits academic dishonesty on a process assignment, it is at the discretion of the teacher to allow the student to redo the assignment.
    b. If a student commits academic dishonesty on a product assignment after having exhausted all reassessment opportunities for the marking period, the student will still be permitted to reassess that assignment.
    c. If a student has not yet exhausted their reassessment opportunities for the quarter, the reassessment required due to academic dishonesty will count as one of their allowed reassessment opportunities.
    d. A temporary grade of 0% or Z will be recorded until the student completes the reassessment opportunity.
    e. The teacher will determine when and how the reassessment opportunity is provided.
    f. When academic dishonesty occurs, the student may also have progressive disciplinary consequences as outlined in the Student Code of Conduct.

VI. Attendance Procedures for Middle Schools

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

VII. Reporting Grades

A. The academic performance of the student is to be reported for each subject through a letter grade. A grade is to be reported each marking period unless the student is issued an incomplete (INC). Any grade of incomplete must be approved by the principal in advance. Any student with a grade of incomplete shall work with the school's principal and/or designee to determine an appropriate timeline for making up incomplete work, at which time the INC will be placed by the letter grade earned.

B. The following alpha grading system designed to reflect student achievement and performance shall be used. Numeric marking period averages will be rounded to the nearest whole number and then converted to a letter grade.

1. A = 90% - 100% Outstanding performance. Achievement of superior quality.
2. B = 80% - 89% Above average performance. Achievement of high quality.
3. C = 70% - 79% Satisfactory Performance. Achievement demonstrating sufficient understanding of course material.
4. D = 60% - 69% Below average performance. Achievement demonstrating insufficient understanding of course material.
5. E = 0% - 59% Achievement at a level insufficient to demonstrate understanding of course material.

C. Interim Reports – Interim reports shall be made available to all students four times a year according to a schedule published by CCPS. Teachers may issue individual notices at any time during the grading period. It is important to note that students who receive a grade of C or higher (satisfactory) on an interim report are not assured a passing grade for the marking period. A failing marking period grade may be assigned to a student who receives a grade of C or higher at interim time, provided the teacher notifies the school principal and can justify the final grade. When possible, the teacher will notify the student's guardian of the failing grade at least one week prior to the end of the marking period.

D. Report Cards – Report cards shall be made available to all students four times a year according to a schedule published by CCPS.

E. Teacher Requirements for Submitting Interim and Report Card Grades:

1. For interim and report card grades, teachers shall ensure that all required reporting information for interims and report cards is accurate and recorded in TAC by the date and time designated by their principal and/or designee.
2. Teachers shall carefully verify their students' grades in TAC. This must be done prior to the time that the building principal and/or designee generates the interims and report cards.
3. The official reference copy for the report shall be managed by the principal and/or designee at each school.

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

VIII. Middle 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. 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:

d. Student transferring from outside jurisdiction

e. Failure to provide allowable accommodations and/or supplementary aids and services in accordance with a student's IEP or 504 plan.

f. Extenuating circumstances such as: Home/Hospital, Hospitalization, Parental Instruction, Alternative Placements

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

C. Grade changes initiated by the teacher of record must be submitted on the CCPS Grade Change Form (see appendix 3415.5) to the school principal for approval.

D. The principal will forward the grade change form to the guidance secretary who is the designated person in the school authorized to make grade changes in the student management system (SMS).

E. The guidance secretary will keep all documentation supporting any grade change.

F. Grade changes initiated by the school administrator or after 45 days must be submitted on the CCPS Grade Change Form (see appendix 3415.5) to the Director of System and Instructional Performance for approval.

G. The director will forward the grade change form to the guidance secretary who is authorized to make grade changes in the SMS.

H. Annually, the Executive Director of Secondary Schools, 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 SIS.

X. Final Examination Procedures for Middle School

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

XI. Middle School Honor Roll

A. Honor roll designations are based on a 4.0 GPA, calculated quarterly, where A = 4.0, B = 3.0, C = 2.0, D = 1.0, and E = 0.0. GPAs are not reported on middle school report cards.

1. A student must earn an overall grade point average of 3.0 or higher with no grade below a C to be placed on the Honor Roll for the marking period.

2. A student must earn 4.0 to be placed on the High Honor Roll for the marking period.

XII. Final Grade Computation for Middle School

A. Final grades are calculated by assigning the following numeric values to each marking period grade: A = 4, B = 3, C = 2, D = 1, E = 0. Then, the numeric values are averaged. The resulting average is rounded to the nearest whole number to determine the final letter grade. Exception: Students must earn at least 0.75 points to receive a final passing grade of D. A final average below 0.75 points will result in an E.

XIII. Retention of Middle School Students

A. If a student fails one or two core subjects (i.e., English-Language Arts, Social Studies, Mathematics, or Science) or has not met the attendance requirements as described in CCPS Policy #3005 Regarding Student Attendance, the student will be required to participate in the CCPS Summer School Program to be promoted to the next grade. Failure to attend and pass summer school may result in retention.

B. If a student fails three or more core subjects, as defined above, he/she will be retained.

C. Final determination of grade placement will be made by the principal.

XIV. Appeals

A. In matters of disagreement with the school's decision regarding placement, promotion, and retention, the parent/guardian must submit a written request to the Director of System and Instructional Performance within thirty (30) calendar days of letter receipt, requesting a review of the decision to retain. The Director of System and Instructional Performance will render a decision within ten (10) calendar days.

B. In matters of disagreement with regard to the decision made by the Director of System and Instructional Performance, a letter requesting a review of the decision must be written to the Superintendent of Schools or his/her designee within ten (10) calendar days of the Director's decision.

XV. 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 is not limited to:
2. The purpose and philosophy of grading within Calvert County Public Schools.
3. Definitions and expectations related to grading categories, including process and product assignments.
4. Requirements for grading practices, including assignment weighting, reassessment, late work, and reporting procedures.
5. Expectations for the use of Teacher Access Center (TAC), and how guardians and students view grading information in Home Access Center (HAC).
6. Procedures for communication with students and guardians regarding student progress and performance.

D. Administrator 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 with Students and Families

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