

A. Policy IKA, Grading and Reporting, as it pertains to grading

1. Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system
2. Accurate reflection of student achievement outlined in MCPS curriculum
3. Formal reporting, indicated by letter grade
4. Fair representation of a student's performance on a variety of measures over time
5. Clear and timely communication to parents and students as to the grading criteria
6. Accurate and precise records that support reported achievement
7. Consistency within and among schools

B. Beliefs

1. All students are consistently held to high expectations.
2. Grades are based on multiple and varied tasks/assessments over time.
3. Grading practices yield grades that are understandable and meaningful and accurately reflect student learning.
4. Grading scales are precise, clear, and fair and are communicated to students and parents.
5. Grading practices are fair and manageable and support effective teaching and learning.
6. Teachers exercise professional judgment, within the parameters of required procedures, in their grading practices.
7. Procedures for grading are supported, monitored, and supervised.

C. Procedures

Grading procedures will be applied consistently within and among schools. Local schools will ensure school level processes, as approved by the school leadership team, for implementing the following procedures*:

1. Teachers will assess student learning in a variety of ways over time within a grading period.
2. Course teams or departments will determine grading processes, including weights and proportions, and apply them consistently. The processes will be communicated in advance and in writing to students and parents.

3. In their feedback to students, teachers may use letters, numbers or other symbols for individual tasks/assessments to indicate what students know and can do.
4. Teachers will record grades for individual tasks/assessments with the highest degree of precision.
5. When using points or percentages, a teacher assigns a grade no lower than 50% to the task/assessment. If a student does no work on the task/assessment, the teacher will assign a zero. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero.
6. Teachers will establish due dates and deadlines. Teachers are expected to separate the due date from the deadline in order to increase opportunities for students to complete assignments; however, there may be some exceptions when the due date and deadline are the same. It is recognized that for daily homework assignments the due date and deadline may be the same to facilitate the teaching and learning process.
7. Work turned in after the due date and by the deadline may be lowered no more than one letter grade or 10% of the grade. Work submitted after the deadline will be recorded as a zero.
8. The report card grade will remain a letter grade, as indicated by Policy IKA, Grading and Reporting:

90–100	A	Outstanding level of performance
80–89	B	High level of performance
70–79	C	Acceptable level of performance
60–69	D	Minimal level of performance
0–59	E	Unacceptable level of performance
9. When calculating marking period and final examination grades, teachers will round up when a percentage yields a decimal of five tenths or more.
10. When a teacher has evidence that a student demonstrates a higher level of performance than a calculated marking period grade indicates, the teacher may record the higher grade in consultation with an administrator.
11. In cases where no final exam is required, the semester grade follows the trend; however,

teachers have the option of forcing the higher grade. The teacher consults with an administrator to report the higher grade.

12. School staffs will communicate course-specific grading procedures in writing to students and parents at the beginning of a semester/school year or when course-specific grading procedures change.

* Unique situations may arise which will require teacher and administrator discretion.

D. Examples

1. Assessments varied in format and task type to collect evidence of learning may include but are not limited to the following:
 - a. Art—painting, photograph, drawing, sculpture
 - b. Multimedia—Web sites, videos, CDs, brochures
 - c. Presentations—multimedia presentations, panel discussions, symposia, skits, speeches
 - d. Compositions—graphic, written, spoken, musical, physical, computer programs
 - e. Displays—graphic organizers, concept maps, graphs, tables, charts, formulae
 - f. Records—journals, logs
 - g. Quick Writes—brief written assignments to assess understanding
 - h. Projects—research, experiments, investigations
 - i. Reports—written, spoken, multimedia presentations that synthesize concepts
 - j. Essays—extended written assignments in which the audience, purpose, topic, and form are selected by the student or teacher to assess writing or understanding or both
 - k. Quizzes—may include selected response, brief constructed response (short answer), and extended response (essay) items
 - l. Tests—may include selected response, brief constructed response (short answer), and extended response (essay) items
2. A variety of methods to assess learning may include the following:
 - a. Homework to evaluate learning
 - b. Participation that demonstrates understanding or skill
 - c. Discussion—Socratic seminars, literature circles, class discussion
 - d. Recitation—singing, playing an instrument, speaking in a foreign language

- e. Simulation—participating in a mock trial or presenting a physical demonstration of a science concept
- f. Construction—building a model of a molecule or of the communication process, assembling a circuit board
- g. Movement—dancing, miming, responding to signals from teammates in a team sport
- h. Procedure—following a process (for example, in a science, computer programming, medical careers, photography, art, television production, child development, restaurant management, or technology laboratory)
- i. Application—using skills, knowledge, tools, or technology in new situations

E. Glossary

1. Assessment—process of collecting information about individual achievement that relies on a number of instruments and methods, one of which may be a test.
2. Deadline—the date beyond which work will not receive any credit.
3. Due date—the date an assignment is due in order to receive full credit.
4. Evidence of learning—any product or performance by a student that demonstrates understanding or skill after instruction, practice, and feedback.
5. Marking period—approximately a nine-week period, or quarter, at the end of which individual students' achievement of the concepts and processes taught during that period are reported.
6. Semester—approximately an 18-week period comprised of two nine-week grading periods, or quarters, at the end of which individual students' achievement of the concepts and processes taught during that period are reported. In high school courses, a semester yields a ½ credit toward graduation requirements. A final semester grade in high school courses is determined by averaging the two quarter grades, except in computer science, English, foreign language, mathematics, science, and social studies where a semester final examination is calculated as 25% of the semester grade.
7. Semester final examination—final examinations include a relevant written examination with short answer and/or essay questions where applicable.