

Robert Frost Middle School  
Grading and Reporting Policy  
(Adapted from the MCPS Grading and Reporting Policy)

Updated 8/21/08

<b>Overview</b>
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Student achievement depends on the dynamic interaction between teachers and students as they engage in the day-to-day efforts of teaching and learning. Grades are an essential way to communicate student progress. The purpose of the Grading and Reporting Policy is to maintain rigorous performance and achievement for all students and to provide a fair process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes. Grading and reporting is standards based, aligned with Montgomery County Public Schools (MCPS) curriculum, consistent within and among schools, and are an accurate reflection of student achievement compared to grade level or course expectations. To this end, grades on report cards reflect student academic achievement only.

<b>Academic Grades</b>
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Grades on report cards reflect:

- Student academic achievement only
- Student performance on MCPS curricular objectives set by the teachers
- Student performance on course objectives in high school level courses only
- Individual performance instead of group performance, even when working on a group project

Grades are based on multiple and varied tasks/assessments over time within a grading period.

Extra credit and bonus points to bring up a grade are not used.

The grading scale is A=90-100, B=80-89, C=70-79, D=60-69, and E=59 & below

Each department will determine student grades based on performance in three weighted categories including homework for practice and preparation, formative assessments and summative assessments. **Formative assessments** are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessments to improve instructional methods and student feedback throughout the teaching and learning process. Some examples of formative assessments include the following: **Art**-painting, photograph, drawing, sculpture, **Multimedia**, **Presentations**, **Displays**-graphic organizers, concept maps, graphs, **Records**-journals, logs, **Projects**-

research, experiments, **Essays, Quizzes, Tests**. **Summative assessments** are typically used to evaluate the effectiveness of instructional programs and services at a pre-determined time or at the end of an academic course. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention. Summative assessments might include items like the following: **End-of-course or semester exams, Assessments that end an instructional unit or period of study, Final research papers, reports, or essays and culminating projects or performances.**

### Learning Skills

Learning skills are behaviors that contribute to learning. Middle school learning skills are identified in the areas of participation and assignment completion. Participation is defined as the extent to which a student contributes ideas, asks questions, uses feedback, or engages in tasks to clarify, refine, or extend learning. Assignment completion is defined as the extent to which a student completes assignments in a given period of time. The following codes will be used in accordance with the MCPS rubric:

C= Consistently      O= Often      S= Sometimes      R= Rarely      NI=Not  
Enough Information

Participation and assignment completion are reported on interims, progress reports, and report cards.

### Homework

There are two categories of homework:

- Homework for practice or preparation for instruction may account for a maximum of 10% of the marking period grade. When turned in by the deadline, this homework is given credit. Teachers will use professional judgment to determine the value assigned to partially complete homework.
- Homework evaluated for learning counts toward the remaining portion of the marking period grade. Teachers determine and communicate the extent to which the two categories of homework count toward the marking period grade.

Teachers give meaningful feedback on completion (practice) homework to students by discussing it with the class, meeting with students individually, or providing written comments.

## Late Work

The due date is the date students are expected to submit an assignment.

The deadline is the last date a teacher will accept an assignment.

Students are to be informed ahead of time of assignment due dates and deadlines.

Teachers will establish due dates and deadlines. In some circumstances, the due date and deadline may be the same.

- Work turned in after the due date and prior to the deadline may be dropped no more than one letter grade or 10% of the grade
- Work not attempted and submitted by the deadline will be recorded as a zero.

## Attendance and Grading & Reporting

From Regulation JEA-RA, *Student Attendance*: "Students have a responsibility to make up work regardless of the reason for absence. When the absence is excused, the teacher has an obligation to assist the student in making up the classwork missed. A suspension is considered to be an excused absence. When the absence is unexcused, the teacher has no obligation to assist the student in making up the work for credit. However, the student is still responsible for making up the work, so that continuing effective course participation is possible."

This policy will also apply to excused and unexcused tardies to school and class.

Students will be allowed the same number of days for make up work for the number of excused absences.

## Reteaching and Reassessing

Reteaching occurs when teachers or students determine that students are not meeting learning goals. The teacher determines the method and schedule for reteaching.

There may be only one reassessment opportunity per task/assessment.

The reassessment grade replaces the original grade.

Reassessment opportunities will be identified by the teacher before the original task/assessment and will occur within the instructional unit. The following assessments/tasks may not be reassessed:

- End of course or semester exams
- Assessments that end an instructional unit or period of study
- Final research papers, reports, or essays
- Culminating projects or performances

All students may be reassessed if they complete: the original task/assessment, required assignments, and reteaching/relearning activities, as determined by the teacher.

Departments will decide specific guidelines for reteaching and reassessing based on course content.

### **Progress Reports and Interims**

All teachers distribute interim reports at the mid-point of each nine-week marking period.

Teachers notify parents of interim reports for students who are in danger of failing or dropping more than one letter grade.

Teachers provide regular and frequent updates to parents and students about learning skills, progress, and achievement.