

Grading and Reporting

SECONDARY SCHOOLS • EFFECTIVE JULY 1, 2006

Academic Meaning of a Grade

- Grades on report cards accurately reflect individual student achievement in relation to course expectations as outlined in the Montgomery County Public Schools curriculum.
- Grades are based on multiple and varied tasks/assessments over time within a grading period.
- Assessments varied in format and task type may include but are not limited to tests, projects, reports, exhibits, presentations and discussions, are used to evaluate learning.
- Participation that demonstrates understanding or skill can be graded (e.g. discussions, presentations, and performances).
- 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 completed homework.
- Homework evaluated for learning counts toward the remaining portion of the marking period grade.
- Extra credit may not be used.

Learning Skills (MIDDLE SCHOOL ONLY)

- Learning skills are behaviors that contribute to learning.
- Middle school learning skills are **participation** and **assignment completion**.
 - **Participation** that demonstrates student involvement/engagement (degree and frequency) is reported as a learning skill.
 - **Assignment completion**, including class work and homework, is reported as a learning skill.
- Learning skills are reported with codes of C (consistently), O (often), S (sometimes), R (rarely), and NI (not enough information).

<http://www.montgomeryschoolsmd.org/info/grading/>

Students with limited English proficiency or special education or 504 disabilities will be afforded all accommodations and modifications as documented by English Language Learner (ELL) plan, Individualized Education Program (IEP) or Section 504 plan.

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Procedures for reteaching/reassessment, homework, and grading will be applied consistently within and among schools. Local schools will ensure school-level processes, as approved by the school leadership team. 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. Complete document can be found at www.mcps.K12.md.us/info/grading

Reteaching/ Reassessment

- Reteaching occurs when the teacher or student determines that students are not meeting learning goals.
- Reassessment opportunities are identified by the teacher before the original task/assessment and occur within an instructional unit. Only one reassessment opportunity is offered per task/assessment.
- Reassessment opportunities will be offered in every course.
- When tasks/assignments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
- The following assessments/tasks that indicate a final measure of learning 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
- When reassessment is offered, all students may be reassessed, regardless of grade on original task/assessment if they meet the following requirements: complete the original task or assessment, complete required assignments, and complete reteaching/relearning activities as determined by the teacher.
- Reassessment grade replaces the original grade.

*Components of end-of-unit assessments for Math A, B, and C, may be reassessed.

Homework

- Teachers will only assign homework that is related to the curriculum.
- 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.
- Timely and meaningful feedback on both types of homework will be provided; feedback may take a variety of forms, as determined by the teacher.

Grading

- Teachers will assess student learning in a variety of ways over time.
- The report card grades will remain a letter grade, as indicated by Policy IKA.

90-100	A
80-89	B
70-79	C
60-69	D
0-59	E

- Feedback on individual tasks/assessments may include letters, numbers, or symbols.
- Teachers will record grades for individual tasks/assessments with the highest degree of precision.
- 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 the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero.
- Teachers will establish due dates and deadlines. Teachers are expected to separate the due date from the deadline; however, there may be some exceptions when the due date and deadline are the same.
 - 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.
- When calculating marking period and final examination grades, teachers will round up when a percentage yields a decimal of five tenths or more.

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