

# POLICY

## BOARD OF EDUCATION OF MONTGOMERY COUNTY

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**Related Entries:** ABC, ABC-RA, IEA, IEB, IED, IEF, IEF-RA, IKA-RA, IKB-RA, IKC-RA, JEA-RA

**Responsible Office:** Chief Academic Officer  
Curriculum Instruction and Programs

### Grading and Reporting

#### A. PURPOSE

The Montgomery County Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

#### B. ISSUE

Grades are an essential way to communicate student progress. As such, grading and reporting practices must include the following:

1. Meaningful feedback on student achievement to students, parents/guardians, teachers, administrators, and the school system which should provide relevant information for instructional purposes
2. Alignment with the Montgomery County Public Schools (MCPS) curriculum
3. Consistency within and among schools to reduce performance variability and promote accountability
4. Accurate reflection of student achievement compared to grade level or course expectations outlined in the curriculum as demonstrated on assessments and teacher designed tasks
5. Fair representation, over time, of a student's performance through a variety of measures including those that are teacher developed, as well as centrally developed
6. Clear and timely communication to parents/guardians and students as to the grading

criteria and the components

7. Commitment to school attendance as an essential component of a quality learning experience
8. Assessments, which may include, but are not limited to, marking period assessments, end of unit tests, final evaluations, projects, performance-based assessments, and other similar formative and summative demonstrations of a student's mastery of grade level or course material
9. Opportunity for students to demonstrate a mastery of grade level or course expectations outlined in the curriculum through a variety of methods
10. Regular and frequent information to all students and parents/guardians about the student's progress
11. Consistently high expectations of all students across all courses and programs

**C. POSITION**

1. In All Schools
  - a) Teachers will use MCPS curriculum framework and instructional guides to develop mastery objectives and a variety of tasks, including assessments, to determine student achievement of those objectives.
  - b) Students and parents/guardians will be informed at the beginning of a course or marking period of the expectations outlined in the curriculum of each course or unit and of the basis upon which students' performance will be evaluated.
  - c) Students and parents/guardians will be informed about progress throughout the grading period, and teachers are strongly encouraged to provide such information at frequent regular intervals. Progress will be reported formally at least every nine weeks.
  - d) Teachers will maintain accurate and precise records that support informally and formally reported achievement.
  - e) Student progress will be evaluated and reported in terms of their performance on multiple and varied assessment measures corresponding with grade level and course expectations outlined in the curriculum or as designated in a special education alternative curriculum.

2. Elementary Schools

Formal reporting will accurately reflect student achievement compared to grade level expectations as outlined in the curriculum.

3. Middle Schools

Formal reporting, indicated by letter grade, will report student achievement on course expectations as outlined in the curriculum.

4. High Schools

- a) Formal reporting, indicated by letter grade, will report student achievement on course expectations outlined in the curriculum.
- b) Students will be afforded the opportunity to demonstrate a synthesized, integrated understanding of course material that shall be incorporated into their grade.
- c) Active participation in the teaching and learning process and the intellectual exchange that occurs in the classroom make attendance an essential component of a quality educational experience. Regular attendance and engagement are required in order to demonstrate mastery of material and receive credit for the course.

**D. DESIRED OUTCOMES**

Grading and reporting practices will be fair and meaningful and support rigorous performance and achievement standards for all students. Grades will have consistent meaning throughout the school system and be based on grade level and course expectations as outlined in the curriculum.

**E. REVIEW AND REPORTING**

This policy will be reviewed in accordance with the Board policy review process.

*Policy History:* Adopted by Resolution No. 258-72, March 27, 1972; amended by Resolution No. 365-73, June 12, 1973; amended by Resolution No. 514-75, July 15, 1975; amended by Resolution No. 397-77, June 14, 1977; amended by Resolution Nos. 484-79, 485-79, 487-79, and 492-79, May 10, 1979; amended by Resolution Nos. 613-81, 615-81, and 616-81, August 24, 1981; reformatted in accordance with Resolution No. 333-86, June 12, 1986, and Resolution No. 458-86, August 12, 1986, accepted by Resolution No. 518-86, September 22, 1986; amended by Resolution No. 318-93, April 14, 1993; amended by Resolution No. 153-03, March 24, 2003; amended by Resolution No. 493-15, November 10, 2015.