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Administrative Procedure 5121.2

Grading and Reporting for Middle Schools Grade Six through Grade Eight

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PREFACE TO ADMINISTRATIVE PROCEDURE 5121.2

The purpose of Administrative Procedure 5121.2 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in all middle schools and centers and for all sixth grade students in elementary schools in Prince George's County Public Schools (PGCPS).

COMAR (Code of Maryland Regulations) 13A.03.02.08 states that each local school system shall develop a written policy on grading and reporting.

Each local school system will file its grading and reporting policies with the State Superintendent of Schools. The following procedures have been developed according to COMAR regulations (Board Policy 5121).

The Board of Education believes that all students can learn and achieve at high levels, that rigorous performance standards and achievement standards are essential components of developing and delivering quality instruction, and that regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students' learning (Board Policy 5121).

Principals or their designees are responsible for reviewing procedures with staff and ensuring that grading and reporting policies are applied consistently within their school.

RATIONALE

1. Grading and promotion within the Prince George's County Public School System will be based upon the degree of success an individual student has achieved in completing the educational program designed to meet his/her unique needs.

2. Every student will have the opportunity to earn grades that reflect his/her ability to demonstrate learning outcomes and be graded only in accordance with their achievement on material or information based on specified learning outcomes and approved curricula.

3. The bell curve will not be used as a basis for determining student grades.

4. Grades will be based on summative assessments and the completion of formative and practice assignments.

COURSE OF STUDY SYLLABUS

At the beginning of a grade or a course of study, teachers shall provide access online or hard copy for students and parents/guardians to a written course outline, syllabus, or overview of grade/course expectations. Course outlines, syllabus or overviews of a grade/course expectations can be found on curriculum framework documents and curriculum staff portal sites.

GRADING ELEMENTS

1. The grades eligible for use on assignments, assessments, and report cards are A, B, C, D, E, I, P, F, and W, with no plus or minus signs. Interpretation of letter grades is as follows:

A = Excellent progress toward meeting course objectives and learning outcomes (90-100%).

B = Above average progress toward meeting course objectives and learning outcomes (80-89%).

C = Average progress toward meeting course objectives and learning outcomes (70-79%).

D = Below Average progress toward meeting course objectives and learning outcomes (60-69%).

E = Failure toward meeting course objectives and learning outcomes (below 60%).

I = Incomplete. The "I" grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner.

N = No Grade. The "N" grade may be used only for transfer students and only for one quarter.

P = Pass (credit bearing).

F = Fail (not credit bearing).

W = Withdrawn. The School Instructional Team agrees to allow a student to drop a course after twenty (20) school days from the start of a year-long course or ten (10) days in a semester course.

2. Grade 6 in elementary schools will follow the same grading procedures for determining grades as Grade 6 located in middle schools. The following will not be included in the elementary Grade 6 determination for grades: Oral and Written Communication, Reading Level, Social Skills, and Work Habits.

3. Factors used to determine student grades must include the following items (See Attachments):

a. Class Work

b. Homework

c. Assessment

REPORTING AND RECORDING GRADES

1. Reporting

a. In reporting to parents/guardians, a letter grade is used to indicate the performance of each student in relation to the attainment of learning outcomes and approved curricula.

b. Students and/or parents/guardians may request one additional opportunity to improve a score on a qualifying assessment, activity, or assignment that demonstrates knowledge of course content, skills, and standards. An assessment, activity or assignment is considered qualifying if the following criteria are met:

1). The student completed and submitted the original assessment, activity, or assignment by the due date.

2). The student participated in the teacher-facilitated re-teaching (before, during, or after school) within five school days following the return of the original graded work.

3). Within ten school days of receiving the returned original graded work, the student completed and resubmitted the new assessment, activity, or assignment.

4). The higher grade shall be the grade of record.

5). If the work is not eligible for reassessment, that must be identified in writing at the time of original assignment. Final research reports and projects that culminate a unit of study, or final semester or marking period exams may not be reassessed.

6). Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

c. Letter grades will be used on report cards for all courses taken for credit.

d. By the end of the first ten (10) days of school, teachers will communicate in writing the grading procedures, grading factors, and weight assigned to each factor to all students and parents. (see attachment)

e. A student enrolled in a course for twenty-one (21) days or more after the start of the course must receive a letter grade for that grading period.

2. Recording

Teachers will maintain a record of each student's work, progress, and attendance on a daily basis.

a. Teachers and schools will maintain records of student progress. It is expected that teachers will enter graded student work into their electronic grade book and return that work to students within ten business days of the due date. However, it is recognized that to provide meaningful feedback to students, teachers may not be able to read/review and post the grade within ten business days, and, on those assignments, teachers may provide written notice on the rubric or assignment with a projected date that grades will be returned to students. Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

b. Teachers must assess a variety of student performances such as written assignments, homework, projects, classroom participation/class work, quizzes, tests, and end of quarter/course examinations. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student completed the entire assignment and made a good faith effort. Good faith effort is evidenced by the student displaying persistence, striving for accuracy, time on task, and/or trying an alternative method to solve a problem (which may not be accurate). It is also a display of thinking as a student works to sort through ideas, apply context or figure out how to solve problems. If a student does no work on an assignment, the teacher shall assign a grade of zero.

c. Principals (or their designees) are responsible to oversee the entry of numerical grades per week in SchoolMAX.

1) The minimum number of grades in any category (class work, homework or assessments) per subject per week is listed below.

Meeting Frequency (number of sessions per week)	Minimum number of grades to be recorded per week
5 days	3
4 days	2
3 days	2
2 days	1
1 day	1

2) Grades must be recorded in each category quarterly (class work, homework, and assessments).

d. Teachers must return graded papers and assignments in order to provide on-going, timely feedback to students and parents. A portfolio assessment of each student's work is recommended as additional documentation of student performance.

e. Teachers will grade and give a score for all student assignments.

f. A student will receive a failing grade ("E") for assignments, tests, or quizzes when the following occurs:

1) A student has cheated on a test, quiz, or assigned project.

2) A student fails to produce work within an assigned timeframe.

3) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.

4) A student has been unlawfully absent.

5) A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).

g. Grades will not include systemic assessments that are a part of benchmarking measures.

h. In the event of extenuating circumstances occurring at the end of the course, individual students may be exempted from final examinations upon the recommendation of the teacher and with the written approval of the Principal and the Instructional Director.

GRADING – LAWFUL ABSENCES (REFER TO A.P. 5113)

1. Students who are considered lawfully absent from a class (See Administrative Procedure 5113) will have the opportunity to make up missed assignments.

2. Teachers are required to provide make-up work (within 48 hours) when requested for students who are lawfully absent, including suspensions, and who have not qualified for home teaching.

3. For all suspensions, teachers are required to provide make-up work and assignments to all students, unless other educational alternatives are provided. It is the responsibility of the parent(s)/guardian(s) to contact the school and make arrangements.

4. Students who are lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.

5. The number of days allowed to make up missed work will be equivalent to the number of days of lawful absences. This timeline will begin when the teacher provides the student with the assignments within 48 hours of

the request. Students who fail to complete missed assignments within the allotted time will receive 0 (zero) for each assignment.

6. If lawfully absent students return to school near the close of the first, second, or third marking period and do not have sufficient time as described above to make up the missed work, an "I" grade will be assigned and a comment will be entered that make-up work is pending.

   a. The student's average for the previous marking period (the marking period in which the "I" grade was assigned) will be recalculated and changed on the report card by the next marking period.

   b. The online Grade Change Authorization Form (PS-140) must be used to authorize and document this change.

   c. If a student fails to meet established deadlines for completion of assignments (see above), all missing grades will be converted to 0 (zero) per assignment for non-credit and credit courses.

7. In the fourth marking period, if an "I" grade would otherwise have been assigned, teachers will use all existing grades to determine the student's fourth marking period grade. A request for an exception may be made to the principal.

8. In addition to Home and Hospital Teaching, pregnant and parenting students may make up work in ways other than home and hospital teaching by retaking a semester, participating in an online course credit recovery program, and continuing at the same pace with 6 extra weeks to complete the semester.

GRADING – UNLAWFUL ABSENCES (REFER TO A.P. 5113)

1. In secondary schools, a student with unlawful absences will receive a "failing" grade for any day(s) of such absence(s). The failing grades will be averaged with other daily grades. Teachers should enter "0" (zero) in SchoolMAX for unexcused absences and add a comment to the note section for each applicable assignment "unexcused absence."

2. The school is not required to provide make-up work for unlawful absences.

DETERMINING FINAL GRADES (6-8)

1. For semester and year-long courses, all quarter grades will be given equal weight when computing final grades. In quarter-long courses, the final grade will be the same as the quarter grade.

2. In averaging grades, the letter grades for all quarters are translated to the traditional four-point scale. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters.

3. Grade 6 in elementary schools will follow the same grading procedures for determining grades as Grade 6 located in middle schools. The following will not be included in the elementary Grade 6 determination for grades: Oral and Written Communication, Reading Level, Social Skills, and Work Habits.

4. The grading scale for final grades is as follows:

   A = 3.5-4.0 or higher B = 2.5-3.4 C = 1.5-2.4 D = 0.6-1.4 E = 0.0-0.5

GRADE POINT AVERAGE (GPA)

1. The following numerical equivalents will be used in computing the GPA from report card letter grades:

Non-Honors	A = 4.00	B = 3.00	C = 2.00	D = 1.00	E = 0.00
Honors	A = 4.50	B = 3.50	C = 2.50	D = 1.50	E = 0.00

2. The following grades are not included in GPA calculations: “F”, “I”, “N”, “P”, “W”.

3. Three GPAs are computed for secondary students in Prince George’s County Public Schools.

a. A quarterly GPA will appear on each quarterly report card. It is derived by performing the following procedure:

1) The credit value of each course receiving an A, B, C, D, or E for the quarter will be divided by the number of quarterly grades that the course receives during the year (quarterly credit).

2) For each course receiving an A, B, C, D, or E, the quarterly credit will be multiplied by the grade points awarded for that course.

3) The sum of the products from (b) above will be divided by the sum of quarterly credits.

b. A final, end-of-year GPA will appear on the final report card, the student record card, and the computer printed student record card. It is derived by performing the following procedure:

1) The sum of the products of the quality points awarded in each attempted course is multiplied by the credit value in the same course.

2) The sum of those products is divided by the sum of the credits attempted.

c. A cumulative GPA is calculated for all courses bearing credit and appears on the computer printed student record card in the summary section, provided that the student’s history file is current. It is derived by performing the following procedure:

1) The sum of the products of the grade points awarded in each attempted course (receiving an A, B, C, D, or E) is multiplied by the credit value in the same course.

2) The sum of all credits is divided by the sum of all credits attempted. This includes world language and mathematics credits and grades awarded in middle school through the High School Credit for Middle School Coursework plan.

HONOR ROLL

1. The purpose of the district-wide honor roll program is to recognize and honor secondary students who have attained outstanding academic success and to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects.

2. All schools will implement this honor roll system that recognizes students for high academic achievement at the end of each marking period during the school year. Schools are required to recognize students for performance at two levels: Principal’s Honor Roll and Honor Roll.

3. Students qualifying for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in secondary schools. The following criteria will be used to identify students at each level:

a. Principal’s Honor Roll: Students with at least a 4.0 GPA.

b. Honor Roll: Students with at least a 3.0 GPA or higher.

PROGRESS REPORTS

1. An interim progress report must be issued to all students at the middle of each quarter. Teachers may issue interim progress reports to indicate a significant change in student attainment of learning outcomes or to encourage students to continue their satisfactory progress. Further, individual schools may decide to issue interim progress reports with even greater frequency.

2. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the school system has passed. Students will receive the grade earned, regardless of notification.

REPORT CARDS

1. Report cards for secondary schools will be distributed on a quarterly basis regardless of the scheduling model used.

2. The following information will appear on the secondary report card:

    a. School Name

    b. Course Titles

    c. Course Grades Earned

    d. HSA Status

    e. Student Grade Level

    f. Student Grade Level

    g. Absences from School

    h. Tardiness from School

    i. Teachers' Names

    j. ESOL Courses

    k. Comment

    l. Service Learning Hours Status

PARENT CONFERENCES

1. By the end of the first grading period, teachers in secondary schools will identify those students whose progress suggests that a parent/guardian conference should be conducted in the best interest of the student and his or her achievement and school performance. Teachers will inform parents/guardians of the need for a conference.

2. Parent/guardian conferences are encouraged at any time during the school year if the conference will enhance the parent's/guardian's understanding of and support for their child's schoolwork and school performance.

OUTSTANDING OBLIGATIONS FOR TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS

The student is responsible for paying for any textbook assigned to him or her that is not returned or is damaged. Reimbursement fees for lost or damaged core textbooks collected by the school must be remitted to the Accounting Office of Prince George's County Public Schools. At the end of each school year, school staff will provide notification to the parent that an obligation is owed. For students who are on Free and Reduced Meals, parents may request a fee waiver for the maximum amount of 25% of the textbook cost. Report cards and final grades may not be withheld due to outstanding financial obligations.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

1. Federal law requires that Individualized Education Program (IEP) teams develop IEPs for all students who receive special education and related services. The IEP goals and objectives are based on student needs and should be designed to allow the student to progress in the general education curriculum, as appropriate, with the identified supports and accommodations.

2. Teachers will implement the goals, objectives, supplementary services, accommodations and modifications that have been documented in the student's Individualized Education Program (IEP). Implementation must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment (Maryland Accommodations Manual (MAM), for the Maryland School Assessment for Science or the Maryland

High School assessments and the Partnership for Assessment of Readiness for College and Careers (PARCC) Accessibility Features and Accommodations Manual for the PARCC assessments in English Language Arts/ literacy and Mathematics). The student shall not receive a lower grade on class assignments, projects, tests and quizzes as result of receiving their approved accommodation and modification documented in the student's IEP. In the event a student with a disability is in jeopardy of failing a subject, an IEP meeting must be held to review and revise the IEP accommodations and modifications as appropriate.

3. There is no waiver for the physical education credit requirement. However, there are modifications one may make based on physical limitations or handicapping conditions. Students may participate in a modified program of physical education based upon individual needs. This requires an individual program be adapted to assist students with any modifications necessary. This program would have to be approved by the physical education teacher, supervisor, and local school system for these modifications to be developed.

4. Students with disabilities who are working toward a diploma will:

   a. Have access to instructional and assessment accommodations in both general and special education settings, as specified on the IEP, to allow them to progress in the general education curriculum.

   b. Receive grades based on progress in the general curriculum, with accommodations, as identified on the IEP.

   c. Receive the same report card as is used in general education.

   d. Receive a report of progress related to IEP goals and objectives, in addition to the report card.

5. General and special educators who are teaching in a co-taught class will jointly determine the grades for students with disabilities under the Individuals with Disabilities Education Act (IDEA).

6. Students with significant cognitive disabilities, who are working toward a Maryland Certificate of Program Completion, shall be instructed, assessed and graded on alternate academic outcomes that are linked to the Maryland College and Career Ready State Standards requiring substantial adaptation and modification of grade-level content in the general education curriculum. Students will receive a report of progress related to IEP goals and objectives in addition to the report card.

STUDENTS RECEIVING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SERVICES

1. Title III of the No Child Left Behind Act of 2001 requires that English Language Learners (ELLs) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic standards as all children are expected to meet.

2. Teachers will implement the accommodations that have been documented in the student's Accommodations Documentation for ELL Students. Accommodations must be selected on the basis of the individual student's English proficiency level and must be used consistently for daily instruction and local and state mandated assessments (Maryland Accommodations Manual, MSDE).

3. Students receiving ESOL services will:

   a. Have access to instructional modifications and assessment accommodations in both the general education classroom and ESOL classroom, as specified in the Accommodations Documentation for ELL Students, to allow them to make academic progress in both settings.

   b. Receive grades based on performance on activities and classroom assessments appropriate to the language proficiency level of the student.

   c. Receive the same report card as is used in general education.

4. Content area teachers and ESOL teachers must collaborate throughout the quarter and determine instructional modifications as appropriate.

TRANSFER STUDENTS

1. Accredited/Approved School Transfers

a. The grades of students who transfer into PGCPS from an accredited/approved school will be averaged with grades earned in PGCPS for similar courses to determine a marking period grade.

b. Students entering PGCPS with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. PGCPS system personnel cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.

c. Under the direction of the Office of Professional School Counseling, schools will update the records of each student who enters the school system without quarter grades as best they can with the available information. It will be the responsibility of the school registrar to request the student records including an official transcript from the sending school. The Professional School Counselor will then award grades based on the official transcript review. After a thorough search, if no information can be located then the final grade will be computed with the grades available.

d. The N grade may be used for transfer students only when grades cannot be obtained. The enrollment date determines the action taken to enter grades for the transfer student (see chart below). For any student receiving a final grade of N, the Professional School Counselor must determine if the course should be repeated to meet graduation requirements. The final grade N has zero credit value.

Example of N for Year Long Course (numeric grades are examples).

	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Final Grade
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Progress Report	Quarter Grade	
Enrolls after 1st quarter and before 2nd quarter progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	75
Enrolls 2nd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	N
Enrolls 3rd quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	N
Enrolls 3rd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

Example of N for First Semester Course

Transfer student	Quarter 1		Quarter 2		
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Final Grade
Enrolls 1st quarter before progress report grades publish	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	72
Enrolls 1st quarter after progress report grades publish	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 2nd quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 2nd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

Example of N for Second Semester Course

Transfer student	Quarter 3		Quarter 4		
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Final Grade
Enrolls 3rd quarter before progress report grades publish	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	72
Enrolls 3rd quarter after progress report grades publish	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

e. Transfer grades received in a numeric format only but where the grading scale is different from PGCPS will be converted to numeric grades with the above equivalencies. (For example, when a student arrives with a transfer grade of 65 and the report card indicates that 65 is a Failing graded (E/F), the student's grade is converted to 55 in PGCPS.)

2. Non-Accredited or Unapproved School Transfers

a. Students who transfer into PGCPS from non-accredited or unapproved schools will not be granted credit, unless they pass a subject area test administered through the Department of Testing, Research and Evaluation.

b. Professional School Counselors must contact the Department of Testing, Research and Evaluation staff to schedule tests.

3. International Transfers: Only the counselors of the International School Counseling Office (ISCO) evaluate international student records for student placement and the awarding of credit.

4. Home Schooling Transfers: A parent or guardian who desires to enroll a child in PGCPS from home schooling must submit an Application for Admission to Prince George's County Public Schools (Form PS-48) to the Department of Student Services, Home Schooling Office, at least fifteen (15) days prior to starting public school (See Administrative Procedure 5113.5).

5. Students who have taken online courses without pre-approval must provide evidence and a description of the online courses to the Professional School Counselor. The courses must be reviewed and approved by the Division of Academics/Accountability before credit can be granted to the student.

6. Questions about transfer students' grades should be referred to the Office of Professional School Counselors.

DROPPED COURSES

1. A student may not withdraw from a course after twenty (20) school days in a year-long course (ten (10) school days in a semester course). Exceptional cases will be referred to the School Instructional Team for review and final determination.

2. If a student drops a course within the first 20 school days in a year-long course (ten (10) school days in a semester course), there will be no record of the course or grade on any official school system documents.

3. In exceptional cases where the School Instructional Team has determined that a student may withdraw from a class after the twentieth (20th) school day (ten (10) school days in a semester course), the team will complete the Course Withdrawal Request Form, PS-141.

4. Grades from dropped courses transfer only to new courses of the same title. Grades from dropped courses do not transfer to courses of a different title.

REPEATED COURSES

1. Except in specific cases such as music, if a student fails and then repeats a course then the higher attempt will be the grade of record.

2. If a student wants to repeat a course for a higher grade, school personnel must go into SchoolMAX and set the first course's earned credit to zero, attempted credit to zero, and the flag to exclude to "yes," then the first course is excluded from the GPA. The grade and the course remain on the transcript. The higher of the two grades will be the grade of record. (Note: If the second attempt is a lower grade than the first attempt, school personnel will change the credit back to the first attempt for the course and the flag for the second attempt to "Yes" so that it is excluded from the GPA.)

3. If a student has earned high school credit for a course taken and passed in middle school and/or high school, the course may not be repeated in high school without written consent from the parent or guardian. This written consent must be kept in the student's cumulative folder for future review if necessary.

4. This procedure does not require schools to accommodate students who desire to repeat courses during the school day. Courses may be repeated through credit recovery or Summer School. The principal or designee should work with the student and counselor to review all requests. The principal or designee must give final approval to any student who requests or is in need of a repeat class. Refer to Administrative Procedure 5182 Educational Online Program for additional information.

PROCEDURES FOR APPEAL

AUTHORIZATION OF GRADE CHANGE
REFER TO A.P. 5116

Within five (5) school days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing. Appeals and Grade Change Authorization are addressed in A.P. 5116; please refer to this procedure for details regarding these actions.

PRINTING AND REQUESTS FOR REPRINTS

The IT technician in each school will coordinate progress report and report card reprints with the Help Desk and the Help Desk will inform Student Applications. Requests for reprints must include the reason for the reprint, the area office for the school, and the preference for reprint by school or by grade level.

MONITORING AND COMPLIANCE

In an effort to ensure that the grading and reporting process applied consistently within schools, the following monitoring tools and processes will be utilized annually.

1. All staff members will review the grading and reporting procedures prior to students arrival at the beginning of each school year. A record containing staff signatures to signify completion of this task will be kept on file in the principal's office for four (4) years.
2. Each semester the Chief Academic Officer will generate a report to monitor the use of the N grade for transfer students and missing quarter grades.
3. Principals, or their designee, will ensure that an electronic or hard copy of the course of study/syllabus is made available to parents/guardians by the end of the second week a class/course begins.
4. Principals, or their designee, are responsible for overseeing the entry of numerical grades per week in the electronic gradebook.
5. At the mid-way point and at the end of each quarter, Area Office staff will generate a report of all electronic gradebooks with no grades in the classwork, homework and/or assessment categories for principal and teacher notification and generate a report of all grades for compliance with this procedure.
6. At the mid-way point and at the end of each quarter, Area Office staff will generate a report of all electronic gradebooks with the N grade to ensure final grade compliance with this procedure.
7. Refer to Administrative Procedure 5113 for monitoring and accountability processes that will be utilized to ensure compliance with the Student Attendance, Absence and Truancy procedure.
8. Refer to Administrative Procedure 5116 for monitoring and accountability processes that will be utilized to ensure compliance with the Grade Change Authorization and Appeals procedure.

RELATED PROCEDURES AND INFORMATION

Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Early Childhood Through Grade Five; Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5125, Individual Student School-Based Records; Administrative Procedure 5182, Educational Online Program; Administrative Procedure 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools; Administrative Procedure 10101, Student Rights and Responsibilities Handbook; Administrative Procedure 5116, Grade Change Authorization; Student Records Guidelines Manual.

MAINTENANCE AND UPDATE OF THESE PROCEDURES

The Office of the Chief Academic Officer will be responsible for updating these procedures as needed.

CANCELLATIONS AND SUPERSEDURES

This Administrative Procedure cancels and supersedes Administrative Procedure 5121.2, dated July 12, 2018

EFFECTIVE DATE

August 1, 2018

Attachment: Content Area Grading Factors

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12

Middle School AVID Elective

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the AVID elective.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Participation: collaboration, Group discussions, study groups, and tutorial sessions	**25%**
Homework	AVID curriculum assignments focusing on: writing, inquiry, and reading	**25%**
Assessment	Students are required to maintain a binder systematically ordered to maximize student organization and learning in all classes.	**50%**

Middle School Business Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Business Education Curriculum Framework Progress Guides.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Preparation for class, daily work habits, attendance, time on task, warm-up activities, class participation, critical thinking activities, decision-making activities, technical proficiency, interpersonal skills, team player, time management skills, communication skills (oral, written, listening, body language), general business knowledge, computer skills, presentation skills, initiative, chapter previews, vocabulary activities.	**40%**
Homework	Written assignments, reading assignments, general math skills assignments, general business knowledge assignments.	**20%**
Assessment	Portfolios, written tests, written reports, pre-post tests, technique checklists, midterm/final exams, oral presentations, self evaluations, teacher observations, performance tests, teacher-prepared tests, contracts, mailability, practice tests, short answer tests, problem-style tests, essay tests, production tests, speed tests, audit tests.	**40%**

Middle School Dance Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the anchor standards found in the National Core Arts Dance Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	• Student attends class regularly and actively participates • Performance Warm-Ups • Dance Etiquette • Students Knowledge of dance terminology and technique • Progression and Proficiency of dance technique • Appropriate Dance Attire	**60%**
Homework	• Journal/Portfolio • Special Projects • Written Assignments/Performance Critiques	**20%**
Assessment	• Individual and Group Performance (Informal and Formal • Peer/Self Evaluations • Test/Quizzes (Written and Performance)	**20%**

Middle School Theatre Arts/Drama

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the National Core Arts Standards and Theatre Arts Curriculum.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all work begun and/or completed in class, including: • Study of plays • Essays • Student Journals • Class discussions • Group/Cooperative Activities • Participation • Other tasks as assigned.	**60%**
Homework	Includes all work completed outside of the class setting including: • Readings and/or related tasks • Student journals • Theatre Arts/Performance Etiquette • Other tasks as assigned.	**20%**
Assessment	• Assessments (formative and summative) may be written, oral, and performance based, Other tests and quizzes, Portfolios, Research and/or projects • Ensemble Etiquette • Oral presentations	**20%**

Courses: Acting Studio

Middle School Family and Consumer Sciences

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Family and Consumer Sciences Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Classwork includes all work completed in the classroom setting. This may include but is not limited to notebooks, warm-ups, worksheets, and any written media presentation or oral exercise based on daily objectives completed by an individual or group of students.	**50%**
Homework	General Family and Consumer Sciences activities that may be initiated in and completed outside of the classroom. This may include readings and written assignments.	**10%**
Assessment	This includes any hands on activities and projects that correlates to curriculum frameworks, i.e. child development, food and nutrition and fashion and textiles laboratory experiences, portfolios; and projects. Assessments includes the traditional (quizzes and exams) and alternative methods (presentations and observations, work based learning experiences) of assessing student learning.	**40%**

Middle School ESOL/Engish
(English for Speakers of Other Languages)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the WIDA English Language Development (ELD) standards and objectives found in ESOL curriculum framework progress guides which are aligned to Maryland College and Career Ready Standards.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all work begun and/or completed in class including: • Essays, • Student Journals, • Class Discussions, • Group/Cooperative Activities, • Vocabulary And Grammar, • Participation, • Other Tasks As Assigned.	**25%**
Homework	Includes all work completed outside of the class setting including: • Structured Opportunities To Practice Listening, Speaking, Reading, And Writing, • Student Journals, • Other Tasks As Assigned.	**25%**
Assessment	Assessments (formative and summative) may be written, oral, and performance based including: • Systemic Unit Assessments, • Other Tests And Quizzes, • Portfolios, • Research and/or Projects, • Oral Presentations.	**50%**

Middle School Health Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Health Education Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all work completed in the classroom during instructional time for Health Education. This may include but is not limited to: • Active Participation • Notebooks • Warm-ups • Vocabulary • Written responses • Whole/Small group discussions	**50%**
Homework	Includes all work completed outside of the classroom setting. This may include but is not limited to: • Long-term assignments • Individual and group projects • Journal entries • Written reports	**20%**
Assessment	Formative and summative assessments may be written, oral, or skill-based. This may include but is not limited to: • Quizzes and Tests • Portfolios • Research projects • Oral presentations • Peer/self evaluations	**30%**

Middle School Instrumental Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in Instrumental Music Curriculum Framework Progress Guide

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Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Classwork for the performance based class includes but is not limited to: • Being prepared for class with working instrument, music/ method book, and other required materials. • Preparation of assigned material, and active participation in performances/concerts	**60%**
Homework	Includes but is not limited to home practice assignments, practice records/journals, and other written homework assignments.	**10%**
Assessment	Includes but is not limited to performance tasks (playing tests/quizzes), written assessments, portfolios, rubrics, and peer/self evaluation.	**30%**

Middle School Mathematics

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the content standards found in the Mathematics Common Core Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom setting. Including: • Group Participation • Notebooks • Vocabulary • Written responses • Group discussions • Performance Task • Hands-On Labs • Project Collaboration • Reassessed assignments • Completion of assignments	**40%**
Homework	This includes all work completed outside the classroom and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: • Problem of the Week • On-line Practice • Opportunities for Self-Correction and Revisions • Journals • Projects	**10%**
Assessment	• This category entails both the traditional and alternative methods of assessing student learning. • Group discussions. • Performance Tasks • Problem Based Assessments • Exams. • Quizzes. • Portfolios. • Research/Unit Projects. • Oral presentations. • Surveys • An instructional rubric should be created to outline the criteria for success and scoring for each alternative assessment.	**50%**

Middle School Physical Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in Physical Education curriculum framework progress guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all work completed in the classroom. This may include but is not limited to ● Warm-ups ● Worksheets ● Article critiques ● Notebooks ● Whole/Small group work or discussions ● Vocabulary ● Skill Assessments/Performance-Based Assessments ● personal/social/emotional development.	**70%**
Homework	Includes all work begun or completed outside the classroom/ gymnasium. This may include but is not limited to ● Journals ● Written reports ● Projects ● Fitness logs	**10%**
Assessment	Includes but is not limited to ● Skill assessments ● Written assessments ● Rubrics ● Tasks cards ● Pre and post fitnessgram assessment ● Peer/self evaluation	**20%**

Middle Grades Reading/English Language Arts

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the Maryland College and Career-Ready Standards found in the Reading/English Language Arts Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all work begun and/or completed in class such as: • Evidence-Based Constructed Responses (EBSR) • Essays (Prose Constructed Responses - PCR) • Student journals • Class discussions • Group/cooperative activities • Multi-media presentations • Text-based Vocabulary and grammar activities • Participation • Other tasks as assigned	**40%**
Homework	Includes all work completed outside of the class setting such as: • Readings and/or Related tasks • Evidence-Based Constructed Responses • Student journals • Other tasks as assigned Note: Teacher may grade homework for completion.	**10%**
Assessment	Assessments (formative and summative) may be written, oral, and performance based. Some assessments must include EBSR's and PCR's, including: • Systemic unit assessments • Portfolios • Multi-media presentations/projects • Research Simulation Tasks • Research and/or projects • Oral presentations	**50%**

Middle School Science

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Science curriculum documents.

Please note: The STEM fair process is designed for students to receive more than a single grade for the entire project. As such, various components of the STEM Fair process can be used as classwork, homework and/or assessments.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Will include but not limited to activities that involve: Developing and using models Engaging in argument from evidence Individual and whole class discussions Planning and carrying out investigations Projects (include parts of the STEM Fair process) Mandatory: 20% of classwork must be relevant hands-on and lab experiences. Asking questions (for science) and defining problems (for engineering) Obtaining, evaluating, and communicating information Constructing scientific explanations (for science) and designing solutions (for engineering)	**45%**
Homework	Will include but not limited to assignments that involve: Developing and using models Obtaining, evaluating, and communicating information Constructing scientific explanations (for science) and designing solutions (for engineering)	**15%**
Assessment	Will include but not limited to assessments that involve: Pre/post assessments, final exams, quizzes, final essays/ reports, portfolios Analyzing and interpreting data, using mathematics and computational thinking Oral or written evaluation that reflects the student's performance on a summary of a lesson, chapter or unit Final STEM Fair projects should also be a used as an assessment grade. For students that do not participate, teachers will develop an alternative assignment to assess.	**40%**

Middle School Special Education
Academic Resource
Hearing Resource

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	• Daily Tasks (may include warm-up, use of daily task sheet, time on task) • Strategy logs or journals should be used, with process charts, (see Guidebook or appendix G in the Curriculum Framework Progress Guide) as evidence of learning and implementation of strategies. Modeling and assistance with implementation of strategies is critical.	**25%**
Homework	**ARSC Activities/Study Skills:** • Suggested activities include classroom assignments related to acquisition and implementation of study skills presented through class activities.	**25%**
Assessment	• Quarterly Evaluation • Organization	**50%**

Middle School Social Studies

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress towards the mastery of the indicators and objectives found in the Social Studies Curriculum Framework Progress Guides.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to: • Document Based Analysis • Writing Tasks • Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc. • Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.	**40%**
Homework	Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to: • Content Readings • Study Guides • Video Analysis • Review Notes • Article Review	**20%**
Assessment	Includes formative and summative assessment. Assessments must address content standards and vary to address student population. • Unit Assessment • Project Based Assessment i.e. Research Paper, Exhibit, Performance, Website, Simulation etc .	**40%**

Middle School Technology Integration

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Middle School Technology Integration Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Keyboarding Activities, Daily Discussion Board Entries, Participation on Daily Tech Tasks in Blackboard, Group and Individual Projects.	**70%**
Homework	BCRs and ECRs, Journals, Written Reports.	**10%**
Assessment	AUP Quiz, Peer/Self Evaluations, Project Presentations.	**20%**

Middle School Technology Education

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the middle school Technology Education Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Classwork will include written assignments completed in class by (an individual or group) as well as notebook inspections, warm-ups, notetaking, journal entries, incremental project completion assignments, project documentation, and exit tickets. Career development skills will include career awareness and exploration.	**50%**
Homework	This may include any written assignment based on daily or weekly objectives completed outside the classroom by an individual or group of students.	**25%**
Assessment	Assessments will demonstrate progressive development of student progress; to include formative and summative assessments that will evaluate student skill level of performance. Assessments will also include any project-based or inquiry-based learning activities, project portfolios, written reports or essays, and capstones that correlate to the Curriculum Framework Progress Guide	**25%**

Middle School Visual Art

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Visual Art Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	**Classroom/Group Participation** • Portfolio Presentation, Studio Projects • Class Critiques • Oral Presentations **Class participation** • Concepts/objectives have been met • Completion of project • Creativity, originality • Proper craftsmanship • Warm-ups • Daily work habits • Care of supplies & equipment • Time on task • Group interaction • Studio activities participation • Attendance and promptness • Preparation for class (materials) • Cooperation	**50%**
Homework	• Written Critiques • Class critiques, Research • Vocabular • Notebooks • Warm-ups • Ensemble Etiquette	**20%**
Assessment	**Test, Quizzes, Individual Assessments** • Written critiques • Exams • Journals • Research • Sketchbooks • Oral Presentations • Ensemble Etiquette	**30%**

Middle School Vocal and General Music

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the Vocal and General Music Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	**Individual/group participation:** In class solo and ensemble performances, projects, concepts/ objectives that have been met, critiques, composition, dictation, completion of project, creativity, originality, proper technique and interpretation of style, class participation, daily work habits, care of supplies and equipment, time on task, group interaction, active participation and preparation for class (materials),	**50%**
Homework	Performance evaluation, warm-ups, vocabulary, notebooks, journal entries, written critiques (self and group) and class critiques, reports and projects, ensemble etiquette	**20%**
Assessment	Self-Evaluation, Journals, Notebooks, Research, Projects, Tests, Quizzes, Exams, Written Critiques, Oral Presentations, Attendance at Schedules Performances and Programs, Ensemble Etiquette.	**30%**

Middle School World Languages

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the World Languages Curriculum Framework Progress Guides.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard. Classroom participation will be part of the Communication Standard in this section. Class work should include warm-up. independent activity, group work with rubric and reflection (e.g. journal or notebook section).	**35%**
Homework	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard.	**20%**
Assessment	Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by Standard.	**45%**

National Standards for World Language Learning

Communication: Communicate in Languages Other Than English
Cultures: Gain Knowledge and Understanding of Other Cultures
Connections: Connect with Other Disciplines and Acquire Information
Comparisons: *Develop Insight into the Nature of Language and Culture*
Communities: Participate in Multilingual Communities at Home & Around the World

Grading Middle School Students with Significant Cognitive Disabilities in Community Referenced Instruction (CRI), Regional Schools, and Regional Programs within Comprehensive Schools

Overview: The goal of grading is to provide the students with feedback that reflects their progress toward mastery of the indicators and objectives found in the Maryland College and Career Ready State Standards (MCCRS), National Center and State Collaborative (NCSC) Core Content Connectors (CCCs) and Dynamic Learning Maps (DLM) Essential Elements. This guidance provides teachers of students with significant cognitive disabilities who are scheduled in Alt-courses the grading factors to be used with a brief description and grade percentage per quarter. The brief description provides teachers with the assignments that students can be given to determine grades.

It is very important that the grading system provide valid and meaningful information for the teacher, parent, and student. Grading systems should be accurate, meaningful, consistent, and supportive of learning. Students shall not receive a lower grade on class assignments, projects, tests and quizzes as result of receiving their approved accommodation(s) and modification(s) documented in the student's IEP. Report Card comments should reflect students are learning based on alternate academic outcomes.

Students with Individualized Education Programs will receive report cards same as their non disabled peers; however, it is important to note progress on IEP goals and objectives and report card grades are not synonymous, but may have overlapping areas. While students who receive special education services are required to have annual individualized education program (IEP) goals & objectives, these goals & objectives are not a substitute for the grading assignments linked to the general curriculum. IEP goals identify specific areas of need in which a student will receive specially designed instruction from a special educator in order to access and progress in the general curriculum.

Maryland Online IEP progress reports reflect data collected to address goals and objectives on the IEP. Work samples utilized as a part of addressing IEP goals and objectives that address curriculum based lessons can be used for both reporting IEP progress and report card grades. Report card grades reflect the students' performance on curriculum instruction based on alternate academic standards.

Middle School Adapted Physical Education Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom. This may include but is not limited to: • Warm-ups • Worksheets • Notebooks • Whole/Small Group Work or Discussions • Vocabulary • Skill Assessments/Performance-Based Assessments • Personal/social/emotional development	**70%**
Homework	Includes all work begun and/or completed outside the classroom/gymnasium. This may include but is not limited to: • Journals • Written Reports • Projects • Fitness Logs	**5%**
Assessment	Includes but is not limited to: • Skill Assessments • Written Assessments • Rubrics • Task Cards • Pre and post Fitnessgram Assessment • Peer/self-evaluations	**25%**

Middle School Art Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes but is not limited to: • Notebooks • Warm-ups • Worksheets • Sketchbooks • Art Activities • Art Projects	**100%**

Middle School Health Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom setting. Classwork can include but is not limited to: • Active participation • Notebooks • Warm-ups • Vocabulary • Written responses • Hands-on Activity • Completion of task activities • Whole/Small group discussions • Life skills (Adaptive Daily Living) Activity	**70%**
Homework	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: • Content Vocabulary • Journal Entry • Writing Prompt • Teacher created worksheet • Health Related Project	**5%**
Assessment	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: • Teacher created assessments • Theme and Unit Tests and Quizzes	**25%**

Middle School Literacy/Reading-Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom setting. Classwork can include but is not limited to: • Phonemic Awareness • Phonics • Text-based Vocabulary • Comprehension • Group activity/discussions • Teacher made worksheets • Group discussion • Edmark activities • Unique Learning Systems (ULS) worksheets • Literacy Skills Builder • Writing Prompts • Evidence Based Constructed • Response Rubric	**70%**
Homework	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.). Assignments can include, but are not limited to: • Spelling • Vocabulary • Reading Logs • Writing • Teacher created worksheets • ULS Activity Worksheets • Ex tension to Content Lesson • Evidence Based Constructed • Response Rubric	**5%**
Assessment	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: • Teacher created assessments • Theme and Unit Test and Quizzes • Literacy Assessments • Unique Learning Benchmarks • Edmark • ULS Checkpoints • Brigance Criterion • Informal Reading Inventory	**25%**

Middle School Mathematics Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom setting. Classwork can include but is not limited to: • Problem of Week • Group Activity • Problem Solving • Performance Tasks • Teacher made worksheets • Unique Learning Systems (ULS) worksheets • Equals Math worksheets • Moving with Math • Math Facts • Hands on Work Stations • Content Vocabulary	**70%**
Homework	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: • Problem of Week • Teacher created worksheets • ULS Activity Worksheets • Math Facts • Content Vocabulary • Written Response • Math Journals	**5%**
Assessment	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: • Teacher created assessments • Theme and Unit Tests and Quizzes • Unique Learning Benchmarks • ULS Checkpoints • Equals Assessments • Brigance Criterion • Problem-based Assessments	**25%**

Middle School Music Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes but is not limited to: • Individual and group participation • In-class solo and ensemble performances • Proper care of supplies and equipment • Time and attention to task	**100%**

Middle School Science Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom setting. Classwork can include but is not limited to: • Classroom labs and projects • Unique Learning Systems (ULS) worksheets • Writing Prompt	**70%**
Homework	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: • Vocabulary • Writing • Teacher created worksheets • ULS activity worksheets	**5%**
Assessment	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: • Teacher created assessments • Theme and Unit Tests • Unique Learning Benchmarks • ULS Checkpoints	**25%**

Middle School Social Studies Alt

Community Referenced Instruction (CRI), Regional Schools, and Regional Programs

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	This includes all work completed in the classroom setting. Classwork can include but is not limited to: • Content Vocabulary • Writing Prompt • Oral presentation • Group Activity/Discussions • Unique Learning Systems (ULS) worksheets • Scholastic Readers • News 2 U activites/worksheets	**70%**
Homework	This includes all work completed outside the classroom to be graded on its completion and student's preparation for class (materials, supplies, etc.) Assignments can include, but are not limited to: • Teacher created worksheets • Reading Logs • Scholastic Readers • Content Vocabulary • ULS Activity Worksheets • Current Events	**5%**
Assessment	This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios). Assessments can include, but are not limited to: • Teacher created assessments • Theme and Unit Tests and quizzes • Unique Learning Benchmarks • ULS Checkpoints	**25%**