A. Grading Student Progress

1. Teachers will use the State Curriculum (SC), Core Learning Goals (CLG), Essential Learner Outcomes (ELO) and Common Core State Curriculum (CCSC) to develop a variety of instructional tasks and assessments that document mastery and application of skills, concepts, and processes.

2. Teachers will evaluate individual assignments and grade according to the nature and complexity of the assignment, task or activity. Extra credit assignments will not be used to improve grades or make up for missing assignments.

3. Teachers will use discretion to allow a student to retake tests, demonstrate mastery of material with alternative assessments, and resubmit assignments.

4. Teachers will frequently assess and maintain an accurate and precise record of grades that documents multiple opportunities for students to demonstrate learning throughout the marking period.

5. Teachers will provide instructional and assessment accommodations and modifications for students as documented by English Language Learner (ELL) plan, Individualized Education Program (IEP), or Section 504 plan.

6. Teacher will utilize grading practices that will support the State Curriculum Extended Content Standards for special education students working toward a Maryland High School Certificate.

7. Teachers will provide students and parents an overview in elementary classes or a course syllabus in secondary classes that includes:
   a. Content, skills, and concepts students are expected to acquire;
   b. Grading/evaluation procedures;
   c. Procedures parents can use to contact the teacher;
   d. Materials students are expected to have in class daily;
   e. Procedures students and parents should follow for obtaining make-up work for absences; and
   f. Homework that teachers will be assigning and the frequency, types and purposes of those assignments.

B. Homework

1. The first consideration for assigning high quality homework is the age and developmental readiness of students. All homework assignments shall be designed to meet one or more of the following:
   a. Promote attainment of positive work habits and study skills
   b. Practice material and skills previously taught
   c. Prepare for future lessons
   d. Study for assessments
   e. Extend student understanding of concepts
2. Homework assigned for practice or skill development should not be assigned as much weight as assignments completed at school. Teachers are responsible for evaluating the homework assigned. Teachers must maintain records to document student performance on homework assignments. Homework, if assigned and graded, may count up to 10% of the total points for the marking period.

C. Reporting Student Progress

1. At a minimum, teachers will record student grades every two weeks using the online grading program.

2. Formal grade reporting will accurately reflect what students know and are able to do in relation to grade level and/or course expectations outlined in the SC, CLG, ELO and/or MCCRS. Grades will be reported according to the following:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Performance Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5</td>
<td>4 – Thorough understanding</td>
</tr>
<tr>
<td></td>
<td>3 – Adequate understanding</td>
</tr>
<tr>
<td></td>
<td>2 – Partial understanding</td>
</tr>
<tr>
<td></td>
<td>1 – Minimal understanding</td>
</tr>
</tbody>
</table>

Learning Behaviors Key

<table>
<thead>
<tr>
<th>Learning Behaviors Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Independently exhibits behavior without teacher prompting</td>
</tr>
<tr>
<td>3 – Frequently exhibits behavior with minimal teacher prompting</td>
</tr>
<tr>
<td>2 – Inconsistently exhibits behavior and often requires teacher prompting</td>
</tr>
<tr>
<td>1 – Rarely exhibits behavior and frequently requires teacher prompting</td>
</tr>
</tbody>
</table>

*Performance code should be consistent with the standards for their grade level.

Maryland College and Career Ready Standards (MCCRS) is a standard based framework; therefore the descriptors for letter grades have been changed to reflect the mastery level of students on grade level standards.

| Grades 3 - 12 | A = Outstanding Mastery is evident (90 – 100%) |
|              | B = Above Satisfactory Mastery is evident (80 – 89%) |
|              | C = Satisfactory Mastery is evident (70 – 79%) |
|              | D = Partial Mastery is evident (60 – 69%) |
|              | F = Minimal or no evidence of Mastery (0-59%) |
|              | I = Incomplete evidence of Mastery |
|              | P= Pass                             |

3. Elementary resource teachers will issue grades on a semester basis but will provide feedback on the report card notifying parents of the student's progress each nine weeks. (Effective with 2016-2017 School Year)

4. Teachers will maintain appropriate and open communication with parents through the use of an electronic grading system, written notes, telephone conversations, email, and/or parent conferences. Parents who do not have access to the online grading system may request alternative arrangements for interim progress reports from the school.
D. Attendance

1. 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/or receive credit for the course. Principals are authorized to withhold credit(s) for excessive absences or excessive tardiness.

2. Student participation in school or system-approved activities should be considered as an excused class absence with students responsible for making up missed assignments and/or assessments. Teachers should not penalize students for participating in approved activities.

3. Students are responsible for requesting and completing work missed due to absences. Students shall be permitted two (2) school days to complete work missed during each absence. These make up days will begin the day after the student returns to school. This policy does not automatically extend due-dates for long-term assignments unless approved by the principal.

E. Benchmark Assessments

1. Students will complete benchmark assessments in designated content areas. Assessments are intended to be one class period in length unless otherwise indicated. The benchmark assessments will be administered at the conclusion of a unit of study, not necessarily at the end of a marking period.

2. Students unable to complete a benchmark assessment due to an emergency situation are expected to make-up the assessment. Principals may waive a student’s benchmark assessment because of extenuating circumstances.

3. Each teacher will:
   a. Administer ACPS benchmark assessments consisting of a variety of question types similar to the state assessments.
   b. Establish procedures to administer assessments and provide security for those assessments.

4. While benchmark assessments are formative by definition and designed to assess gaps in student learning for reasons of adjusting instructional delivery prior to state assessments, they may be used for summative purposes and included in the marking period grade.

F. Course Grades/Credits –Secondary Schools only

1. All county schools will recognize previous grades and credits earned based upon established policies and regulations of Allegany County Public Schools.

2. Credit and grades for students transferring from an accredited school outside the county will be based upon the grading policy of the sending school.

3. Transfer grades for students transferring from a non-accredited school will be awarded at the discretion of the principal. Students may be required to earn a “C” or better in the next sequential course to receive credit.
4. No grades or course credit will be awarded for after school or summer courses that are not in the Allegany County Program of Studies.

5. Grades for students transferring between ACPS approved programs (e.g., home and hospital, alternative program etc.) will be averaged into the grades previously and/or subsequently earned for the course.

6. Credit for a college course may be awarded if the course is part of an approved Program of Study as defined by the Maryland State Department of Education or the Allegany County Public Schools in cooperation with respective institutions of higher education.

7. Summer and evening high school grades for students enrolled in a regular day school program will be transferred and calculated into the student’s GPA.

8. All students in Credit Recovery summer school must pass the course in order to receive course credit. In such cases, grading will be in accordance with section C.2 of this regulation.

G. Grade Calculations

   **Grades Pre K – 5**

   The Pre K -5 grades are determined as described in section C.2 of this regulation.

   **Grades 6 – 12**

   The marking period grade calculation for grades 6 – 12 is determined as described in the secondary course syllabus. The percentage will be calculated by the online grading program, rounded to a whole number, and then converted to a letter grade using the scale as described in section C.2 of this regulation.

   **Semester Grade**

   The semester grade is determined by taking the average of the two marking period grades. If semester exams are given, they may be included in the semester grade as provided in the syllabus. The percentage will be calculated by the online grading program, rounded to a whole number, and then converted to a letter grade using the scale as described in section C.2 of this regulation.

   **Final Grade (grades 6 – 12 only)**

   The final grade in a year long course is determined by taking the average of the four marking period grades. If final exams are given, they may be included in the semester grade or may count as 10% of the final grade as provided in the syllabus. The percentage will be calculated by the online grading program, rounded to a whole number, and then convert to a letter grade using the scale as described in section C.2 of this regulation.

   The final grade in a semester course (half credit) is determined by taking the average of the two (2) marking period grades. The percentage will be calculated by the online grading program, rounded to a whole number, and then converted to a letter grade using the scale as described in section C.2 of this regulation.