GRADING POLICY-REG. 1 WEIGHING AND AVERAGING GRADES

Fairness and consistency from teacher to teacher is the goal of the Grading Policy of Caroline County Public Schools. Communicating student achievement to parents as well as the student must be clear and concise. Grades must have meaning and reflect student achievement across all grade levels and in all subjects. Grading is an exercise in professional judgment wherein the educator seeks to ensure that the grade each student receives is an accurate representation of his or her performance. Grades will be reported in two categories, academic achievement and citizenship. In keeping with this philosophy, it shall be the responsibility of all teachers and administrators to insure the following regulations are followed:

1. Homework (See Policy IKB)
   As homework is formative in nature, it cannot count more than 10% of a student’s grade in a grading period.

2. Summative Assessments--Possible items for evaluation to determine a student’s grade and thus their level of achievement:
   a. Tests*
   b. Quizzes
   c. Special Projects—if designed for students to be able to demonstrate learning and achievement.
   d. Laboratory work— if designed for students to be able to demonstrate learning and achievement.
   e. Writing assignments
   *State SOL assessments will be the final exam for EOC courses, except in the case of advanced/honors classes.

3. Formative Assessments such as notebooks, homework, and other class work can be graded; however, as they do not reflect a student's level of achievement, they should not be a major part of the student's grade.

4. Class participation is not to be counted in a student’s grade, unless it is a stated part of the learning goal as in a fine arts or physical education course.

5. Frequency of Evaluation
   a. Formative evaluations must be ongoing through the many different methods available, i.e. questions to check for understanding, homework, class work, etc.
   b. Grades 2-8—There must be a minimum of nine evaluations per grading period averaging one formative or one summative assessment per week in all grades.
   c. Grades 9-12—There must be a minimum of eight evaluations per grading period, averaging 2 per week.
6. Explanation of Weights—Weights must be consistent from school to school and teacher to teacher. While averaging individual's grades is the accepted practice in grades 6-12, extreme variations in performance should be evaluated on a case-by-case basis. Consequently, consideration can be given to the use of statistical measures other than the mean for grade calculations, for example, the median or mode.
   a. Grades 6-12
      Summative Assessments—70%
      May include tests*, quizzes, lab assignments, writing assignments, projects, student interviews, etc. The teacher may decide based on the subject, grade level, and other factors, what assignments will be used to determine student achievement/learning and what weights will be assigned.
      Formative Assessments—30%
      May include other class work, notebooks, homework**

**Homework may not count for more than 10%.

*Semester examinations for year-long courses and mid-term examinations for semester courses may not count more than 20% in grades 6-12.

b. Grades 2-5
   a. Tests 40%
   b. Quizzes 30%
   c. Class work 20%
   d. Homework 10%

7. Notification—Students must be given notification of assessments and other assignments on a weekly/monthly basis through syllabi or calendars and reminded at least one day prior to a summative assessment. It is recommended that students be regularly reminded a few days before all summative assessments.

8. Incomplete Grades—Students are expected to complete ALL required work and, if necessary, will be given multiple opportunities to complete assignments. Students will be given support to do so. Teachers may deduct points for late work but should avoid the indiscriminate use of zeros. Incomplete grades mean there is not enough evidence for the teacher to fairly and adequately determine a student’s level of achievement or learning. Teachers will regularly and consistently remind/encourage inspire students to complete their assignments.

9. Grade Accessibility—Teachers will properly record student grades in a timely and ongoing basis into the current grading platform. It is recommended that grades be recorded within one week after being given.
10. Assignments to be Evaluated—Teachers must provide feedback on all assignments given and may or may not assign marks depending on the type of assignment. Feedback may be written or verbal.

11. Return of Assignments—Assignments must be returned to the student with feedback in a timely manner that is dependent upon the type of assignment and time requirements for grading. Recommended guidelines are within one week of the assignment with additional time as necessary for projects, essays, papers, or other large assignments. Timelines for return of assignments requiring additional time shall be shared with students at the time of turning in the assignments.

12. Make-up work—Students are responsible for making arrangements within two (2) days upon return from an absence to make arrangements for all assignments and tests missed on a day of absence. All students learn differently and come to classrooms with a wide variety of situations. Teachers must determine on a case by case basis the amount of time they should give for make-up work. Students must be allowed to make up summative assessments with no penalty within the grading period. In extreme cases exceptions to this can be granted by the principal.
GRADING POLICY- REG. 2 NON-ACADEMIC EVALUATIONS

1. Academic v. Non-Academic Evaluations

Non-Academic evaluations should never influence academic evaluations. Poor conduct should not influence the academic grades.

2. Non-Academic Evaluations

A. Citizenship
   1. H—Honorable
   2. S—Satisfactory
   3. N—Needs Improvement
   4. U—Unsatisfactory

B. Rubric
   1. H—Citizenship is excellent. The student demonstrates exemplary conduct, honesty, and responsibility.
   2. S—Citizenship is satisfactory. Behavior and work habits are conducive to the learning environment.
   3. N—Citizenship needs improvement. Behavior and work habits are negatively affecting the education of the student.
   4. U—Citizenship is unsatisfactory. Behavior and work habits are seriously affecting the education of the student and/or adversely affecting the learning environment interfering with the achievement of fellow students.

C. Comments: Teachers are strongly encouraged to make comments on all students' report cards and interims. These tools should be used to document the needs for behavior and/or work habits improvements.
GRADING POLICY-REG. 3 KINDERGARTEN AND FIRST GRADE

Each student in kindergarten will be assessed individually using the rubric—succeeding, progressing, and needs improvement.

Kindergarten
- S--Succeeding and demonstrating mastery
- P--Progressing towards mastery
- N--Needs improvement to obtain mastery

First Grade
- E--90-100% Excelling and demonstrating mastery. The student has demonstrated mastery of the skill/concept.
- S--80-89% Succeeding towards mastery. The student has a good understanding of the skill/concept.
- P--70-79% Progressing. The student is still developing the skill/concept but needs more practice.
- N--69% and below Needs Improvement. The child does not have a good understanding of the skill/concept and needs more practice and time to develop.

GRADING SCALE - FIRST GRADE

1. Grading Scale
   a. 10 or more items
      Exellling = E = 90%-100%
      Succeeding = S = 80%-89%
      Progressing = P = 70%-79%
      Needs Improvement = N = 69% and below
   b. 8-9 items
      Exellling = E = Miss none
      Succeeding = S = Miss 1 or 2
      Progressing = P = Miss 3 or 4
      Needs Improvement = N = Miss more than 4
   c. 7 or fewer items
      Exellling = E = Miss none
      Succeeding = S = Miss 1
      Progressing = P = Miss 2
      Needs Improvement = N = Miss more than 2

2. Averaging Grades for Report Cards-- While averaging grades is the accepted practice, extreme variations in performance should be evaluated on a case-by-case basis. Consequently, consideration can be given to the use of statistical measures other than the mean for grade calculations, for example, the median or mode.
Grading Policy - Reg. 4  Grading Scale  Grades 2-12

Grades 2-8
- A+ = 98-100
- A  = 90-97
- B+ = 87-89
- B  = 80-86
- C+ = 77-79
- C  = 70-76
- D+ = 68-69
- D  = 65-67
- F  = 0-64

Grades 9-12

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<tr>
<th>Grade</th>
<th>Quality Points Non-Weighted Courses</th>
<th>Quality Points Weighted Advanced and Honors Courses</th>
<th>Quality Points Weighted College Level Courses (Dual Enrollment and Advanced Placement)</th>
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<td>98-100</td>
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GRADING POLICY-REG. 5    AWARDING CREDIT AND ABSENTEEISM

a. Students in grades 6-8 who have missed a class more than 15 days during the semester for a year-long course will receive a failing grade for that semester. Students in grades 6-8 who have missed a class more than 30 days during the year will receive a failing grade for the year.

b. Students on a block schedule in grades 9-12 who have missed a class more than 8 days will receive a failing grade for the course.

c. This applies to excused and unexcused absences.

d. Students and parents may appeal the decision to the principal.

The decision of the principal may be appealed to the Superintendent's office.

Revised- July 11, 2011
Revised-March 11, 2013