



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

Date

- I. **PURPOSE:** To provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in all elementary schools and centers in the Prince George's County Public Schools.
- II. **POLICY:** COMAR (*Code of Maryland Regulations*) 13A.03.02.12D states that each local school system shall develop a written policy on grading and reporting. The policy must include, but not be limited to, the following:
  - A. The establishment of instructional objectives and standards of performance for each subject.
  - B. Factors to be used in determining grades.
  - C. Reporting contacts between parent (guardian) and teacher.

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 these COMAR regulations.

- III. **DEFINITIONS:**  
**Lawful Absence**

Absence from school, including absence for any portion of the day, of students who are presently enrolled in public schools shall be considered lawful only under the following conditions:

- A. Death in the immediate family. Immediate family means a parent or guardian, brother, sister, grandparent, or anyone who has lived regularly in the household of the student.
- B. Illness of the child. The principal shall require a physician's certificate from the parent or guardian of a child reported continuously absent for illness. A continuous absence is an absence of three or more continuous days.
- C. Court summons.
- D. Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions that would endanger health or safety of the student when in transit to and from school.
- E. Work approved or sponsored by the school, the Prince George's County school system, or the State Department of Education, accepted by the Superintendent of Schools or the school principal, any persons duly authorized by the superintendent or principal, as reasons for excusing the student.
- F. Observance of a religious holiday.
- G. State emergency.
- H. Suspension.
- I. Lack of authorized transportation. This shall not include students denied authorized transportation for disciplinary reasons.



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- J. Enrolled students who are not in compliance with immunization requirements are not withdrawn but excluded from school until they meet immunization requirements. The absences associated with the exclusion of these students from class will be excused absences for the duration of the exclusion. Because the absences are excused, the students are eligible to receive and complete schoolwork during the period of exclusion.
- K. Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.

#### Unlawful Absence

Unlawful absences and/or truancy is defined as the act of a student being absent from school for a day or any portion of a day or from an individual class or any portion of a class for any reason other than those defined as a lawful excuse for absence from school. This definition applies to students over 16 years of age as well as students under 16 years of age.

#### IV. **PROCEDURES:**

##### A. 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 or her unique needs. Students will be graded in accordance with their achievement in meeting specified learning outcomes as reflected in the curricula. The bell curve will not be used as a basis for determining student grades.
2. All students will be graded only on material or information based on learning outcomes and approved curricula.
3. Every student will have the opportunity to earn grades that reflect his/her ability to demonstrate learning outcomes.

##### B. Grading System

###### 1. Grades

- a. Grades will be used on report cards for all subjects.
- b. The grades eligible for use on report cards are A, B, C, D, E, I, N, P, and T with no plus or minus signs.

###### 2. Guide for Determining Pupils' Grades

- a. In reporting to parents or guardians, a grade is used to indicate the performance of each pupil in relation to the attainment of learning outcomes and approved curriculum.



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- b. A student enrolled for twenty-one days or more after the start of the quarter must receive a grade for that grading period.
- c. The grades of students who transfer into Prince George's County Public Schools from an accredited/approved school will be averaged with grades earned in PGCPS for similar subjects to determine a marking period grade. If necessary, questions about transfer students' grades will be referred to the Division of Academics.
- d. Interpretation of the meaning of grades as they appear on the report card is as follows:

#### Head Start and Pre-K, Kindergarten, and grade 1

P = Proficient-child can reliably demonstrate indicator

I = In Process-child demonstrates indicator with assistance

N = Needs Development-child does not demonstrate indicator

T = To Be Taught later



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#### Grades 2-5

A = Excellent progress at the level of instruction indicated 90 – 100%

B = Above Average progress at the level of instruction indicated 80 – 89%

C = Average progress at the level of instruction indicated 70 – 79%

D = Below Average progress at the level of instruction indicated 60 – 69%

E = Unsatisfactory progress (failure) at the level of instruction indicated below 60%

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

- e. A student will receive a “failing” grade 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%)
- f. Grading Factors for core Content Area Teachers (refer to appendix a)
  - 1) By the end of the first 10 days of school, the teacher will communicate in writing the grading procedures, grading factors, and weight assigned to each factor to all students and parents.
  - 2) Teachers will maintain a grade book record of each student’s work, progress and attendance on a daily basis.
    - a. In classes that meet 4-5 times per week, the classroom teacher must record in his/her grade book a minimum of two grades per week in each subject for each student.
    - b. In classes that meet less than four times per week, at least one grade per week will be recorded for each student.
    - c. In both instances, more grades are highly recommended.
    - d. Teachers will return graded papers and assignments in order to provide on-going, timely feedback to student and parents.



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- 3) Special Content Areas. (Art, Vocal and General Music, Instrumental Music, Physical Education, Dance, FLEX/ICAL.) Refer to Appendix A for grading policy and percentages for each special content area.
  - 4) Students with disabilities. Teachers will implement the accommodations and modifications that have been documented in the student's *Individualized Education Program* (IEP). Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment (*Maryland Accommodations Manual*, MSDE). 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.
  - 5) English Language Learners. 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).
  - 6) Factors used to determine student grades
    - (a) Class work
    - (b) Homework
    - (c) AssessmentsGrades will not include quarterly benchmarks.
  - 7) Teachers will grade and give a numerical score for all student assignments in Grades 2-5, when appropriate, including class work, homework, written assignments, projects and labs. For Grade 6, refer to Grading and Reporting for Secondary Schools (5121.2). The lowest score that a student can receive on completed assignments is "50%". A score of "0" will be given to students who do not attempt to complete or fail to submit an assignment. On tests and quizzes, the student will receive the grade earned.
- g. Grading – Lawful Absences (Refer to A.P. 5113)
- 1) Students who are considered lawfully absent (see A.P. 5113) from a class will have the opportunity to make up missed assignments. 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 a zero (0) for each assignment.
  - 2) Teachers are required to provide make-up work within 48 hours of the day a student returns from a lawful absence, including suspensions and those who did not qualify for home instruction. In the event of an extended lawful



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absence (up to 15 school days), make-up work will be provided within 48 hours of return.

- 3) Students who are lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.
  - 4) If lawfully absent students return to school near the close of the marking period and do not have sufficient time as described in #1 above to make up the missed work, an “I” grade will be assigned. If a student fails to meet established deadlines for completion of assignments (see Item #1 above), all missing grades will be converted to a zero (0). 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. The Grade Change Authorization Form PS-140 must be used to authorize and document this change. (See Attachment.)
  - 5) 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.
- g. Grading – Unlawful Absences (Refer to AP 5113)
- 1) In elementary schools, pupils 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.
  - 2) The school must document that, on at least one occasion, the school notified the pupil and parents or guardians of the following:
    - (a) Absences have been noted and recorded;
    - (b) An offer is made to explore and remediate the causes of unlawful absences.
  - 3) The school is not required to provide make-up work for unlawful absences (see AP 5113).

### 3. Determining Final Grades

- a. All quarter grades will be given equal weight when computing final grades.
- b. In averaging final course grades, the letter grades for all quarters are translated to the traditional four-point scale for students in Grades 2-5. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters. For any student who fails two of the four marking periods, the teacher must consider the numeric average to determine the final grade.

### 4. Honor Roll



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The purpose of the honor roll program is to recognize and honor elementary students who have attained outstanding academic success. The district-wide Honor Roll is designed to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects. 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 three levels: Distinguished Scholar Honor Roll, Principal's Honor Roll, and Honor Roll.

Students in Grades 2-5 who qualify 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. Distinguished Scholar: Students with a 4.0 GPA with no grade on the report card below an "A."
- b. Principal's Honor Roll: Students with a 3.0 GPA or higher with no grade on the report card below a "B."
- c. Honor Roll: Students with a 3.0 GPA or higher with no grade on the report card below a "C."

#### C. Reporting

Report cards for elementary schools will be distributed on a quarterly or nine-week basis.

1. Report Card - the following information will appear on the elementary report card where applicable to the grade level:
  - a. School Name
  - b. Course Titles
  - c. Course Grades Earned
  - d. MSA scale scores and range
  - e. Student Grade Level
  - f. Absences from school and class
  - g. Tardiness from school
  - h. Teachers' Names
  - i. ESOL identifier
  - i. Comments
2. Parent Conferences
  - a. By the end of the first grading period, teachers in elementary schools will identify those students whose progress suggests that a parent conference should be conducted in the best interest of the student and his or her achievement and school performance. Teachers will inform parents of the need for a conference. Report cards of these students may be withheld for no



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more than ten days and may be released as soon as a conference date has been established. Report cards must be released on the eleventh day.

- b. Parent conferences are encouraged at any time during the school year if the conference will enhance a parent's understanding of and support for their child's schoolwork and school performance.
3. Progress Reports
    - a. Interim progress reports must be issued for all students at the middle of each quarter. Individual schools may decide to issue interim progress reports with even greater frequency.
    - b. 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.
  4. Outstanding Obligations for Textbooks, and Other Educational Materials

Report cards and final grades may be withheld due to outstanding financial obligations. Administrative Procedure 6161.1, Issuance and Return of Textbooks and Other Education Materials (such as library obligations), provides guidance in the implementation of this procedure.



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#### D. Students Receiving Special Education Services

Federal law requires that an Individualized Education Program (IEP) be developed for all students who receive special education and related services. The IEP is developed by the IEP Team, which includes the parent/guardian/surrogate. The IEP goals and objectives are based upon student needs and should be designed to allow the student to progress in the general education curriculum or alternative curriculum, as appropriate, with the identified supports and accommodations.

1. Students with disabilities, who are working toward a diploma and whose IEP goals and objectives are aligned to the general education curriculum, must have the following:
  - a. 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 upon 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. Receive grades based upon achievement related to goals and objectives on the IEP.
2. General and special educators who co-teach will collaborate in grading students with disabilities under the IDEA in their classes.
3. If the special educator or related service provider is the designated primary instructor for a subject, he or she will determine the grade in that subject area.
4. Report cards for students enrolled in Diversified Occupations subjects must include, "Diversified Occupations" as part of the title of each subject.
5. Students with disabilities, who are working toward a certificate and are using extensive and substantial modifications to access the general curriculum, must have the following:
  - a. A written narrative to report student progress as related to IEP goals and objectives quarterly. Students will receive a report of progress related to IEP goals and objectives, in addition to the report card. The written narrative of progress related to the IEP goals may be used as the report card comments where appropriate.
  - b. A modified report card reflecting the performance indicators of students who participate in the Alternate Maryland School Assessment. The student's grades will be based upon achievement related to what they know and are able to do in relation to the modifications and extensions made to the Voluntary State



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Curriculum and Curriculum Frameworks of PGCPSS, as well as the instructional goals and objectives on the IEP.

#### E. 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 achievement standards as all children are expected to meet.
2. 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 and receive a separate ESOL progress report.
3. Classroom teachers and ESOL teachers must collaborate throughout the quarter and determine instructional modifications as appropriate.
4. In the event that an ESOL student misses all or part of a content area due to ESOL instructional time, classroom and ESOL teachers must collaborate on an appropriate grade in that subject.

#### F. Procedures for Appeal

Within five school days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing. The steps of the appeal are as follows:

1. The parent/guardian will confer with the teacher and provide the reason(s) for appealing the grade. If the parent/guardian is dissatisfied with the resolution they may appeal the teacher's decision to the principal or designee.
2. The principal or designee will confer with the parent/guardian and teacher, make a decision and provide a written response. This decision will be included in the cumulative folder.
3. If the parent/guardian wishes to appeal the principal's decision, he/she will request a conference with the regional assistant superintendent. A further appeal may be made to the Office of the Superintendent.
4. Appeals of grades will be considered if they are based on one or more of the following reasons:
  - a) There is an allegation of an error in averaging or in data entry.



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- b) There is an allegation that factors other than those established at the beginning of the school year were used to determine the grade.
  - c) There is an allegation of personal teacher bias.
5. At each level of appeal, the written decision must be provided to the parent, students and teacher. The request and written decision also must be included in the cumulative folder.
  6. At any level of the appeal, if a grade change is authorized, a Grade Change Authorization Form (Form PS-140) must be completed. (See Item G below.)

**SUMMARY OF ROUTING FOR AN APPEAL:** A student, parent, or guardian should begin an appeal with the teacher. If there is no satisfactory resolution, the next level of appeal is the principal. If there is still not a satisfactory resolution, the next level of appeal is the regional assistant superintendent. The final level of appeal is the Superintendent.

#### G. Authorization of Grade Change

The principal is responsible for following the standard procedure for the authorization and recording of all grade changes.

1. A Grade Change Authorization Form (Form PS-140) will be used to authorize and record the specific reasons for requesting each grade change.
2. Form PS-140 must be signed by the teacher of the subject for which the grade change is requested, and by the school's principal.
3. Upon effecting the grade change in the appropriate database, the authorized data entry person must sign the PS-140.
4. If a grade change involves a final grade, the original grade as recorded on the PDS card and the final report card will be corrected. The new grade will be recorded on the documents, then initialed and dated by the principal.
5. Form PS-140 must be filed in the student's cumulative record folder, with copies distributed as indicated on the form.

#### **V. RELATED PROCEDURES AND INFORMATION:**

Administrative Procedure 6161.1, Issuance and Return of Textbooks and Other Educational Materials; Administrative Procedure 5113, Pupil Attendance and Absence; Administrative Procedure 5121.2, Grading and Reporting for Secondary Schools; Administrative Procedure 5125, Individual Pupil School-based Records; the Student Records Guidelines Manual, and Administrative Procedure 10101, Code of Student Conduct, Notification of Student Suspension; Official Grade Appeals Form

#### **VI. MAINTENANCE AND UPDATING OF THIS PROCEDURE:**



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The Division of Academics will be responsible for updating these procedures as needed.

#### VII. **SUPERSEDURES AND CANCELLATIONS:**

This Administrative Procedure specifically supersedes and cancels the Administrative Procedure 5121 dated September 9, 1987.

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John E. Deasy  
Superintendent

Attachments: Appendix A – Course Specific Grade Factor Descriptions



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#### APPENDIX A

### Elementary Science Grading Factors

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 Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Homework	Will include but not limited to written assignments or projects that can and should be completed outside the classroom	15%
Class Work	Will include but not limited to: Classroom participation Classroom assignments (written or oral) Projects (Individual and/or group) At least 5% of class work must be hands on, lab experiences or projects	35%
Assessments	This may include any oral or written evaluation that reflects the student's performance on a summary of a lesson, chapter or unit. This should also include science problem of the week and post assessments for each unit. Science fair projects should also be a used as an assessment grade.	50%

*(Please note that assignments for science fair during class time or for homework count as class work or homework. the final completed backboard and presentation should be counted as an assessment grade)*



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### Elementary Mathematics Grading Factors

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 Mathematics Curriculum Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Homework	<p>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:</p> <ul style="list-style-type: none"> <li>• Problem of the Week</li> <li>• Friday Night Homework</li> <li>• Winter/Spring Break Packets</li> </ul>	15%
Class Work/ Group Participation	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Notebooks/journals</li> <li>• Written responses to Constructed Responses (brief or extended), where applicable</li> <li>• Active participation in whole/small group discussions, presentations and activities</li> <li>• Active participation in math projects</li> <li>• Completion of class assignments</li> </ul>	35%
Assessments, Tests, Quizzes, Projects	<p>This category encompasses both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Quizzes</li> <li>▪ Portfolios</li> <li>▪ Research/Unit Projects</li> <li>▪ Oral presentations/Interview</li> </ul> <p>Suggested criteria for grading presentations, projects, portfolios:</p> <ul style="list-style-type: none"> <li>▪ Concepts/objectives have been met</li> <li>▪ Completion of project</li> </ul>	50%



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### Elementary Foreign Language Grading Policy

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 Foreign Language Curriculum Framework Progress Guides.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Class Work	Students will be assessed in each of the five (5) National Foreign 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.	<b>35%</b>
Homework	Students will be assessed in each of the five (5) National Foreign Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard.	<b>15%</b>
Assessments	Students will be assessed in each of the five (5) National Foreign Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by Standard.	<b>50%</b>

National Standards for Foreign 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



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### Elementary Social Studies Grading Factors

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 Social Studies Curriculum Framework Progress Guides.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Homework	<p>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:</p> <ul style="list-style-type: none"> <li>• Daily Homework Assignments</li> <li>• Winter/Spring Break Packets</li> </ul>	15%
Class Work/ Group Participation	<p>This includes work completed in the classroom setting. Class work can include, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Notebooks/journals</li> <li>• Written responses to Constructed Responses (brief or extended), where applicable</li> <li>• Active participation in whole/small group discussions, presentations and activities</li> <li>• Active participation in social studies projects</li> <li>• Completion of class room assignments</li> </ul>	35%
Assessments, Tests, Quizzes, Projects	<p>This category encompasses both the traditional (exams and quizzes) and alternative (presentations, projects, portfolios) methods of assessing student learning with the goal of mastery.</p> <ul style="list-style-type: none"> <li>▪ Exams</li> <li>▪ Quizzes</li> <li>▪ Portfolios</li> <li>▪ Research/Unit Projects</li> <li>▪ Oral presentations/Interview</li> </ul> <p>Suggested criteria for grading presentations, projects, portfolios:</p> <ul style="list-style-type: none"> <li>• Concepts/objectives have been met</li> <li>• Completion of project</li> </ul>	50%



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### Elementary Reading/English Language Arts (Grades 2-5)—Grading Factors

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 Reading Curriculum Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description: Reading	Grade Percentage	Brief Description: Oral/Written Communication	Grade Percentage
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: <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Research assignments</li> <li>• Winter/Spring Break Packets</li> </ul>	15%	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: <ul style="list-style-type: none"> <li>• Spelling assignments</li> <li>• Grammar assignments</li> </ul>	15%
Class Work/ Group Participation	This includes work completed in the classroom setting. Class work can include, but is not limited to: <ul style="list-style-type: none"> <li>• Notebooks/journals</li> <li>• Active participation in whole/small group discussions</li> <li>• Completion of class               <ul style="list-style-type: none"> <li>○ room assignments,</li> <li>○ including independent Reading</li> </ul> </li> </ul>	35%	This includes work completed in the classroom setting. Class work can include, but is not limited to: <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Completion of classroom assignments</li> </ul>	35%

(Continued on next page)



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

Date

### Elementary Reading/English Language Arts (Grades 2-5)—Grading Factors, Continued

Assessments	<p>This category encompasses both the traditional (exams and quizzes) and alternative methods of assessing student learning with the goal of mastery (presentations, projects, portfolios, completion of graphic organizers, anecdotal notes of teacher observations, teacher conferences, student written responses) Assessments can include, but are not limited to:</p> <ul style="list-style-type: none"><li>• Theme Test</li><li>• Vocabulary Assessment</li><li>• Word work assignments</li><li>• Comprehension Skill Application</li><li>• Written responses to brief constructed responses (BCR) (for grades 3-5)</li><li>• Reading responses (oral and written)</li></ul>	50%	<p>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:</p> <ul style="list-style-type: none"><li>• Grammar assignments</li><li>• Content of Writing assignments</li><li>• Spelling Test</li><li>• Published writing</li></ul>	50%
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## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

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### Dance Education Grading Factors

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 Dance Education Curriculum Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Class work	Student attends class regularly and actively participates. Warm- Ups Etiquette /Behavior Students Knowledge of dance terminology and technique Progression and Proficiency of dance technique. Warm- Ups	60%
Homework	Handouts Journal/Portfolio Special Projects	20%
Assessments	Individual and Group Achievement Peer/Self Evaluations Test/Quizzes	20%



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

Date

### Elementary Health Grading Factors

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 Elementary Health Education Curriculum Framework Progress Guide.

Factors	Brief Description	Grade Percentage
Class work	Group work, participation Written assignments, journal entries	50%
Homework	Out of class assignments, Long term assignments, individual and group (projects)	20%
Assessments	Tests, quizzes, skill demonstrations	30%



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

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### Instrumental Music Grading Factors

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 Instrumental Music Curriculum Framework Progress Guide. The instrumental music report card provides students grades in six different areas each quarter.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Classwork	Includes being prepared for class with instrument, book, and other required materials; preparation of assigned material, and participation in concerts. Instrumental music students are given individual grades for tone quality, playing/hand position, reading and performing of note symbols, and articulation. Performance-Based Outcomes include but are not limited to: Manipulative skills, movement concepts, personal fitness, personal/social/emotional development.	60%
Homework	Includes all home practice, practice records/journals, and other written homework assignments	10%
Assessments	Includes but is not limited to: performance assessments/playing tests, written assessments, and peer/self evaluations.	30%



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

Date

### Physical Education Grading Factors

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 Physical Education Curriculum Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Class work	Includes all work completed during class time. This may include but is not limited to notebooks, warm-ups, worksheets, and article critiques. Performance-Based Outcomes include but are not limited to: Manipulative skills, movement concepts, personal fitness, 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	10%
Assessments	Includes but is not limited to: skill tests, written tests, rubrics, task cards, fitnessgram, pre and post tests, and peer/self evaluations	20%



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

Date

### Visual Arts Grading Factors

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 Art in the Awakening Years Curriculum Framework Progress Guide.

Factors (class work, homework, assessments)	Brief Description	Grade Percentage
Class work	Notebooks, warm-ups, worksheets, sketchbooks and art projects	70%
Homework	Includes all work begun and/or completed outside the classroom. This may include but is not limited to sketchbook, journals, written reports, other art related projects	10%
Assessments	Includes but is not limited to: written tests, rubrics, pre and post tests, oral/written critiques and self evaluations	20%



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure Number

July 1, 2008

Date

### Vocal and General Music Grading Factors

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 your Vocal and General Music Curriculum Framework Progress Guide.

	Brief Description	Grade Percentage	
		Grades 1-3	Grades 4-5
Class work: individual and group activities	Daily work habits, Proper care of supplies and equipment, Time on task, Group interaction, Preparation for class (materials), Creativity and originality, Proper technique and interpretation of style and In-class solo and ensemble performances	60%	50%
Homework: individual and group assignments	Projects, Concepts/Objectives have been met, Warm-ups, and Journal entries	30%	30%
Assessments: individual and group	Self-evaluation, Journal entries, Homework, Notebooks, Research projects, Written/Oral critiques, Oral presentations, Vocabulary, Attendance at scheduled performances and programs, Portfolios, Quizzes, SR's and BCR'S, and Exams	10%	20%

SR- Selected Responses

BCR – Brief Constructed Responses