



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR SECONDARY SCHOOLS

5121.2

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 secondary schools and centers in the Prince George's County Public Schools.
- II. **POLICY:** COMAR (Code of Maryland Regulations) 13A.03.02.08 states that each local school system shall develop a written policy on grading and reporting. The policy shall include but not be limited to the following:
- A. The establishment of instructional objectives and standards of performance for each course.
  - B. Factors to be used in determining grades.
  - C. Reporting contacts between parent (guardian) and teacher.

Each local school system shall file its policies on grading and reporting 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.
- J. Enrolled students who are not in compliance with immunization requirements are not withdrawn but excluded from school until they meet immunization requirements. The



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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 of each course as reflected in course 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 courses taken for credit.
  - b. The grades eligible for use on report cards are A, B, C, D, E, I, P, F, and W, with no plus or minus signs.
2. Guide for Determining Pupils' Report Card Grades
  - a. In reporting to parents or guardians, a letter 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 in a course for twenty-one days or more after the start of the course must receive a grade for that grading period.
- c. The grades of students who transfer into Prince George's County Public Schools for an accredited/approved school will be averaged with grades earned in PGCPSS for similar courses 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 letter grades as they appear on the report card 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. The "I" grade will not be included in the calculations of the student's Grade Point Average.)

P = Pass (credit bearing)

F = Fail (not credit bearing)

W = Withdrawn. Student drops a course after 20 school days from the start of the course or 10 days in a semester course. "W" does not factor into grade averaging.

Students who transfer into Prince George's County Public Schools from non-accredited or unapproved schools will not be granted credit, unless they pass a subject area test administered through the Department of Testing. Counselors must contact the Testing staff to schedule tests.

International student placement is evaluated only by the counselors of the International School Counseling Office (ISCO) for grade level and the awarding of high school credit.

- e. A student shall receive a "failing" grade for those 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.



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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%).
  - 6.
- f. Grading Factors (See Appendices)
- 1) All teachers must communicate in writing the school system's grading procedures, grading factors, and weight assigned to each factor by the end of the first 10 days of each course to students and parents (See Appendix A: Grading Factors). 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 should consider such factors as preparation, daily work habits, quality, and completeness of assignments in evaluating student performance. The Principal will ensure that all teachers apply these procedures in determining grades.
  - 1) Teachers will maintain a grade book record of each student's work, progress and attendance on a daily basis.
    - a. The classroom teacher should record a minimum of two grades per week in his/her grade book, more than two is highly recommended.
    - b. Teachers must return graded papers and assignments in order to provide on-going, timely feedback to student and parents. A portfolio assessment of each student's work is recommended as additional documentation of student performance.
  - 2) Students with disabilities. Teachers shall 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).
  - 3) 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).
  - 4) Factors used to determine student grades must include the following items (see Appendix A: Grading Factors):
    - a. Assessment



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- b. Class Work
- c. Homework

Grades will not include quarterly benchmarks.

- 5) Teachers will grade and give a numerical score for all student assignments.
  - 6) 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 Regional Assistant Superintendent.
- g. Grading – Lawful Absences
- 1) Students who are considered lawfully absent 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) 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, a “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.
  - 3) When “I” grades do appear on the report card, they will not be included in the calculations of the student’s GPA.
  - 4) 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.
  - 5) In secondary schools, five (5) days of lawful absence per semester course, or ten (10) days of lawful absence per full year course shall result in the assignment of an “E” for the course if a pupil did not complete make-up work for missed time or receive home teaching. However, the school must document that on at least one occasion during the course of the accrued absences, the school notified the



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pupil and parents or guardians of the following: (a) Absences have been noted and recorded; (b) The pupil stands in peril of receiving an “E” for the course; and (c) Work missed was not made up.

- 6) An “E” should be assigned to a pupil with excessive lawful absences who has not completed make-up work within the prescribed time period and who otherwise would have received a passing grade. Teachers must notify the student and parents that “E” was assigned for that course and provide the procedures for changing the grade.
- 7) Teachers are required to provide make-up work (within 48 hours) when requested for pupils who are lawfully absent, including suspensions, and who have not qualified for home teaching.
- 8) 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/guardian(s) to contact the school and make arrangements.
- 9) Students who are lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.

#### h. Grading – Unlawful Absences

- 1) In secondary 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) In secondary schools, five (5) days of unlawful absence per semester course or ten (10) days of unlawful absence per full year course shall result in the assignment of an “E” for the course. However, the school must document that on at least one occasion in the course of the accrued absences, the school notified the pupil and the parents or guardians of the following: (a) absences have been noted and recorded; (b) the pupil stands in the peril of receiving an “E” for the course; and (c) 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.
- 4) A final grade of “E” should be given to a student with excessive unlawful absences who otherwise would have received a passing grade.

#### 3. Determining Final Grades

For semester and year-long courses, all quarter grades will be given equal weight when computing final grades.



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- a. In quarter-long courses, the final grade will be the same as the quarter grade.
- b. 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.

#### 4. Honor Roll

The purpose of the honor roll program is to recognize and honor secondary 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 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. *Distinguished Scholar*: Students with a 4.0 GPA or higher with no grade below an "A"
- b. *Principal's* Honor Roll: Students with a 3.0 GPA or higher with no grade below a "B"
- c. Honor Roll: Students with a 3.0 GPA or higher with no grade below a "C".

#### 5. Dropped Courses

- a. A student may not withdraw from a course after 20 school days in a year-long course (10 school days in a semester course). Exceptional cases will be referred to SIT for review and final determination.
- b. If a student drops a course within the first 20 school days in a year-long course (10 school days in a semester course), there will be no record of the course or grade on any official school system documents.
- c. In exceptional cases where the SIT Team has determined that a student may withdraw from a class after the 20<sup>th</sup> school day (10 school days in a semester course), the team will complete the *Course Withdrawal Request Form*, PS-141. The dropped course title, a "W" (withdrawal), and "0.00" credit will appear on all official documents, beginning with the marking period immediately following the period in which the course was dropped.

#### 6. Repeated Courses



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- a. Except in specific cases such as music, a student may not receive more than one credit for the same course. If the course is repeated both courses will appear on the transcript, but the higher grade and credit will be posted. The credit earned for the lowest grade received must be changed to a zero at the school level, and will not be included in the computation of the cumulative GPA. If a student repeats a course, the listed courses will remain on the transcript, but the higher grade of the two and credit earned will be posted.
- b. It should be noted that this procedure does not require schools to accommodate students who desire to repeat courses during the school day. Courses may be repeated only if resources are available. Students may enroll in approved alternative learning opportunities programs such as summer school, Evening High School, or Saturday School. The principal or designee must give final approval to any student who requests to repeat a class.

#### 7. Grade Point Averages

- a. In computing the GPA from report card letter grades, the following numerical equivalents shall be used:

A	=	4.00
B	=	3.00
C	=	2.00
D	=	1.00
E	=	0.00

The following grades are not included in GPA calculations: "I", "P", "F", "W".

- b. AP and IB courses are approved for additional weighting at the high school level. Additional courses may be approved system-wide by the Superintendent. In computing the GPAs from report card letter grades, the following numerical equivalents will be used:

A	=	5.00
B	=	4.00
C	=	3.00
D	=	2.00
E	=	0.00

At the middle school level, students in courses designated as those for which weighted grades are give may receive additional weighting only for grades of A or B. The following quality points are assigned:

A	=	5.00
B	=	4.00

- c. Three Grade Point Averages are computed for secondary students in Prince George's County Public Schools.



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- 1) A quarterly GPA will be provided for each individual quarter and will appear on the quarterly report card. It is derived by performing the following procedure:
  - a) 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);
  - b) For each course receiving an A, B, C, D, or E, the quarterly credit will be multiplied by the quality points awarded for that course.
  - c) The sum of the products from “b” above will be divided by the sum of quarterly credits.
  
- 2) A final, end-of-year GPA will be calculated for all secondary students. It is derived by taking the sum of the products of the quality points awarded in each attempted course multiplied by the credit value in the same course, then dividing the sum of those products by the sum of the credits attempted. This annual GPA will appear on the final report card, the student record card, and the computer printed student record card.
- 3) The cumulative GPA is calculated for all courses bearing credit. It is derived by taking the sum of the products of the quality points awarded in each attempted course (receiving an A, B, C, D, or E) multiplied by the credit value in the same course, then dividing the sum of all credits by the sum of all credits attempted. This includes foreign language and mathematics credits and grades awarded in middle school through the High School Credit for Middle School Coursework plan. It also includes day, evening and summer school courses from initial entry into Grade 9 through dates of issuance of the computer printed student record card. The cumulative GPA does not appear on a student’s report card. The cumulative GPA appears on the computer printed student record card in the summary section, provided that the student’s history file is current.

#### C. Reporting

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

1. Report Card – the following information will appear on the secondary report card:
  - a. School Name
  - b. Course Titles
  - c. Course Numbers
  - d. Course Grades Earned
  - f. MSA and HSA scores
  - g. Student Grade Level
  - h. Absences from school
  - i. Tardies from school



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- j. Teachers' Names
- k. Counselor's Name
- l. ESOL identifier
- m. Comments

#### 2. Parent Conferences

- a. By the end of the first grading period, teachers in secondary 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 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

- c. An interim progress report must be issued for all students at the middle of each quarter to students. 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.
- d. 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.

#### 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. The IEP goals and objectives are based upon student needs and should be designed to allow the student to progress in the general



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education curriculum, as appropriate, with the identified supports and accommodations.

1. Students with disabilities who are working toward a diploma shall:
  - 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 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.
2. General and special educators who are teaching in a co-teach class shall collaborate in grading students with disabilities under the IDEA in their classes.
3. Students with disabilities, who are working toward a Maryland Certificate of Program Completion and are using extensive and substantial modifications to access the general curriculum shall:
  - a. Students will receive a report of progress related to IEP goals and objectives, in addition to the report card.
  - b. The student's grades will be based on acquired knowledge using the appropriate modifications and extensions made to the VSC and Curriculum Frameworks of PGCPS, 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 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.



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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 days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing on the official appeals form. 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 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.
    - 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.

**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.



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#### 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 (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 course for which the grade change is requested, and BY the school 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 student record card and the final report card will be rewritten. The new grade, recorded by the registrar, will be recorded on the documents, 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.
6. School staff shall contact the Office of Applications Technology for the computation of the quarterly Grade Point Average if a grade change is authorized.

#### **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 5121.1, Assessment and Grading for All Elementary School Programs; Administrative Procedure 5125, Individual Pupil School-based Records; 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:**

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 dated September 9, 1987.

**VIII. EFFECTIVE DATE:** July 1, 2008

JOHN E. DEASY  
Superintendent

ATTACHMENTS: APPENDIX A – CONTENT AREA GRADING FACTORS



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### 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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK ACTIVITIES/CURRICULUM</b>	THE AVID CURRICULUM FOCUSES ON WRITING, INQUIRY, COLLABORATION, AND READING. THE IN-CLASS LESSONS SUPPORT STUDENT ACHIEVEMENT IN CONTENT COURSES. COLLABORATION IS USED AS A BASIS FOR INSTRUCTION IN THE AVID CLASSROOM; THEREFORE STUDENT PARTICIPATION IN GROUP DISCUSSIONS, STUDY GROUPS, AND TUTORIAL SESSIONS IS CRITICAL.	<b>25%</b>
<b>PARTICIPATION</b>		<b>25%</b>
<b>ASSESSMENT BINDER</b>	STUDENTS ARE REQUIRED TO MAINTAIN A BINDER SYSTEMATICALLY ORDERED TO MAXIMIZE STUDENT ORGANIZATION AND LEARNING IN ALL CLASSES.	<b>50%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### 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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	GROUP WORK, PARTICIPATION WRITTEN ASSIGNMENTS, JOURNAL ENTRIES	<b>30%</b>
<b>HOMEWORK</b>	OUT OF CLASS ASSIGNMENTS	<b>20%</b>
<b>PROJECTS</b>	LONG TERM ASSIGNMENTS, INDIVIDUAL AND GROUP	<b>20%</b>
<b>ASSESSMENT</b>	TESTS, QUIZZES, SKILL DEMONSTRATIONS	<b>30%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### 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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASS WORK</b>	KEYBOARDING ACTIVITIES, DAILY DISCUSSION BOARD ENTRIES, PARTICIPATION ON DAILY TECH TASKS IN BLACKBOARD, GROUP AND INDIVIDUAL PROJECTS	<b>70%</b>
<b>HOMEWORK</b>	BCRS AND ECRS, JOURNALS, WRITTEN REPORTS	<b>10%</b>
<b>ASSESSMENT</b>	AUP QUIZ, PEER/SELF EVALUATIONS, PROJECT PRESENTATIONS	<b>20%</b>



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR SECONDARY SCHOOLS

5121.2

Procedure Number

July 1, 2008

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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### OFFICE OF EXPERIENTIAL LEARNING COOPERATIVE EDUCATION COOPERATIVE WORK EXPERIENCE/WORK-BASED LEARNING COMPONENT

**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 COOPERATIVE EDUCATION/WORK-BASED LEARNING COMPONENT CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	THIS CATEGORY INCLUDES DAILY IN CLASS WORKPLACE READINESS SKILLS, TRAINING AGREEMENTS, TRAINING PLAN, DOCUMENTATION OF GROSS EARNINGS, HOURS WORKED AND/OR OTHER TASKS AS ASSIGNED.	<b>50%</b>
<b>HOMEWORK</b>	THIS CATEGORY INCLUDES ALL WORK BEGUN AND/OR COMPLETED OUTSIDE THE CLASSROOM SETTING/TRAINING SITE AND/OR OTHER TASKS AS ASSIGNED.	<b>10%</b>
<b>ASSESSMENT</b>	THIS CATEGORY INCLUDES THE EMPLOYER EVALUATION.	<b>40%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### OFFICE OF EXPERIENTIAL LEARNING COOPERATIVE EDUCATION COOPERATIVE CAREER 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 COOPERATIVE CAREER EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	THIS CATEGORY INCLUDES DAILY IN CLASS WORKPLACE READINESS SKILLS, WARM UP ACTIVITIES, ANY WORK UTILIZING WRITTEN AND/OR TECHNOLOGY-BASED STANDARDS, CLASS DISCUSSIONS, GROUP ACTIVITIES, DAILY STUDENT JOURNALS, PROPER MAINTENANCE OF EQUIPMENT, AND OTHER REGULARLY ASSIGNED LEARNING TASKS.	<b>60%</b>
<b>HOMEWORK</b>	THIS CATEGORY INCLUDES ALL WORK BEGUN AND/OR COMPLETED OUTSIDE THE CLASSROOM SETTING. ASSIGNMENTS MAY INCLUDE READINGS, WRITTEN ASSIGNMENTS OR OTHER TASKS AS ASSIGNED.	<b>10%</b>
<b>ASSESSMENT</b>	THIS CATEGORY INCLUDES TESTS, QUIZZES, CAREER PORTFOLIOS, SENIOR PROJECTS, AND NOTEBOOKS.	<b>30%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### OFFICE OF EXPERIENTIAL LEARNING COOPERATIVE EDUCATION COOPERATIVE OFFICE 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 COOPERATIVE OFFICE EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	THIS CATEGORY INCLUDES DAILY IN CLASS WORKPLACE READINESS SKILLS, WARM UP ACTIVITIES, ANY WORK UTILIZING WRITTEN AND/OR TECHNOLOGY-BASED STANDARDS, CLASS DISCUSSIONS, GROUP ACTIVITIES, DAILY STUDENT JOURNALS, PROPER MAINTENANCE OF EQUIPMENT, AND OTHER REGULARLY ASSIGNED LEARNING TASKS.	<b>60%</b>
<b>HOMEWORK</b>	THIS CATEGORY INCLUDES ALL WORK BEGUN AND/OR COMPLETED OUTSIDE THE CLASSROOM SETTING. ASSIGNMENTS MAY INCLUDE READINGS, WRITTEN ASSIGNMENTS OR OTHER TASKS AS ASSIGNED.	<b>10%</b>
<b>ASSESSMENT</b>	THIS CATEGORY INCLUDES TESTS, QUIZZES, CAREER PORTFOLIOS, SENIOR PROJECTS, AND NOTEBOOKS.	<b>30%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### OFFICE OF EXPERIENTIAL LEARNING COOPERATIVE EDUCATION MARKETING 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 MARKETING EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	THIS CATEGORY INCLUDES DAILY IN CLASS WORKPLACE READINESS SKILLS, WARM UP ACTIVITIES, ANY WORK UTILIZING WRITTEN AND/OR TECHNOLOGY-BASED STANDARDS, CLASS DISCUSSIONS, GROUP ACTIVITIES, DAILY STUDENT JOURNALS, PROPER MAINTENANCE OF EQUIPMENT, AND OTHER REGULARLY ASSIGNED LEARNING TASKS.	<b>60%</b>
<b>HOMEWORK</b>	THIS CATEGORY INCLUDES ALL WORK BEGUN AND/OR COMPLETED OUTSIDE THE CLASSROOM SETTING. ASSIGNMENTS MAY INCLUDE READINGS, WRITTEN ASSIGNMENTS OR OTHER TASKS AS ASSIGNED.	<b>10%</b>
<b>ASSESSMENT</b>	THIS CATEGORY INCLUDES TESTS, QUIZZES, CAREER PORTFOLIOS, SENIOR PROJECTS, AND NOTEBOOKS.	<b>30%</b>



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### GRADING AND REPORTING FOR SECONDARY SCHOOLS

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#### APPENDIX A

### PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### 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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	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.	<b>25%</b>
<b>HOMEWORK</b>	GENERAL FAMILY AND CONSUMER SCIENCES ACTIVITIES THAT MAY BE INITIATED IN AND COMPLETED OUTSIDE OF THE CLASSROOM. THIS MAY INCLUDE READINGS AND WRITTEN ASSIGNMENTS.	<b>10%</b>
<b>ASSESSMENT</b>	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.	<b>65%</b>



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### APPENDIX A

## PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

### FOREIGN LANGUAGE

**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	BRIEF DESCRIPTION	GRADE PERCENTAGE PER QUARTER
<b>CLASS WORK</b>	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>
<b>HOMEWORK</b>	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>20%</b>
<b>ASSESSMENT</b>	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>45%</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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### GRADING AND REPORTING FOR SECONDARY SCHOOLS

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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### OFFICE OF EXPERIENTIAL LEARNING HIGH SCHOOL CADET FIRE FIGHTER PROGRAM

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 COOPERATIVE CAREER EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	THIS CATEGORY INCLUDES DAILY IN CLASS WORKPLACE READINESS SKILLS, WARM UP ACTIVITIES, ANY WORK UTILIZING WRITTEN AND/OR TECHNOLOGY-BASED STANDARDS, CLASS DISCUSSIONS, GROUP ACTIVITIES, SAFETY TRAINING, FIRE SAFETY INSPECTIONS, TRAINING DRILLS, DAILY STUDENT JOURNALS, PROPER MAINTENANCE OF EQUIPMENT, AND OTHER REGULARLY ASSIGNED LEARNING TASKS.	<b>40%</b>
<b>HOMEWORK</b>	THIS CATEGORY INCLUDES ALL WORK BEGUN AND/OR COMPLETED OUTSIDE THE CLASSROOM SETTING. ASSIGNMENTS MAY INCLUDE READINGS, WRITTEN ASSIGNMENTS OR OTHER TASKS AS ASSIGNED.	<b>10%</b>
<b>ASSESSMENT</b>	THIS CATEGORY INCLUDES TESTS, QUIZZES, SENIOR PROJECTS, AND CAREER PORTFOLIOS.	<b>50%</b>



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5121.2

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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### HIGH 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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
CLASSWORK	GROUP WORK, PARTICIPATION WRITTEN ASSIGNMENTS, JOURNAL ENTRIES	40%
HOMEWORK PROJECTS	OUT OF CLASS AND LONG TERM ASSIGNMENTS	30%
ASSESSMENT	TESTS, QUIZZES, SKILL DEMONSTRATIONS	30%



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5121.2

Procedure Number

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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### 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 THE INSTRUMENTAL MUSIC CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	CLASS PARTICIPATION, OUT OF SCHOOL PERFORMANCE PARTICIPATION,	<b>50%</b>
<b>HOMEWORK</b>	HOME PRACTICE, PRACTICE JOURNAL/RECORDS, WRITTEN ASSIGNMENTS	<b>20%</b>
<b>ASSESSMENT</b>	PERFORMANCE TASKS (PLAYING TESTS/QUIZZES), WRITTEN ASSESSMENTS, PORTFOLIOS, RUBRICS	<b>30%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### 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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b> CLASSROOM/GROUP PARTICIPATION	IN CLASS SOLO AND ENSEMBLE PERFORMANCES, PROJECTS, CONCEPTS/OBJECTIVES THAT HAVE BEEN MET, 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)	<b>50%</b>
<b>ASSESSMENT</b> TEST, QUIZZES, INDIVIDUAL	SELF-EVALUATION, JOURNALS, HOMEWORK NOTEBOOKS, RESEARCH, PROJECTS QUIZZES, EXAMS, WRITTEN CRITIQUES ORAL PRESENTATIONS, ATTENDANCE AT SCHEDULES PERFORMANCES AND PROGRAMS	<b>30%</b>
<b>WRITTEN COMPONENTS</b>	PERFORMANCE EVALUATION, WARM-UPS, VOCABULARY, NOTEBOOKS, WRITTEN CRITIQUES AND CLASS CRITIQUES	<b>20%</b>



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### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### MILITARY SCIENCE

**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 PROGRAM OF INSTRUCTION FOR AIR FORCE, ARMY, NAVY AND MARINE CORPS JROTC CURRICULUMS.

FACTORS	BRIEF DESCRIPTION	GRADE PERCENTAGE PER QUARTER
<b>CLASS WORK</b>  <b>LEADERSHIP LAB</b>	THIS MAY INCLUDE ANY WRITTEN (I.E. WORKSHEET, TEXTBOOK PRACTICES, ETC) MEDIA PRESENTATION, OR ORAL EXERCISE BASED ON DAILY OBJECTIVES. COMPLETED BY AN INDIVIDUAL OR GROUP OF STUDENTS. WEAR OF APPROPRIATE UNIFORM AND USE OF MILITARY COURTESIES.	15%
<b>HOMEWORK</b>	THIS CATEGORY INCLUDES ALL WORK THAT IS COMPLETED OUTSIDE OF THE CLASS SETTING. THIS MIGHT INCLUDE READING AND/OR ACCOMPANYING TASKS, WRITTEN ASSIGNMENTS, JOURNALING, OR OTHER TASKS AS ASSIGNMENTS.	15%
<b>ASSESSMENT</b>  <b>TESTS, QUIZZES AND PROJECTS</b>	THIS CATEGORY INCLUDES THE TRADITIONAL METHOD OF ASSESSING STUDENT LEARNING. TESTS WILL ASSESS KNOWLEDGE AND PROCESSES GAINED AT THE END OF A UNIT OF STUDY; QUIZZES SHOULD ACCESS KNOWLEDGE AND PROCESSES ACQUIRED THROUGHOUT THE COURSE OF A UNIT OF STUDY. THIS CATEGORY ALSO INCLUDES ANY SHORT AND LONG-TERM SPECIAL PROJECTS ASSIGNED (INDIVIDUAL OR GROUP) BY THE INSTRUCTOR.	50%
<b>WRITTEN ASSIGNMENTS (ORAL AND WRITTEN)</b>	THE CATEGORY INCLUDES WRITTEN ASSIGNMENTS BCRS, ECRS, PORTFOLIOS, AND WRITTEN ASSIGNMENTS DIRECTED BY THE PROGRAM OF INSTRUCTION.	20%



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### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### I. SECONDARY MATHEMATICS (COURSES RECEIVING MATHEMATICS CREDIT)

**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	BRIEF DESCRIPTION	GRADE PERCENTAGE PER QUARTER
<p><b>CLASS WORK/ GROUP PARTICIPATION</b></p>	<p>THIS INCLUDES ALL WORK COMPLETED IN THE CLASSROOM SETTING. INCLUDING:            NOTEBOOKS            WARM-UPS            VOCABULARY            WRITTEN RESPONSES TO CONSTRUCTED RESPONSES (BCR/ECR), WHERE APPLICABLE            GROUP DISCUSSIONS            ACTIVE PARTICIPATION IN MATH PROJECTS            COMPLETION OF ASSIGNMENTS</p>	<p><b>20%</b></p>
<p><b>HOMEWORK</b></p>	<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 NOT LIMITED TO:            PROBLEM OF THE WEEK            FRIDAY NIGHT HOMEWORK</p>	<p><b>10%</b></p>
<p><b>ASSESSMENT TEST, QUIZZES, PROJECTS</b></p>	<p>THIS CATEGORY ENTAILS BOTH THE TRADITIONAL (EXAMS AND QUIZZES) AND ALTERNATIVE (PRESENTATIONS, PROJECTS, PORTFOLIOS) METHODS OF ASSESSING STUDENT LEARNING.            EXAMS            QUIZZES            PORTFOLIOS            RESEARCH/UNIT PROJECTS            ORAL PRESENTATIONS  <b>SUGGESTED CRITERIA FOR GRADING PRESENTATIONS, PROJECTS, PORTFOLIOS:</b>            CONCEPTS/OBJECTIVES HAVE BEEN MET            COMPLETION OF PROJECT            CREATIVITY, ORIGINALITY</p>	<p><b>70%</b></p>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### 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 THE PHYSICAL EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	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.	<b>70%</b>
<b>HOMEWORK</b>	INCLUDES ALL WORK BEGUN AND/OR COMPLETED OUTSIDE THE CLASSROOM/GYMNASIUM. THIS MAY INCLUDE BUT IS NOT LIMITED TO JOURNALS, WRITTEN REPORTS, PROJECTS	<b>10%</b>
<b>ASSESSMENT</b>	INCLUDES BUT IS NOT LIMITED TO: SKILL TESTS, WRITTEN TESTS, RUBRICS, TASK CARDS, FITNESSGRAM, PRE AND POST TESTS, AND PEER/SELF EVALUATIONS	<b>20%</b>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### SECONDARY 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 INDICATORS AND OBJECTIVES FOUND IN THE DANCE EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	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 ETIQUETTE /BEHAVIOR	60%
<b>HOMEWORK</b>	HANDOUTS JOURNAL/PORTFOLIO SPECIAL PROJECTS	20%
<b>ASSESSMENT</b>	INDIVIDUAL AND GROUP ACHIEVEMENT PEER/SELF EVALUATIONS TEST/QUIZZES	20%



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### READING/ENGLISH LANGUAGE ARTS GRADES 6-12 SECONDARY

**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/ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	INCLUDES ALL WORK BEGUN AND/OR COMPLETED IN CLASS, CLASS DISCUSSIONS, GROUP ACTIVITIES, STUDENT JOURNALS, WARM-UPS, AND OTHER ASSIGNED TASKS.	<b>10%</b>
<b>HOMEWORK</b>	INCLUDES ALL WORK COMPLETED OUTSIDE OF THE CLASS SETTING. ASSIGNMENTS MIGHT INCLUDE READINGS AND/OR ACCOMPANYING TASKS, WRITTEN ASSIGNMENTS, AND PRACTICE EXERCISES.	<b>10%</b>
<b>ASSESSMENT (ORAL AND WRITTEN)</b>	INCLUDES ALL TESTS, SYSTEMIC MINI ASSESSMENTS, QUIZZES, AND QUARTERLY ASSESSMENTS. ASSESSMENTS MAYBE BOTH WRITTEN AND PERFORMANCE BASED. SOME MUST BE IN THE SELECTED RESPONSE FORMAT.	<b>20% TESTS 20% QUARTERLY ASSESSMENTS 5% QUIZZES 5% MINI-ASSESSMENTS</b>
<b>WRITTEN ASSIGNMENTS, PRESENTATIONS</b>	INCLUDES SR'S, BCR'S, ECR'S, ESSAYS WHICH EVALUATE STUDENT PERFORMANCE IN WRITING <u>OR</u> PRESENTATION OF IDEAS.	<b>30%</b>



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### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### 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 FRAMEWORK PROGRESS GUIDES.

FACTORS	BRIEF DESCRIPTION	GRADE PERCENTAGE PER QUARTER
<p><b>CLASSWORK INCLUDES LABS AND PROJECTS</b></p>	<p>THIS MAY INCLUDE ANY WRITTEN (I.E. WORKSHEET, TEXTBOOK PRACTICE, ETC.) ASSIGNMENT, MEDIA PRESENTATION, OR ORAL EXERCISE BASED ON DAILY OBJECTIVES COMPLETED INSIDE THE CLASSROOM BY AN INDIVIDUAL OR GROUP OF STUDENTS, ALIGNED TO THE CURRICULUM FRAMEWORK PROGRESS GUIDE. <u>EVALUATIVE INDICATOR</u> REPORTED AS TOTAL POINTS OR PERCENTAGE GRADE.</p>	<p>40 %</p>
<p><b>HOMEWORK</b></p>	<p>THIS MAY INCLUDE ANY WRITTEN OR MEDIA PRESENTATION BASED ON DAILY OR WEEKLY OBJECTIVES COMPLETED OUTSIDE THE CLASSROOM BY AN INDIVIDUAL OR GROUP OF STUDENTS. <u>EVALUATIVE INDICATOR</u> TEACHER MAY CHECK FOR COMPLETION BY STUDENT AND ASSIGN POINTS ACCORDINGLY.</p>	<p>15 %</p>
<p><b>ASSESSMENT</b></p>	<p>THIS MAY INCLUDE LABS OR HANDS ON ACTIVITIES; PROJECTS OR ANY EVALUATION THAT REFLECTS THE STUDENT'S PERFORMANCE ON A SUMMARY OF CHAPTER, UNIT OR MODULE OBJECTIVES. <u>EVALUATIVE INDICATOR</u> REPORTED AS PERCENTAGE OF MASTERY OF CONTENT AND SKILLS.</p>	<p>45 %</p>



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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

#### HIGH 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 FRAMEWORK PROGRESS GUIDES.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	THIS MAY INCLUDE ANY WRITTEN (I.E. WORKSHEET, TEXTBOOK PRACTICE, ETC.) MEDIA PRESENTATION, OR ORAL EXERCISE BASED ON DAILY OBJECTIVES COMPLETED BY AN INDIVIDUAL OR GROUP OF STUDENTS, THAT CORRELATE TO CURRICULUM FRAMEWORK PROGRESS GUIDE. <u>EVALUATIVE INDICATOR</u> REPORTED AS TOTAL POINTS OR PERCENTAGE GRADE.	40 %
<b>HOMEWORK</b>	THIS MAY INCLUDE ANY WRITTEN OR MEDIA PRESENTATION BASED ON DAILY OR WEEKLY OBJECTIVES COMPLETED BY AN INDIVIDUAL OR GROUP OF STUDENTS. <u>EVALUATIVE INDICATOR</u> TEACHER MAY CHECK FOR COMPLETION BY STUDENT AND ASSIGN POINTS ACCORDINGLY.	15 %
<b>ASSESSMENT ( INCLUDES LABS AND PROJECTS)</b>	THIS MAY INCLUDE ANY EVALUATION THAT REFLECTS THE STUDENT'S PERFORMANCE ON A SUMMARY OF CHAPTER, UNIT OR MODULE OBJECTIVES AND ANY LABS OR HANDS ON ACTIVITIES OR PROJECTS. <u>EVALUATIVE INDICATOR</u> REPORTED AS PERCENTAGE OF MASTERY OF CONTENT AND SKILLS.	45%



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#### SECONDARY SOCIAL STUDIES GRADES 6-12

**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.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	INCLUDES ALL WORK BEGUN AND/OR COMPLETED IN CLASS, CLASS DISCUSSIONS, GROUP ACTIVITIES, STUDENT JOURNALS, WARM UPS, AND OTHER REGULARLY ASSIGNED LEARNING TASKS INCLUDES WRITTEN ASSIGNMENTS, SUCH AS BRIEF CONSTRUCTED RESPONSES (BCRS), EXTENDED CONSTRUCTED RESPONSES (ECRS), AND PORTFOLIOS	<b>25%</b>
<b>HOMEWORK</b>	INCLUDES ALL WORK THAT IS COMPLETED OUTSIDE OF THE CLASS SETTING. THIS MIGHT INCLUDE READINGS AND/OR ACCOMPANYING TASKS, WRITTEN ASSIGNMENTS, JOURNALING, OR OTHER TASKS AS ASSIGNED. INCLUDES WRITTEN ASSIGNMENTS, SUCH AS BRIEF CONSTRUCTED RESPONSES (BCRS), EXTENDED CONSTRUCTED RESPONSES (ECRS), AND PORTFOLIOS	<b>25%</b>



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<p><b>ASSESSMENT</b></p> <p><b>TESTS/QUIZZES &amp; PROJECTS</b></p>          <p><b>QUARTERLY EXAMINATIONS</b></p>	<p>ENTAILS THE TRADITIONAL METHOD OF ASSESSING STUDENT LEARNING. TESTS USUALLY ASSESS KNOWLEDGE AND PROCESSES GAINED AT THE END OF A UNIT OF STUDY, WHEREAS QUIZZES TYPICALLY ASSESS KNOWLEDGE AND PROCESSES ACQUIRED THROUGHOUT THE COURSE OF A UNIT OF STUDY. PRIOR TO TESTING, THE TEACHER WILL REVIEW THE FORMAT AND CONTENT TO BE ASSESSED. AFTER TESTS ARE SCORED AND RETURNED, THE TEACHER WILL REVIEW THE MATERIAL AND OFFER AN OPPORTUNITY FOR STUDENTS TO ASK CLARIFYING QUESTIONS ABOUT INCORRECT RESPONSES. THIS CATEGORY ALSO INCLUDES ANY LONG- OR SHORT-TERM PROJECTS ASSIGNED BY THE TEACHER (INDIVIDUAL OR GROUP). CONSISTS OF BENCHMARKS AND OTHER CUMULATIVE ASSESSMENTS.</p>	<p><b>50%</b></p>
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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS GRADING POLICY

##### TECHNICAL ACADEMY

**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 TECHNICAL ACADEMY CURRICULUM FRAMEWORK PROGRESS GUIDES.

<b>FACTORS</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE PER QUARTER</b>
<b>CLASSWORK</b>	CLASSWORK WILL INCLUDE WRITTEN ASSIGNMENTS COMPLETED IN CLASS BY (AN INDIVIDUAL OR GROUP) AS WELL AS NOTEBOOK INSPECTIONS, WARM-UPS, HOMEWORK, AND JOURNAL ENTRIES.	<b>20%</b>
<b>LABS</b>	THIS WILL INCLUDE HANDS-ON ACTIVITIES COMPLETED IN A REAL-WORLD LABORATORY SETTING TO INCLUDE CLINIC PRACTICE, TECHNICAL DEMONSTRATIONS AND/OR SIMULATIONS.	<b>30%</b>
<b>ASSESSMENT</b>	ASSESSMENTS WILL DEMONSTRATE PROGRESSIVE DEVELOPMENT OF STUDENT PROGRESS; TO INCLUDE BENCHMARK EXAMS, UNIT/TESTS AND QUIZZES, AND LAB PROJECTS THAT WILL EVALUATE STUDENT SKILL LEVEL OF PERFORMANCE.	<b>30%</b>
<b>CAREER DEVELOPMENT SKILLS</b>	THIS WILL INCLUDE CLASSROOM PREPARATION, WORK-BASED LEARNING EVALUATIONS, COOPERATION AND EFFORT, TEAM WORK, AND PEER RELATIONSHIPS.	<b>10%</b>
<b>PROJECTS</b>	ANY PROJECT -BASED LEARNING ACTIVITIES THAT CORRELATES TO THE CURRICULUM FRAMEWORK PROGRESS GUIDE; TO INCLUDE A CAPSTONE PROJECT	<b>10%</b>



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#### VISUAL ARTS

**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 ARTS CURRICULUM FRAMEWORK PROGRESS GUIDE.

FACTORS	BRIEF DESCRIPTION	GRADE PERCENTAGE PER QUARTER
<b>CLASSWORK</b>	<u>CLASSROOM/GROUP PARTICIPATION</u> PORTFOLIO PRESENTATION, STUDIO PROJECTS CLASS CRITIQUES ORAL PRESENTATIONS  <u>CLASS PARTICIPATION</u> 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	<b>50%</b>
<b>HOMEWORK</b>	SKETCHBOOKS, WRITTEN CRITIQUES, RESEARCH VOCABULARY	<b>20%</b>
<b>ASSESSMENT</b>	<u>TEST, QUIZZES, INDIVIDUAL ASSESSMENTS</u> WRITTEN CRITIQUES EXAMS JOURNALS NOTEBOOKS RESEARCH	<b>30%</b>



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#### II. BUSINESS EDUCATION 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 BUSINESS EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDES.

<b>FACTORS (CLASS WORK, HOMEWORK, ASSESSMENTS)</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE</b>
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	60%
HOMEWORK	WRITTEN ASSIGNMENTS, READING ASSIGNMENTS, GENERAL MATH SKILLS ASSIGNMENTS, GENERAL BUSINESS KNOWLEDGE ASSIGNMENTS.	10%
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,	30%



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#### III. TECHNOLOGY EDUCATION – HIGH SCHOOL 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 HIGH SCHOOL TECHNOLOGY EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

FACTORS (CLASS WORK, HOMEWORK, ASSESSMENTS)	BRIEF DESCRIPTION	GRADE PERCENTAGE
CLASSWORK	CHARACTERISTICS AND SCOPE OF TECHNOLOGY; CORE CONCEPTS OF TECHNOLOGY; RELATIONSHIPS AMONG TECHNOLOGIES AND THE CONNECTIONS BETWEEN TECHNOLOGY AND OTHER FIELDS OF STUDY; CULTURAL, SOCIAL, ECONOMIC, AND POLITICAL EFFECTS OF TECHNOLOGY; EFFECTS OF TECHNOLOGY IN THE ENVIRONMENT; THE ROLE OF SOCIETY IN THE DEVELOPMENT AND USE OF TECHNOLOGY; THE INFLUENCE OF TECHNOLOGY ON HISTORY; THE ATTRIBUTES OF DESIGN; ENGINEERING DESIGN; THE ROLE OF TROUBLESHOOTING, RESEARCH AND DEVELOPMENT, INVENTION AND INNOVATION, AND EXPERIMENTATION IN PROBLEM SOLVING; THE ABILITY TO APPLY THE DESIGN PROCESS; THE ABILITIES TO USE AND MAINTAIN TECHNOLOGICAL PRODUCTS AND SYSTEMS; THE ABILITIES TO ASSESS THE IMPACT OF PRODUCTS AND SYSTEMS; SELECT AND USE MEDICAL TECHNOLOGIES; SELECT AND USE AGRICULTURAL AND RELATED BIOTECHNOLOGIES; SELECT AND USE ENERGY AND POWER TECHNOLOGIES; SELECT AND USE INFORMATION AND COMMUNICATION TECHNOLOGIES; SELECT AND USE TRANSPORTATION TECHNOLOGIES; SELECT AND USE MANUFACTURING TECHNOLOGIES; SELECT AND USE CONSTRUCTION TECHNOLOGIES.	60%
HOMEWORK	ACTIVITIES SPECIFICALLY DESIGNED TO HELP STUDENTS DEVELOP TECHNOLOGICAL LITERACY.	10%
ASSESSMENT	CONCEPT MAPPING, DEBATES, DEMONSTRATIONS/PRESENTATIONS, DISCUSSIONS/INTERVIEWS, JOURNALS/LOGS,	30%



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	MODELING/PROTOTYPING, MULTIPLE-CHOICE TESTS, OBSERVATIONS, OPEN-ENDED QUESTIONING, PORTFOLIOS, PROJECTS, SELF ASSESSMENT/PEER ASSESSMENT, TRUE-FALSE TESTS.	
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#### APPENDIX A PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

#### IV. TECHNOLOGY EDUCATION – MIDDLE SCHOOL 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 MIDDLE SCHOOL TECHNOLOGY EDUCATION CURRICULUM FRAMEWORK PROGRESS GUIDE.

<b>FACTORS (CLASS WORK, HOMEWORK, ASSESSMENTS)</b>	<b>BRIEF DESCRIPTION</b>	<b>GRADE PERCENTAGE</b>
CLASSWORK	LONG-TERM INGENUITY CHALLENGE: BRAINSTORMING FOR A PROBLEM SOLUTION, DESIGN OF PROBLEM SOLUTION, DRAWING OF PROBLEM SOLUTION, AND INGENUITY CHALLENGE CONSTRUCTIONS, TECHNOLOGY ACTIVITY PACKAGES (4 TAPS).	50%
HOMEWORK	“PRACTICE” INGENUITY CHALLENGES, CAREER INVESTIGATIONS, GENERAL TECHNOLOGY EDUCATION ACTIVITIES.	25%
ASSESSMENT	GENERAL SAFETY RULES TESTS AND FINAL TESTS.	25%