



BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE: Policy 8020 Grading and Reporting: High School **DATE:** March 14, 2019

PRESENTER(S): Caroline Walker, Ph.D., Executive Director, Program Innovation and Student Well-Being
Kami Wagner, Acting Coordinator, Student Support Programs

Strategic Call To Action Alignment: All students have authentic learning experiences, including equitable opportunities to earn college credit or industry certification, to prepare students for future careers and life.

OVERVIEW:

Policy 8020 was reviewed under the guidelines for policy development and adoption. A committee of stakeholders, chaired by Caroline Walker, Executive Director, Program Innovation and Student Well-Being and Kami Wagner, Acting Coordinator, Student Support Programs, was convened to make recommendations for revisions to the policy. The committee was charged with the following tasks:

- Review all parts of the policy to update legal references as needed and to ensure compliance with legal and regulatory mandates, in particular the Annotated Code of Maryland, Education Article, Title 7. Public Schools, Subtitle 3 – Attendance and Discipline of Students, Section-7-301 School Attendance Requirements and Code of Maryland Regulations (COMAR) Title 13A State Board of Education, Subtitle 08 Students, Chapter 01 General Regulations: COMAR 13A.08.01.02 Age for School Attendance, COMAR 13A.08.01.03 Lawful Absence, COMAR 13A.08.01.04 Unlawful Absence.
- Review the current research literature on grading and reporting.
- Make recommendations in accordance with current best practices for grading and reporting on student progress.
- Note any implications or follow-up actions that may be necessary as a result of the committee’s recommendations.

Attached are highlights of the revisions, a list of committee members, and the proposed policy and implementation procedures. The markup copy includes original language from the current policy. The charter for the committee was presented to the Board on May 4, 2017; an update report was conveyed to the Board on May 3, 2018; the committee’s recommendation was submitted to the Superintendent’s Cabinet on February 11, 2019; and a public hearing will be held on April 11, 2019.

RECOMMENDATION/FUTURE DIRECTION:

Following a public hearing on April 11, 2019, the Board will take action to adopt revised Policy 8020 Grading and Reporting: High School on May 9, 2019. The revised policy will become effective July 1, 2019.

SUBMITTED BY:

 Caroline Walker, Ph.D.
 Executive Director
 Program Innovation and Student
 Well-Being

 Kami Wagner
 Acting Coordinator
 Student Support Programs

 Mark C. Blom
 General Counsel

APPROVAL/CONCURRENCE:

 Michael J. Martirano, Ed.D.
 Superintendent

 Karalee Turner-Little
 Deputy Superintendent

 William J. Barnes
 Chief Academic Officer

**Policy 8020 Grading and Reporting: High School
Highlights of Initial Proposal**

Policy

- Proposes a new title, *Grading and Reporting: Middle and High School*.
- Updates the Policy Statement and Purpose.
- Adds definitions for 504 Plan, Accelerated Grade Placement, Assessment, Curriculum, Curriculum Standards, Homework, Individualized Education Program (IEP), Individualized Education Program (IEP) Team, Non-traditional Course, Promotion, Retention, and School Year.
- Updates definitions for Course, Course Level, Grade, Grade Point Average (GPA), Lawful (Excused) Absence, Parent, Unlawful (Unexcused) Absence, and Weighting Grades.
- Removes the definitions for Essential Curriculum and Interim Report.
- Clarifies grades and codes used in middle and high school.
- Clarifies the conditions under which make-up work is accepted.
- Notes student behaviors, including but not limited to, lateness to class, absence, (Per Section IV.A.4., excessive absences may result in no credit), behavior, or disciplinary action, may not be used to reduce a student's grade. However, student behaviors may impact the student's grade indirectly because of missed instructional time and incomplete assignments.
- Includes HCPSS will recognize and accept any and all credits a students earned toward graduation in any other public school in Maryland.
- Specifies how grade point average (GPA) and class rank will be calculated.
- Adds grade specifications for students taking advanced placement (AP), gifted & talented (GT), and honors (H) courses.
- Includes prompt feedback is essential for developing student understanding. The grading and return of student work will occur within three weeks of the student's submission, in class or in the learning management system.
- Adds parents may access a student's progress through the learning management system. Additionally, teachers may communicate unsatisfactory progress with parents in person, by phone, or in writing.
- Includes a new standard to explain a report card grade change.
- Adds a standard for homework guidelines for middle and high school students.

- Updates the References section.

Implementation Procedures

- Adds a Definition section including a definition for Alternative Education Placement.
- Clarifies how student grades are determined.
- Specifies no student is exempt from end of marking period or end of semester examinations.
- Changes summer courses to non-traditional courses.
- Adds specifications for credit recovery in non-traditional courses.
- Updates language for implementation of codes.
- Clarifies transfer process for students into the HCPSS or into alternative education placement.
- Adds a section for middle school academic intervention, promotion, retention and accelerated grade placement.
- Includes class rank will be calculated and reported for students entering in grade 9 in 2018-2019 or before.
- Adds sections explaining high school courses taken in middle school, non-traditional courses, and summer school.
- Specifies teachers will grade, post, and return student work within three weeks of the due dates, barring unusual circumstances.
- Adds students and parents can expect updated grades every three weeks from the start of a marking period. The exception will be during the start of school when teachers will post updated grades by the fourth week of school (twenty days).
- Includes a new section on non-traditional reporting.
- Clarifies grade changes will only be permitted until one year beyond the completion of the course.

**Committee for the Revision of
Policy 8020 Grading and Reporting: High School**

2018-2019

Caroline Walker, Ph.D.*, Executive Director, Program Innovation and Student Well-Being

Kami Wagner*, Acting Coordinator, Student Support Programs

Michael Babe, Principal, Patapsco Middle School

Marian Boring, Technical Assistant, School Counseling

Stephanie Coakley, Community Advisory Council (CAC)

Robert Cole, Coordinator, Digital Education

Neysa Condron, Howard County Education Association (HCEA)

LaTia Douglas, School Counselor, Oakland Mills High School

Alex Eapen, Howard County Association of Student Councils (HCASC)

Choya Franklin, Howard County Administrators Association (HCAA)

Sakshi Gholap, Howard County Association of Student Councils (HCASC)

Michelle Im, Special Education Citizens Advisory Committee (SECAC)

Julie Jones, UMBC PDS Specialist

Marcy Leonard, Community Superintendent

Amy Prezelski, General Citizens

Shannon Reed, Principal, Hammond High School

Sara Seifter, Community Advisory Council (CAC) (alternate)

Mary Weller, Coordinator, Secondary Science

Invited/No representation/No participation**

American Federation of State, County, and Municipal Employees (AFSCME)

PTA Council of Howard County (PTACHC)

Diversity, Equity, and Inclusion Committee (DEIC)

** Committee Chair*

All stakeholders listed in Policy 2020 Policy Development and Adoption were invited to have representation on the committee.

**Committee for the Revision of
Policy 8020 Grading and Reporting: High School**

2017-2018

Caroline Walker, Ph.D.*, Executive Director, Program Innovation and Student Well-Being

Kami Wagner*, Acting Coordinator, Student Support Programs

Samantha Armstead, Administrative Intern, Murray Hill Middle School

Jaye Ayres, Visual Arts Resource Teacher

Michael Babe, Assistant Principal, Patapsco Middle School

Stephanie Coakley, Community Advisory Council (CAC)

Robert Cole, Coordinator, Digital Education

Carolyn Colon, Teacher, Homewood School

Neysa Condron, Howard County Education Association (HCEA)

Lavonne DeLattiboudere, The Council of Elders (TCOE)

LaTia Douglas, School Counselor, Oakland Mills High School

Alex Eapen, Howard County Association of Student Councils (HCASC)

Sakshi Gholap, Howard County Association of Student Councils (HCASC)

Michelle Im, Special Education Citizens Advisory Committee (SECAC)

Julie Jones, UMBC PDS Specialist

Marcy Leonard, Community Superintendent

Kathryn McKinley, Principal, River Hill High School

Jennifer Novak, Director, Curricular Programs

Choya Riley, Howard County Administrators Association (HCAA)

Sara Seifter, Community Advisory Council (CAC) (alternate)

Invited/No representation/No participation**

American Federation of State, County, and Municipal Employees (AFSCME)

PTA Council of Howard County (PTACHC)

Diversity, Equity, and Inclusion Committee (DEIC)

* *Committee Chair*

All stakeholders listed in Policy 2020 Policy Development and Adoption were invited to have representation on the committee.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

I. Policy Statement

The Board of Education of Howard County is committed to ensuring that all students learn and that students, parents, teachers, administrators, and other stakeholders are provided meaningful feedback on student achievement. Grading, reporting, promotion, and retention within the Howard County Public School System (HCPSS) are based on the individual student's mastery of curriculum standards. Additionally, the Board supports students in maintaining and extending their learning through the use of homework as part of the curricular program. The Board views grading, reporting, and homework as part of an ongoing conversation about student academic progress with students and their families.

II. Purpose

The purpose of this policy is to provide guidelines to ensure that information on grading, reporting, promotion, retention, and homework is determined in a clear and consistent manner, and reported to students and their families through regular and timely communication about student academic progress.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. 504 Plan – A written document developed for an eligible student that allows the student to receive a free and appropriate public education in the least restrictive environment.
- B. Accelerated Grade Placement – The movement of a student out of the normal progression to an advanced grade.
- C. Assessment – An evaluation of what students know and/or can do.
- D. Class Rank – The relative position of a student in his/her graduation class based upon a cumulative grade point average.
- E. Code – A letter used to reflect the academic history of a student.
- F. Course – A planned sequence of instruction related to a specific subject delivered at a HCPSS school during the school day and within the school year. The content of an HCPSS course is determined by the curriculum standards.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- G. Course Level – An indication of the rigor of a given course. Course levels may include advanced placement (AP), gifted & talented (GT), honors (H), and regular. Not all courses are offered at different levels.
- H. Credit – Unit of achievement awarded for the completion of a course and the successful demonstration of established instructional objectives and standards of performance for the course.
- I. Credit By Exam – Credit awarded to a student who does not complete a course but successfully demonstrates knowledge of established curriculum standards by passing an examination.
- J. Curriculum – The prescribed elements of programs and courses which state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet the curriculum standards, and by what means they will be assessed.
- K. Curriculum Standards – The learning outcomes that students are expected to master, which reflect the best knowledge of the developmental needs of learners, and that comply with requirements from local policy and state law.
- L. Grade – A letter indicating a measure of performance and related to achievement of course objectives.
- M. Grade Point Average (GPA) – Numerical representation, weighted or unweighted, of a grade measuring a student's overall performance across courses taken for a specific period of time. There are two types of GPAs:
 - 1. Marking Period GPA
 - 2. Cumulative GPA
- N. Homework – Work assigned to be done completely outside of school hours.
- O. Individualized Education Program (IEP) – A written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student's IEP team.
- P. Individualized Education Program (IEP) Team – A group of individuals responsible for identifying and evaluating students with disabilities. The IEP team develops, reviews, and/or revises an IEP for a student with a disability and determines placement.
- Q. Lawful (Excused) Absence – An absence for any portion of the day under the following conditions:

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

1. Death in the immediate family
 2. Illness of the student
 3. Pregnancy and parenting needs
 4. Court summons
 5. Hazardous weather conditions
 6. Work approved or sponsored by the school
 7. Observance of a religious holiday
 8. State emergency
 9. Suspension
 10. Lack of authorized transportation
 11. 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.
- R. Marking Period – A segment of the school year during which instruction is delivered, student progress is monitored, and grades are given.
- S. Non-traditional Course – An HCPSS course taught at a location, time, delivery method differing from the standard course structure. The content of a non-traditional course may include other curriculum standards outside of the HCPSS course.
- T. Official Records – A student’s report card and Student Records Systems card.
- U. Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:
1. Biological Parent – A natural parent whose parental rights have not been terminated.
 2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.
 3. Custodian – A person or agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.
 4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.
 5. Caregiver – An adult resident of Howard County who exercises care, custody, or control over the student but who is neither the biological parent nor legal guardian, as long as the person satisfies the requirements of the Education Article, §7-101 (c) (Informal Kinship Care) or has been issued a U.S. Department of Health and Human Service’s Office of Refugee Resettlement (ORR) Verification of Release form entering into a custodial arrangement with the federal government.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- 6. Foster Parent – An adult approved to care for a child who has been placed in their home by a state agency or a licensed child placement agency as provided by the Family Law Article, §5-507.
- V. Promotion – The normal progression of a student from one grade level to the next based upon successful completion of coursework.
- W. Quality Points – The numerical equivalent of a grade on a 4.0 scale (A=4.0; B=3.0; C=2.0; D=1.0; E=0). Also refers to points which may be added to designated courses for weighted GPA purposes.
- X. Report Card – Document that records a student’s grades, attendance, and other information.
- Y. Retention – The act of continuing a student in a current grade level based upon unsuccessful completion of coursework.
- Z. School Year – The school year begins on the first day of school as determined by the school calendar and will continue through the day before the next approved school year. Summer courses and non-traditional courses taken during this time are part of the school year.
- AA. Student Records Systems Card (Annual Secondary School Performance Data Summary or Transcript) – Record by grade level of courses, grades, credits, and other graduation requirements completed by a student.
- AB. Unlawful (Unexcused) Absence – An absence, including absence for any portion of the day, for any reason other than those cited as lawful are presumed as unlawful and may constitute truancy.
- AC. Weighting Grades – The process of adding quality points to advanced placement (AP), gifted & talented (GT), and honors (H) course values. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS.

IV. Standards

- A. Grades and Codes
 - 1. A letter grade or a code will be given for all courses in which a student is enrolled.
 - 2. A letter grading (A, B, C, D, E) and coding (I, N/A, N, P, W, X, Z) system as described in Sections IV.A.3. and 4. respectively, will be used; no plus or minus signs will be used for official records, such as reports cards and transcripts.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

3. Grading will reflect the level of achievement of a student. Marking period grades will be determined as follows:

A (90-100%) – Outstanding level of achievement

B (80-89%) – High level of achievement

C (70-79%) – Satisfactory level of achievement

D (60-69%) – Low level of achievement

E (59% or lower) – Failure (no credit awarded for high school credit bearing courses)

Percent scores are rounded to the nearest whole number. Therefore, if the number behind the decimal point is less than 5, the score is rounded down to the next whole number and if the number behind the decimal point is 5 or more, the score is rounded up to the next whole number. (Example 1: 89.49% rounds to 89; Example 2: 89.50% rounds to 90)

4. Coding will reflect the academic history of a student. Codes are used as follows:

Codes used for courses taken in middle school and high school

I - I (Incomplete) codes will be used when a student has not been able to complete required coursework due to lawful absences or other extenuating circumstances. I codes will be converted to an appropriate letter grade according to Implementation Procedures Section III.F.1.

N/A - N/A (Not Available) codes will be used when transfer students (in-county or from out-of-county) are missing marking period and/or exam grades. Courses with N/A codes will receive credit and will be calculated into the cumulative GPA. The final grade will be the average of the remaining quarters or exam grades. N/A codes may also be used as a place holder for non-traditional courses until the marking period and exam grades are recorded at the end of the semester.

When the achievement of Individualized Education Program (IEP) goals requires a schedule change, N/A codes will be used for missing marking period and/or exam grades in a new course.

P - P (Pass) codes will be used when a student successfully completes a course through credit by exam, credit awarded for coursework from non-accredited schools, or home instruction courses upon enrollment in an HCPSS school. Courses with P codes will receive credit and will not be calculated into the

cumulative GPA.

Codes used for courses taken for high school credit

N - N (No credit due to absence) codes will be used when a student is denied credit in a course due to excessive absences. Any high school student with absences constituting five percent (5%) or greater of a semester or a year-long course will be considered for denial of credit. Courses with N codes will receive no credit, will count as a credit attempted, and will earn 0 quality points in the cumulative GPA.

W - W (Withdrawal) codes will be used to indicate that a student withdrew from a course more than the equivalent of four weeks (20 school days) from the start of the course, the date of enrollment for a non-traditional course, and did not transfer into another level of the same course. Courses with W codes will receive no credit and will not be calculated into the cumulative GPA but will be calculated into marking period GPAs.

X - X (Late enrollment in class) codes will be used when a student enrolls in a course after the twentieth day of the course, too late for credit to be granted. Courses with X codes will receive no credit and will not be calculated into the cumulative GPA but will be calculated into marking period GPAs.

Z - Z (Exam not taken) codes will be used when a student does not take a mid-term or final exam for a course. Courses with Z codes will receive no credit, will count as a credit attempted, and will earn 0 quality points until the Z code is converted to an appropriate letter grade according to Implementation Procedures Section III.F.6.

5. Final middle school grades will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4

B = 3

C = 2

D = 1

E = 0

- a. Full-year courses

- i. For high school courses taught in middle school, the midterm exam will be included in the second quarter grades and the final will be included in the fourth quarter grades.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- ii. Multiply the quality points for each marking period grade by two. Compute the sum and divide by eight.
- iii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
 B = 2.50-3.49
 C = 1.50-2.49
 D = 0.75-1.49
 E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade	Marking Period Grade	Marking Period Grade
A=4	B=3	B=3	A=4
x2	x2	x2	x2
8	6	6	8

28 divided by 8 = 3.5 Final Grade A

- b. Semester courses (half-credit courses)
 - i. Multiply the quality points for each marking period grade by two and compute their sum. Divide by four.
 - ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
 B = 2.50-3.49
 C = 1.50-2.49
 D = 0.75-1.49
 E = Below 0.75 (no credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Example:

Marking Period Grade	Marking Period Grade
C=2	B=3
x2	x2
4	6

10 divided by 4 = 2.5 Final Grade B

- c. Quarter courses (quarter-credit courses) the quarter grade will be the final grade.
6. Final grades for high school will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4

B = 3

C = 2

D = 1

E = 0

- a. Full-year courses
- i. Multiply the quality points for each marking period grade by two. Add the quality points for each examination grade. Compute the sum and divide by ten.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam	Marking Period Grade	Marking Period Grade	Final Exam
A=4	B=3	B=3	B=3	A=4	C=2
x2	x2	x1	x2	x2	x1
8	6	3	6	8	2

33 divided by 10 = 3.3 Final Grade B

- b. Semester courses (half-credit courses)
- i. Multiply the quality points for each marking period grade by two and compute their sum. Add the quality points for the examination grade and divide by five.
 - ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (no credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam
C=2	B=3	C=2
x2	x2	x1
4	6	2

12 divided by 5 = 2.4 Final Grade C

7. Make-up work will be accepted under the following conditions:
- a. A student may make up work and receive a recorded grade for work missed due to a lawful absence or field trip attendance. Students returning from lawful absences or field trips will have an equal number of days to complete make-up work (i.e., Work due on the day of a field trip will be turned in on the next school day; work assigned on a day of a lawful absence will add one school day to the due date.). For absences beyond two weeks, an administrator can allow for additional days for work to be completed.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- b. A student may complete make-up work but will not receive a recorded grade for work missed due to an unlawful absence.
 - c. Teachers may allow students to redo work to demonstrate a satisfactory level of mastery at a minimum.
 8. Student behaviors, including but not limited to, lateness to class, absence (however, per Section IV.A.4., excessive absences may result in loss of credit), or disciplinary action, may not be used to reduce a student's grade. However, student behaviors and attendance may impact the student's grade indirectly because of missed instructional time and incomplete assignments.
 9. Extra credit is not offered in Grades 6-12. However, students will be provided with opportunities to recover credit and demonstrate mastery through other relevant coursework if they are failing the course or otherwise as appropriate.
 10. HCPSS shall recognize and accept any and all credits a student earned toward graduation in any other public school in Maryland.
- B. High School Grade Point Average and Class Rank
 1. Grade Point Averages (GPAs) will be calculated and reported at regular intervals on both a periodic and cumulative basis. The following guidelines will be used in calculating GPAs:
 - a. The GPA for a marking period will be determined by adding each course's total quality points and dividing the sum by the number of class periods.
 - b. The cumulative GPAs will be determined by multiplying the quality points for the final grade earned for each course by the credits assigned to the course, summing the results, and dividing by the total of the credits assigned to the courses taken.
 - c. For students earning a Certificate of Program Completion, the GPA will be determined by all courses the student is enrolled in, since this student is not earning high school credits.
 2. Both cumulative unweighted and weighted GPAs will be calculated for all students at the end of each marking period.
 3. Weighted GPAs will be based on course level, with additional quality points added to designated courses.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

4. For students entering grade 9 in 2018-2019 or before, early senior year calculations, based on credits earned in grades 9–11, include the following, which are reported on the high school transcript:
 - a. The cumulative unweighted GPA.
 - b. The cumulative weighted GPA.
 - c. The unweighted class rank.
 - d. The weighted class rank.
5. For students entering grade 9 in 2019-2020 or later, a cumulative unweighted and weighted GPA will be calculated.
6. Students must earn a grade of A, B, or C in a GT or AP course in order to earn the weighted designation of 1.0 additional quality point per credit. Students must earn a grade of A, B, or C in an H course in order to earn the weighted designation of .5 additional quality point per credit. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS, using the chart below. The following chart summarizes quality points for weighted class rank/GPA purposes:

	AP and G/T	Honors	Regular
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	1.0	1.0	1.0
E	0	0	0

C. Reporting

1. Prompt feedback is essential for developing student understanding. The grading and returning of student work will occur within three weeks of the student's submission, in the learning management system and also in class, if appropriate.
2. Teachers will notify parents of progress throughout the marking period. Parents may access a student's progress through the learning management system. Additionally, teachers may communicate progress with parents in person, by phone, or in writing.
3. School employees will communicate to students and parents on a quarterly basis the student's level of academic performance in the curriculum.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

4. Report cards will be issued at the conclusion of each marking period and will reflect all work completed during that marking period unless otherwise indicated by the teacher.

D. Report Card Grade Change

1. A change of a report card grade will be made for a sound educational purpose according to the following protocol:
 - a. A teacher will not change a student's report card grade unless there are extenuating circumstances and the change is approved by the principal. The teacher will follow the procedures established by the HCPSS below in Section IV.D.2.
 - b. A principal may change a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be changed. The principal is responsible for implementing the procedures defined by the HCPSS below in Section IV.D.2. for processing and recording a grade change and subsequent change to permanent records.
 - c. Grade changes cannot exceed 45 school days following the last day of school in the marking period.
 - d. For a grade change for the 4th marking period, final exams or during summer school, the timeline would begin on the first day of school in the new school year.
2. Procedures
 - a. Grade changes must be documented on the grade change form. Parents must be notified of the grade change by the teacher or the principal.
 - i. The grade change form needs a signature from the teacher, the data clerk, and the principal. It needs to include a reason for the grade change and date of the approval.
 - ii. Copies of the grade change form go into the student's cumulative record, to the teacher, to the data clerk, and to the Office of School Counseling.
 - iii. A grade change may be authorized by the Executive Director of Program Innovation and Student Well-Being, Chief Academic Officer, Chief School Management and Instructional Leadership Officer, or Community Superintendent. If a grade change occurs centrally, a grade change form is

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

still completed with a reason for change. This form goes into the student's cumulative record and to the principal and data clerk.

- b. Parents will be notified of the grade change by the teacher, principal, or central office employee changing the grade.
- c. The Office of School Counseling will audit the grade changes annually.
- d. Appeals of grade changes can be made to the Community Superintendent.

E. Report Card Code Change

A change of a report card code will not be made unless it was assigned in error, in which case the principal is the only person who can authorize it to be changed.

F. Homework

1. If assigned, homework will be purposeful, appropriate, informational, and flexible. It is intended to extend learning and provide an opportunity for practice. Homework may not be assigned in every course.
 - a. Purposeful: Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
 - b. Appropriate: Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations on homework will be provided as outlined in students' IEPs and Section 504 Plans.
 - c. Informational: Homework enables parents to be included in their child's day-to-day school experiences.
 - d. Flexible: Assignments can be successfully completed within timeframes that have flexible deadlines when possible.
2. Homework guidelines will be established using the following criteria:
 - a. Each school year, schools will communicate the school's homework procedures with all stakeholders.
 - b. Teachers are required to ensure that homework is accommodated/modified as necessary in accordance with students' IEPs and 504 Plans.
 - c. Teachers will provide feedback on homework assignments in a timely manner.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- d. Students must be given a non-electronic option for homework completion and submission.
 - e. Homework assignments may not be assigned or due on a day schools are closed due to inclement weather.
 - f. Homework may not be assigned over the summer for any courses, nor winter or spring breaks for middle or high school courses.
 - g. A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of days to complete make-up work.
 - h. Homework may be graded in grades 6-12 but cannot exceed 10% of the total grade.
3. Amount and Purpose of Homework
- a. Middle School Courses (Courses with no Credits)
 - i. Amount: Each instructor may assign an average of, at most, one hour of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
 - ii. Purpose of Homework: Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.
 - iii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than one hour of homework each week per instructor.
 - b. Courses that include High School Credits
 - i. Amount: Each instructor may assign an average of, at most, one and a half hours of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
 - ii. Purpose of Homework: Homework will be designed as an extension of classroom learning. Students will be told the purpose(s) of homework assignments. Homework should be reflective, preparatory, reinforcing, and instructive.

- iii. The goals and expectations for homework will be clear and include opportunities for student input. As appropriate, flexibility and student choice will be considered in the assignment of homework duration, rigor, product, and weight in grading. A syllabus is recommended for distribution at the beginning of every semester outlining each course's requirements, including regular assignments, projects, possible due dates, and procedures for requesting feedback on assignments.

V. Responsibilities

Principals will communicate information annually regarding high school grading and reporting to all students, parents, and HCPSS employees.

VI. Delegation of Authority

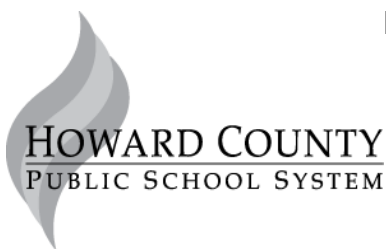
The Superintendent is authorized to develop procedures to implement this policy.

VII. References

- A. Legal
 - The Annotated Code of Maryland, Education Article, §7-301, Compulsory Attendance
 - The Annotated Code of Maryland, Education Article, §7-101(c) (Informal Kinship Care)
 - The Annotated Code of Maryland, Family Law Article, §5-507
 - COMAR 13A.03.02, Graduation Requirements for Public High School in Maryland
 - COMAR 13A.03.02.08 Grading and Reporting
 - COMAR 13A.08.01.03, Lawful Absence
 - COMAR 13A.08.01.04, Unlawful Absence
 - COMAR 13A.10.01.01, Home Instruction Program
- B. Other Board Policies
 - Policy 8200 Digital Education
 - Policy 8030 Graduation Requirements
 - Policy 9010 Attendance
 - Policy 9070 Academic Eligibility for High School Extracurricular Activities
- C. Relevant Data Sources
 - (none)
- D. Other
 - NCAA Eligibility Center - Definition of Non-traditional courses - <http://www.ncaa.org/student-athletes/future/nontraditional-courses>
 - Catalog of Approved High School Courses
 - Grade Change Form
 - Schedule Change Form

VIII. History

ADOPTED: June 25, 1987
REVIEWED:
MODIFIED: April 14, 2016
REVISED: February 8, 1990
 June 10, 1999
 January 27, 2005
 June 12, 2008
 March 21, 2013
 May 9, 2019
EFFECTIVE: July 1, 2019



**POLICY 8020-IP
IMPLEMENTATION PROCEDURES**

**GRADING AND REPORTING:
MIDDLE AND HIGH SCHOOL**

Effective: July 1, 2019

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

I. Definitions

Within the context of these implementation procedures, the following definition applies:

Alternative Education Placement – A location outside of the designated home school designed to accommodate students who have demonstrated the need for significant academic or behavioral support.

II. Notification/Dissemination

The principal will inform all students, parents, and employees of the provisions of this policy annually and at other times as appropriate. This may be done in the following ways:

- A. Making announcements via the public address system at the beginning of the school year.
- B. Publishing the information in school newsletters.
- C. Publishing the information in employee/student handbooks.
- D. Making the information available for new students through the registration process.

III. Grading

- A. Determining Student Grades
 - 1. The letter grade will be used to indicate the individual level of achievement of each student in relation to attainment of course objectives.
 - 2. The following factors will be used as guidelines in determining level of achievement:
 - a. Competence – The degree of accomplishment as determined by assessments and examinations, Howard County Public School System

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- (HCPSS) assessments, teacher evaluation, and demonstration of performance objectives.
- b. Assignments and preparation – The degree of accomplishment as determined by quality of work, completeness of assignments, regularity with which assignments are completed, and punctuality in submitting assignments.
 - c. Participation – The degree of interaction in the class, as reflected in the day-to-day performance of the student in relation to the instructional methods used in the classroom.
3. Extra credit is not offered in Grades 6-12. However, opportunities to recover credit and demonstrate mastery through other relevant coursework will be provided if a student is failing the course or as otherwise appropriate.
 4. Within the first five days of class, every teacher will distribute to his/her students an explanation of how students' grades will be calculated. This information will be made available to parents both in writing and through the learning management system. Prior to distribution to students, the principal/designee will review and approve the teacher's grading explanations.
- B. Examinations for Courses Taken for High School Credit
1. Full-year courses
 - a. At the end of the second and fourth marking period, an examination will be given.
 - b. Each examination will assess learning for that semester. Assessments may take different formats.
 - c. In high school, the quality points for each examination grade will constitute 1/10 of the final grade for the course.
 - d. In middle school, the examination grade will be calculated into quarters 2 and 4.
 - e. No student is exempt from examinations, and examinations may not be taken/due before a scheduled examination date.
 2. Semester courses
 - a. At the end of the semester, an examination will be given.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- b. The examination will assess learning for that semester. Assessments may take different formats.
 - c. In high school, the quality points for the examination grade will constitute 1/5 of the final grade for the course.
 - d. In middle school, the examination grade will be calculated into the final quarter of the course.
 - e. No student is exempt from this examination, and examinations may not be taken/due before a scheduled examination date.
3. A student on suspension or expulsion at examination time will be permitted to take the examination and will remain eligible to qualify for the awarding of course credit.

C. Determining Final Grades and Credit – Middle School

1. Only the final grade and/or code will be retained on the Student Records Systems card.
2. Final middle school grades will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4
B = 3
C = 2
D = 1
E = 0

- a. Full-year courses
 - i. For high school courses taught in middle school, the midterm exam will be included in the second quarter grades and the final will be included in the fourth quarter grades.
 - ii. Multiply the quality points for each marking period grade by two. Add the quality points for each examination grade. Compute the sum and divide by ten.
 - iii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
B = 2.50-3.49

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

C = 1.50-2.49
 D = 0.75-1.49
 E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade	Marking Period Grade	Marking Period Grade
A=4	B=3	B=3	A=4
x2	x2	x2	x2
8	6	6	8

28 divided by 8 = 3.5 Final Grade A

- b. Semester courses (half-credit courses)
- i. Multiply the quality points for each marking period grade by two and compute their sum. Divide by four.
 - ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
 B = 2.50-3.49
 C = 1.50-2.49
 D = 0.75-1.49
 E = Below 0.75 (no credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.
 - iii. Every other day courses in middle school will be given a mid-point grade for quarters 1 or 3 and the end of course grade in quarters 2 or 4.

Example:

Marking Period Grade	Marking Period Grade
C=2	B=3
x2	x2
4	6

10 divided by 4 = 2.5 Final Grade B

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- c. Quarter courses (quarter-credit courses) the quarter grade will be the final grade.

D. Determining Final Grades and Credit – High School

1. Only the final grade and/or code will be retained on the Student Records Systems card.
2. Final grades will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4
B = 3
C = 2
D = 1
E = 0

a. Full-year courses

- i. Multiply the quality points for each marking period grade by two. Add the quality points for each examination grade. Compute the sum and divide by ten.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
B = 2.50-3.49
C = 1.50-2.49
D = 0.75-1.49
E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam	Marking Period Grade	Marking Period Grade	Final Exam
A=4	B=3	B=3	B=3	A=4	C=2
x2	x2	x1	x2	x2	x1
8	6	3	6	8	2

33 divided by 10 = 3.3 Final Grade B

b. Semester courses (half-credit courses)

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- i. Multiply the quality points for each marking period grade by two and compute their sum. Add the quality points for the examination grade and divide by five.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (no credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam
C=2	B=3	C=2
x2	x2	x1
4	6	2

12 divided by 5 = 2.4 Final Grade C

3. For a full-year course to earn credit, a student must earn at least a 0.75 year-end average and either (a) pass one marking period each semester or (b) pass both marking periods in the second semester. For a semester course to earn credit, a student must pass at least one marking period with at least a 0.75 end-of-course average.
4. If a student retakes a course when credit was previously earned:
 - a. The student may earn credit more than once for the same course only if the course is designated as such in the Catalog of Approved High School Courses.
 - b. If the course is not designated as eligible for additional credit in the Catalog of Approved High School Courses, the student may still retake the course. Both the final grades from taking the course originally and for retaking the course will be recorded on the transcript. Any course, original or retaken, taken in high school, will be included in the high school GPA.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

E. Non-traditional courses

1. Original credit – Original credit course grades earned will be reflected on the high school transcript and calculated in the cumulative GPA.
2. Credit recovery (Review Credit in COMAR) – For credit recovery course grades, both the final grades from taking the course originally and for retaking the course will be included in the cumulative GPA if taken in high school. Both courses will be recorded on the transcript.

F. Implementation of Codes

Codes used for courses taken in middle school and high school

1. I (Incomplete) Code

- a. Incomplete codes will be issued only for marking period grades and only upon approval of the principal/designee when a student has been unable to complete required course work due to legal absences or other extenuating circumstances.
- b. Incomplete codes must be converted to a letter grade no later than two weeks after the issuance of the report card, except in unusual circumstances as approved by the principal/designee. At the end of the two weeks, the teacher will change the incomplete code to the appropriate grade and notify the student and parent.
- c. A student with an I code will not be academically eligible for extracurricular activities.
- d. If a student transfers into an HCPSS school with a code of I as a final grade, the student will receive no credit for that course and it will not be calculated into the cumulative GPA. If it is a marking period grade, it will be calculated into marking period GPAs in accordance with this policy.

2. N/A (Not Available) codes will be used when transfer students (in-county or from out-of-county) are missing marking period and/or exam grades. Courses with N/A codes will receive credit and will be calculated into the cumulative GPA. The final grade will be the average of the remaining quarters or exam grades. N/A codes may also be used as a place holder for non-traditional courses until the marking period and exam grades are recorded at the end of the semester.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

When the achievement of Individualized Education Program (IEP) goals requires a schedule change, N/A codes will be used for missing marking period and/or exam grades in a new course.

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam	Marking Period Grade	Marking Period Grade	Final Exam
N/A=0	B=3	B=3	B=3	A=4	C=2
x2	x2	x1	x2	x2	x1
0	6	3	6	8	2

25 divided by 8 = 3.12 Final Grade B

3. N (No credit due to absences) Code

N codes may be issued when a student has earned a final passing grade but is denied credit from a course due to excessive absences. A student with absences of 5% or greater will be considered for denial of credit. A teacher, when recommending denial of credit, and the principal, when making the final determination regarding denial of credit, will consider the following:

- a. Excused or unexcused absences.
- b. Diligence, timeliness, and quality of make-up work.
- c. Extent of prior notice to student and parent regarding possibility of denial of credit.
- d. Improvement of student attendance following notice regarding possibility of denial of credit.

For GPA purposes, N codes are calculated as credits attempted and 0 quality points earned.

4. W (Withdrawal) Code

W codes indicate that a student withdrew from a course after the designated date for withdrawal (20 school days from the start of the course).

- a. If a student transfers between levels of the same course, a W code will not be assigned. The grade the student earned in the original course will be transferred and averaged into the new course. The new teacher may require make-up work.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- b. If a student transfers to a different course prior to the designated date for withdrawal, a W code will not be assigned. The student will not be required to make up work in the new course if the schedule change is made prior to the W date. Make-up work for the new course can be averaged into the first marking period grade.
 - c. If a student withdraws from a course and transfers to a different course after the designated date for withdrawal, a code of W will be assigned in the withdrawn class and no credit will be awarded. The schedule change form will be placed in the student's cumulative record. The teacher of the new course may recommend work for the student in order to gain missing content, and it will be the teacher's decision if it will be included in the student's grade. The principal may permit a student to earn credit in the new course until the mid-point of the course (i.e., end of second marking period for full year courses; mid-term exam for semester courses).
 - d. Level changes will only be permitted until the mid-point of the course (i.e., end of second marking period for full year courses; mid-term exam for semester courses.)
 - e. If an IEP team determines a student needs a change in schedule to make progress toward meeting his/her IEP goals, a code of W will be assigned in the withdrawn class. The student may earn credit in the new course, and the final grade will be calculated based on the grades earned in the new course. The schedule change form will be placed in the student's cumulative record.
 - f. Students may enroll in a digital education course, with approval, after the posted withdraw deadline if they are able to complete the course requirements by the course end date or school year, whichever is earlier.
5. X (Late enrollment) Code

X codes will be issued when a student enrolls in a course too late for credit to be granted.

- a. When a student withdraws from a course after the designated date for withdrawal and transfers to a different course (rather than another level of the same course), an X code will be assigned in the new course for marking periods prior to and including the marking period in which the transfer occurred. An X code will also be assigned for the final grade on the report card and the transcript.
- b. When a student transfers into the HCPSS more than 20 school days after the start of the course and before the second marking period begins, and

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

enrolls in a course in which he/she was not enrolled in the previous school, X is assigned for all marking periods prior to and including the marking period in which the student transfers. An exception may be made as outlined in Section III.G.2. below.

6. Z (Exam not taken) Code

Z codes will be assigned when a student does not take a mid-term or final exam for a course.

Z codes will be converted to the letter grade earned on the exam if the exam is taken within the following deadlines:

- a. For a mid-term exam, the student will take the exam no later than four weeks (20 school days) following the administration of the exam.
- b. For a final exam, the student will take the exam no later than two weeks following the start of the next school year.
- c. For graduating seniors, Z codes will not be used. If a senior misses an exam, an E will automatically be given.

Under unusual circumstances, the principal may approve an extension to the deadlines in Sections III.F.1. above. Otherwise, the Z code is converted to an E for the exam grade, and a final grade will be calculated.

G. Students Transferring into the HCPSS or into Alternative Education Placement

1. When a student transfers into the HCPSS from a system that does not use mid-term exams, the code N/A will be entered and the final course grade will be calculated based on the remaining marking period grades and final exam.
2. If a student transfers into the HCPSS (more than 20 school days after the start of the course and before the third marking period begins) course and enrolls in a course in which he/she was not enrolled in the previous school, the principal or his/her designee may take extenuating circumstances into consideration when determining whether a code of X or N/A should be used. Make up work for the purposes of gaining critical content may be given and averaged into grades at the discretion of the teacher.
3. The grades for comparable courses for students who have transferred from another school will be averaged into the final grade.
4. Religion courses and final grades in those courses from parochial schools not satisfying Section III.G.3. above will be reflected on the transcript but will not be awarded credit.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

5. Credit transfers for students assigned to alternative education placements will be reviewed by the Central Admissions Committee (CAC) or Central Education Placement Team (CEPT) and approved by the principal.
- H. Middle School Academic Intervention, Promotion, Retention and Accelerated Grade Placement
1. Academic Intervention
 - a. When a middle school student performs below grade/curriculum expectations, the teacher/grade level team will, with the knowledge and appropriate participation of parents, provide additional assistance and opportunities for the student to improve his/her performance.

Interventions may include the following:

 - i. A conference with the student
 - ii. Differentiated instruction delivered within the regular classroom/school day
 - iii. A change in class/subject placement
 - iv. The involvement of a multidisciplinary student support team (including IEP team for special education students)
 - v. The involvement of support staff
 - vi. Participation in supplemental academic activities (e.g., before/after school tutorials, mentoring)
 - vii. Enrollment in summer school
 - b. In addition, for students who perform below grade level in reading and/or mathematics, the teacher and/or grade level team will develop a written plan to improve and monitor achievement.
 - c. Grade level teams will review and modify student plans with the appropriate grade level teams for the following year.
 2. Consideration for Promotion – Middle School Students
 - a. The principal may, upon the recommendation of a school/grade team, promote a student who achieves at or above grade/curriculum expectations towards curriculum standards in English, mathematics, science, and social studies as measured by teacher-made or selected assessments and by teacher observations.
 - b. A student receiving special education will be assessed based on the provisions of his/her Individualized Education Program (IEP)

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- c. After consideration of all factors, including parent input, the principal will decide if promotion is appropriate. Parents may appeal a decision to promote to the Community Superintendent.

3. Consideration for Retention

- a. With input from the appropriate school/grade team, the principal will consider a student for retention when a student fails to meet standards appropriate for the grade level. The principal may also consider for retention a student who is recommended by a school/grade team or parent for other reasons. The principal must consider whether the needs of the student are best met through retention and offer the parent an opportunity to be included in the decision-making process.
- b. The principal will make a decision based on a number of factors, which may include, but are not limited to the following:
 - i. Academic achievement level
 - ii. Demonstrated progress in response to academic interventions
 - iii. Age of the student
 - iv. Previous retention(s)
 - v. Attendance record
 - vi. Parental concerns
 - vii. Developmental factors
 - viii. Health factors
 - ix. Emotional factors
 - x. Report Card
 - xi. IEP
 - xii. 504 Plan (see Policy 9060 - Rehabilitation Act of 1973 Compliance: Section 504)
- c. The IEP team will consider retention of a diploma-bound student with an Individualized Education Program (IEP).
- d. The provisions of this policy do not apply to a certificate-bound student with an Individualized Education Program (IEP).
- e. Any student not on or above grade level in reading and/or mathematics at the end of 8th grade (as shown on the student's report card) will be required to participate in appropriate interventions, based on academic need as determined by the middle school principal. Interventions may include summer school and/or designated reading and/or mathematics intervention courses in 9th grade.
- f. Parents may appeal a decision to retain to the Community Superintendent.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

J. GPA and Class Rank

1. Class rank will be calculated and reported for students entering grade 9 in 2018-2019 or before. Class rank will not be calculated and reported for students entering grade 9 in 2019-2020 or after.
2. Class rank is the relative position of a student in his/her senior class based upon a cumulative grade point average. Class rank may be either unweighted or weighted, depending on whether the GPA is unweighted or weighted. (When a weighted GPA is calculated, quality points are added to designated courses.)
3. Courses carrying a designation of gifted and talented (GT), advanced placement (AP), and honors (H) will contribute to weighted class rank. Weighted courses will be indicated in the Catalog of Approved High School Courses. For transfer students, HCPSS will weight grades of courses designated GT, AP, and H taken outside HCPSS if the same courses are offered in the Catalog of Approved High School Courses. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS.
4. Students must earn a grade of A, B, or C in a GT or AP course in order to earn the weighted designation of 1.0 additional quality point per credit. Students must earn a grade of A, B, or C in an H course in order to earn the weighted designation of .5 additional quality point per credit. The following chart summarizes quality points for weighted class rank/GPA purposes:

	AP and GT	Honors	Regular
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	1.0	1.0	1.0
E	0	0	0

5. Both an unweighted and weighted GPA are computed for each marking period, and cumulatively at the end of each year using the chart in Section III.J.4. Both an unweighted and weighted cumulative GPA will be on final report cards at the end of each school year.
6. Both an unweighted and weighted cumulative GPA will be calculated by October 1 of the senior year and will be based on credits earned in grades nine through eleven.
7. At graduation, an unweighted and weighted cumulative GPA will be calculated based on credits earned in grades nine through twelve. Unweighted and weighted class ranks will be determined by these GPAs until

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

students who are freshman during the 2018-2019 school year graduate/exit. Both GPAs (and resulting class ranks for students who are freshman during the 2018-2019 school year until they graduate/exit) will serve as the final GPAs and the final class ranks.

8. GPAs (and class ranks for students who are freshman during the 2018-2019 school year until they graduate/exit) from both October 1 and the end of the senior year will appear on the final high school transcript.
9. Weighted GPA will be used for academic eligibility for extracurricular activities, National Honor Society, honor roll, and for any other activity requiring the reporting of a grade point average.

K. High School Courses Taken in Middle School

1. Any high school course which is offered at the middle school is eligible for high school credit and will be treated as an equivalent, including mid-term and final exams, except for how the final exam is averaged into the final grade (see Section III.C.2.a.i. above).
2. Beginning with courses completed in the 2015-2016 school year, the student's course grade will be recorded on the high school transcript.
3. The student's grade will not be calculated into the high school grade point average.
4. If a student re-takes one of the high-school courses taken in middle school for which credit was earned:
 - a. The high school grade(s) will be calculated into the GPA, and
 - b. Only the first credit will be awarded.
5. For high school world language courses, credits will be awarded at the completion of a course in grade 8.

L. Non-traditional Courses

1. Non-traditional courses include, but are not limited to, digital education, credit recovery, or high school credit-bearing courses taught during summer or after regular school hours, or dual enrollment courses taught at a higher education institution. The only dual enrollment courses exempt from the non-traditional course definition are those taught in an HCPSS school during the traditional school day.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- a. All non-traditional courses have teacher-facilitated instruction that meets the standards of the HCPSS curriculum.
- b. All non-traditional courses have a defined period for completion that may vary from the traditional academic calendar.

2. Examinations

Non-traditional courses differentiation

- a. For a full credit course, an examination will be given at the end of semester 1 and semester 2. For a semester (0.5 credit course), an examination will be given at the end of the course.
- b. Each examination will assess learning for that semester.
- c. The quality points for each examination grade will constitute 1/10 of the final grade for the course. For a .5 credit semester course, the one examination grade will constitute $\frac{1}{5}$ of the final course grade.
- d. No student is exempt from these examinations, and all examinations must be completed within the designated window.
- e. Any student with an excused absence for a Comprehensive Summer School final exam will earn a "Z." Students will be able to make up the exam during the first two weeks of the upcoming school year, not to exceed September 15th. Any exam not completed by this time will be converted to an "E" for the final exam.
- f. Examinations may be scheduled at a time outside the traditional school calendar exam window.

M. Summer School

1. Summer School is a continuation of the school year preceding enrollment in the course.
2. Students may enroll in an Innovative Pathways Summer School (formerly Comprehensive Summer School) course up until the fourth day of the course.
3. For Non-traditional courses taken outside of the regular school day, the attendance policy may be modified. Students enrolling in Innovative Pathways Summer School courses may only miss 1.5 days of the course before risking denial of credit.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

IV. Reporting

- A. Teachers will grade, post, and return student work within three weeks of the due date, barring unusual circumstances.
 - 1. Students and parents can expect updated grades every three weeks from the start of a marking period. The exception will be during the start of school when teachers will post updated grades by the fourth week of school (20 days).
 - 2. Teachers should also notify parents of unsatisfactory progress throughout the marking period.
- B. Final report cards for middle and high school students will be mailed to parents at the end of each school year.
- C. Non-traditional Reporting
 - 1. Summer School, Digital Education, and Credit Recovery course grades will be reflected on the high school transcript and calculated in the cumulative GPA.
 - 2. For course retakes, both the original course grade and the summer school grade will be included in the high school GPA and recorded on the high school transcript.
 - 3. Marking period grades will be earned by semester. Quarter 1 and Quarter 2 will reflect the Semester 1 grade, and Quarter 3 and Quarter 4 will reflect the Semester 2 grade.
 - 4. Non-traditional courses without a quarter grade will not be included in quarterly eligibility calculations as there is no grade to calculate. The final course grade will be included in the end-of-year and cumulative GPAs.
 - 5. For Digital Education courses, course names are listed on interims and quarterly report cards; however, grades are only included in calculations on the final report card (See Policy 8200 Digital Education).

V. Report Card Grade Change

- A. A change of a report card grade will be made for a sound educational purpose according to the following protocol:
 - 1. A teacher will not change a student's report card grade unless there are extenuating circumstances and the change is approved by the principal. The

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

teacher will follow the procedures established by the HCPSS below in Section V.B.

2. A principal may change a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be changed. The principal is responsible for implementing the procedures defined by the HCPSS below in Section V.B. for processing and recording a grade change and subsequent change to permanent records.
3. Grade changes will only be permitted until 45 days beyond the quarter impacted.

B. Procedures

Grade changes must be documented on the grade change form. Parents must be notified of the grade change by the teacher or the principal. The grade change form needs a signature from the teacher, the data clerk, and the principal. Copies of the grade change form go into the student's cumulative record, to the teacher, and to the data clerk.

VI. Report Card Code Change

A change of a report card code will be made according to the following procedures:

- | | |
|---|---|
| I | (Incomplete) This code will be changed by following the guidelines described in Section III.F.1.b. of these procedures. |
| N | (No credit due to absence) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it. |
| P | (Pass) This code will not be changed unless it was assigned due to an administrative error, in which case the principal is the only person authorized to change it. |
| W | (Withdrawal) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it. |
| X | (Late enrollment in class) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it. |
| Z | (Exam not taken) This code will be changed by following the guidelines described in Section III.F.6. of these procedures. |

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

VII. History

ADOPTED: June 25, 1987
REVIEWED:
MODIFIED: June 13, 2013
February 20, 2014
August 14, 2014
September 11, 2014
REVISED: February 8, 1990
June 10, 1999
January 27, 2005
January 12, 2006
November 21, 2006
June 12, 2008
March 21, 2013
May 9, 2019
EFFECTIVE: July 1, 2019



THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

I. Policy Statement

The Board of Education of Howard County is committed to ensuring that all students ~~meet or exceed rigorous performance and achievement standards and recognizes the need for the regular assessment of each student's academic progress~~ learn and that students, parents, teachers, administrators, and other stakeholders are provided meaningful feedback on student achievement. Grading, reporting, promotion, and retention within the Howard County Public School System (HCPSS) are based on ~~the degree of success the individual student's has achieved in completing the educational program~~ mastery of curriculum standards. Additionally, the Board supports students in maintaining and extending their learning through the use of homework as part of the curricular program. The Board views grading, reporting, and homework as part of an ongoing conversation about student academic progress with students and their families.

II. Purpose

The purpose of this policy is to provide guidelines to ensure that information on grading, reporting, promotion, and retention, and homework is determined in a clear and consistent manner, and ~~information~~ is regularly reported to students and their ~~parents~~ families through regular and timely communication about student academic progress.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. 504 Plan – A written document developed for an eligible student that allows the student to receive a free and appropriate public education in the least restrictive environment.
- B. Accelerated Grade Placement – The movement of a student out of the normal progression to an advanced grade.
- C. Assessment – An evaluation of what students know and/or can do.
- AD. Class Rank – The relative position of a student in his/her graduation class based upon a cumulative grade point average.
- BE. Code – A letter used to reflect the academic history of a student.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- ~~CF.~~ Course – A planned sequence of instruction related to a specific subject delivered at a HCPSS school during the school day and within the school year. The content of an HCPSS course is ~~defined by an approved essential~~ determined by the curriculum standards.
- ~~DG.~~ Course Level – An indication of the rigor of a given course. Course levels may include advanced placement (AP), gifted & talented (GT), honors (H), and regular, and review. Not all courses are offered at different levels.
- ~~EH.~~ Credit – Unit of achievement awarded for the completion of a course and the successful demonstration of established instructional objectives and standards of performance for the course.
- ~~FI.~~ Credit By Exam – Credit awarded to a student who does not complete a course but successfully demonstrates knowledge of established ~~learning goals~~ curriculum standards by passing an examination.
- J. Curriculum – The prescribed elements of programs and courses which state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet the curriculum standards, and by what means they will be assessed.
- K. Curriculum Standards – The learning outcomes that students are expected to master, which reflect the best knowledge of the developmental needs of learners, and that comply with requirements from local policy and state law.
- ~~G.~~ ~~Essential Curriculum~~ – ~~The core goals and objectives that define what students are expected to know and be able to do.~~
- ~~HL.~~ Grade – A letter ~~with a quality point equivalent~~ indicating a measure of performance and related to achievement of course objectives.
- ~~IM.~~ Grade Point Average (GPA) – Numerical representation, weighted or unweighted, of a grade measuring a student's overall performance across courses taken for a specific period of time. There are ~~three~~ two types of GPAs:
1. Marking Period GPA
 2. ~~End of Year GPA~~
 3. Cumulative GPA
- N. Homework – Work assigned to be done completely outside of school hours.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- O. Individualized Education Program (IEP) – A written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student’s IEP team.
- P. Individualized Education Program (IEP) Team – A group of individuals responsible for identifying and evaluating students with disabilities. The IEP team develops, reviews, and/or revises an IEP for a student with a disability and determines placement.
- J. ~~Interim Report – A report issued prior to the report card that reflects the progress of a student through the date of issuance.~~
- KQ. ~~Lawful (Excused) Absence – An absence recorded as excused in accordance with Policy 9010 Attendance.~~ for any portion of the day under the following conditions:
1. Death in the immediate family
 2. Illness of the student
 3. Pregnancy and parenting needs
 4. Court summons
 5. Hazardous weather conditions
 6. Work approved or sponsored by the school
 7. Observance of a religious holiday
 8. State emergency
 9. Suspension
 10. Lack of authorized transportation
 11. 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.
- LR. ~~Marking Period – A segment of the school year during which instruction is delivered, student progress is monitored, and grades are given.~~
- S. Non-traditional Course – An HCPSS course taught at a location, time, delivery method differing from the standard course structure. The content of a non-traditional course may include other curriculum standards outside of the HCPSS course.
- MT. ~~Official Records – A student’s report card and Student Records Systems card.~~
- NU. ~~Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:~~
- ~~1. Biological Parent – A natural parent whose parental rights have not been terminated.~~
 - ~~2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.~~

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

3. Custodian – A person or agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.
 4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.
 5. Caregiver – An adult resident of Howard County who exercises care, custody, or control over the student but who is neither the biological parent nor legal guardian, as long as the person satisfies the requirements of the Education Article, §7-101 (c) (Informal Kinship Care) or has been issued a U.S. Department of Health and Human Service’s Office of Refugee Resettlement (ORR) Verification of Release form entering into a custodial arrangement with the federal government.
 6. Foster Parent – An adult approved to care for a child who has been placed in their home by a state agency or a licensed child placement agency as provided by the Family Law Article, §5-507.
- V. Promotion – The normal progression of a student from one grade level to the next based upon successful completion of coursework.
- ΘW. Quality Points – The numerical equivalent of a grade on a 4.0 scale (A=4.0; B=3.0; C=2.0; D=1.0; E=0). Also refers to points which may be added to designated courses for weighted ~~class rank~~/GPA purposes.
- PX. Report Card – Document that records a student’s grades, attendance, and other information.
- Y. Retention – The act of continuing a student in a current grade level based upon unsuccessful completion of coursework.
- Z. School Year – The school year begins on the first day of school as determined by the school calendar and will continue through the day before the next approved school year. Summer courses and non-traditional courses taken during this time are part of the school year.
- QAA. Student Records Systems Card (Annual Secondary School Performance Data Summary or Transcript) – Record by grade level of courses, grades, credits, and other graduation requirements completed by a student.
- RAB. Unlawful (Unexcused) Absence – An absence, ~~recorded as unexcused in accordance with Policy 9010 Attendance~~ including absence for any portion of the day, for any reason other than those cited as lawful are presumed as unlawful and may constitute truancy.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

SAC. Weighting Grades – The process of adding quality points to ~~honors (H), advanced placement (AP),~~ gifted & talented (GT), and ~~advanced placement (AP), honors (H)~~ course values. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS.

IV. Standards

A. Grades and Codes

1. A letter grade or a code will be given for all courses in which a student is enrolled.
2. A letter grading (A, B, C, D, E) and coding (I, N/A, N, P, W, X, Z) system as described in Sections IV.A.3. and 4. respectively, will be used; no plus or minus signs will be used for official records, such as reports cards and transcripts.
3. Grading will reflect the level of achievement of a student. Marking period grades will be determined as follows:

A (90-100%) – Outstanding level of achievement

B (80-89%) – High level of achievement

C (70-79%) – Satisfactory level of achievement

D (60-69%) – Low level of achievement

E (59% or lower) – Failure (no credit awarded for high school credit bearing courses)

Percent scores are rounded to the nearest whole number. Therefore, ~~any score below .5 rounds down and any score ending in .5 and above rounds up if the number behind the decimal point is less than 5, the score is rounded down to the next whole number and if the number behind the decimal point is 5 or more, the score is rounded up to the next whole number.~~ (Example 1: 89.49% rounds to 89; Example 2: 89.50% rounds to 90)

4. Coding will reflect the academic history of a student. Codes are used as follows:

Codes used for courses taken in middle school and high school

I - I (Incomplete) codes will be used when a student has not been able to complete required coursework due to lawful absences or other extenuating circumstances. I codes will be converted to an appropriate letter grade according to Implementation Procedures Section III.C.6-a F.1.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

~~N - N (No credit due to absence) codes will be used when a student is denied credit in a course due to excessive absences. Any high school student with absences constituting five percent (5%) or greater of a semester or a yearlong course will be considered for denial of credit. Courses with N codes will receive no credit, will count as a credit attempted, and will earn 0 quality points in the end-of-year GPA and cumulative GPA.~~

N/A - N/A (Not Available) codes will be used when transfer students (in-county or from out-of-county) are missing marking period and/or exam grades. Courses with N/A codes will receive credit and will be calculated into the cumulative GPA. The final grade will be the average of the remaining quarters or exam grades. N/A codes may also be used as a place holder for non-traditional courses until the marking period and exam grades are recorded at the end of the semester.

When the achievement of Individualized Education Program (IEP) goals requires a schedule change, N/A codes will be used for missing marking period and/or exam grades in a new course. ~~Courses with N/A codes will receive credit and will be calculated into the end-of-year GPA and cumulative GPA.~~

~~P - P (Pass) codes will be used when a student successfully completes a course through credit by exam, credit awarded for coursework from non-accredited schools, or home instruction courses upon enrollment in an HCPSS school. Courses with P codes will receive credit and will not be calculated into the end-of-year GPA and cumulative GPA.~~

~~W - W (Withdrawal) codes will be used to indicate that a student withdrew from a course seven school days after the published interim report of the first quarter of the course and did not transfer into another level of the same course. Courses with W codes will receive no credit and will not be calculated into the end-of-year GPA and cumulative GPA.~~

~~X - X (Late enrollment in class) codes will be used when a student enrolls in a course too late for credit to be granted. Courses with X codes will receive no credit and will not be calculated into the end-of-year GPA and cumulative GPA.~~

~~Z - Z (Exam not taken) codes will be used when a student does not take a mid-term or final exam for a course. Courses with Z codes will receive no credit, will count as a credit attempted, and will earn 0 quality points until the Z code is converted to an appropriate letter grade according to Implementation Procedure II.C.6.e.~~

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Codes used for courses taken for high school credit

N - N (No credit due to absence) codes will be used when a student is denied credit in a course due to excessive absences. Any high school student with absences constituting five percent (5%) or greater of a semester or a year-long course will be considered for denial of credit. Courses with N codes will receive no credit, will count as a credit attempted, and will earn 0 quality points in the cumulative GPA.

W - W (Withdrawal) codes will be used to indicate that a student withdrew from a course more than the equivalent of four weeks (20 school days) from the start of the course, the date of enrollment for a non-traditional course, and did not transfer into another level of the same course. Courses with W codes will receive no credit and will not be calculated into the cumulative GPA but will be calculated into marking period GPAs.

X - X (Late enrollment in class) codes will be used when a student enrolls in a course after the twentieth day of the course, too late for credit to be granted. Courses with X codes will receive no credit and will not be calculated into the cumulative GPA but will be calculated into marking period GPAs.

Z - Z (Exam not taken) codes will be used when a student does not take a mid-term or final exam for a course. Courses with Z codes will receive no credit, will count as a credit attempted, and will earn 0 quality points until the Z code is converted to an appropriate letter grade according to Implementation Procedures Section III.F.6.

5. ~~Academic eligibility will be calculated based on all courses in which a student is enrolled, in accordance with Policy 9070 Academic Eligibility for High School Extracurricular Activities.~~
6. ~~Quality points will be used to compute numerical averages from letter grades.~~
5. Final middle school grades will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4

B = 3

C = 2

D = 1

E = 0

- a. Full-year courses

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- i. For high school courses taught in middle school, the midterm exam will be included in the second quarter grades and the final will be included in the fourth quarter grades.
- ii. Multiply the quality points for each marking period grade by two. Compute the sum and divide by eight.
- iii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Marking Period Grade</u>
<u>A=4</u>	<u>B=3</u>	<u>B=3</u>	<u>A=4</u>
<u>x2</u>	<u>x2</u>	<u>x2</u>	<u>x2</u>
<u>8</u>	<u>6</u>	<u>6</u>	<u>8</u>

28 divided by 8 = 3.5 Final Grade A

- b. Semester courses (half-credit courses)
 - i. Multiply the quality points for each marking period grade by two and compute their sum. Divide by four.
 - ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (no credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>
<u>C=2</u>	<u>B=3</u>
<u>x2</u>	<u>x2</u>
<u>4</u>	<u>6</u>

10 divided by 4 = 2.5 Final Grade B

- c. Quarter courses (quarter-credit courses) the quarter grade will be the final grade.
6. Final grades for high school will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4

B = 3

C = 2

D = 1

E = 0

- a. Full-year courses
- i. Multiply the quality points for each marking period grade by two. Add the quality points for each examination grade. Compute the sum and divide by ten.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Mid-Term Exam</u>	<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Final Exam</u>
<u>A=4</u>	<u>B=3</u>	<u>B=3</u>	<u>B=3</u>	<u>A=4</u>	<u>C=2</u>
<u>x2</u>	<u>x2</u>	<u>x1</u>	<u>x2</u>	<u>x2</u>	<u>x1</u>
<u>8</u>	<u>6</u>	<u>3</u>	<u>6</u>	<u>8</u>	<u>2</u>

33 divided by 10 = 3.3 Final Grade B

b. Semester courses (half-credit courses)

- i. Multiply the quality points for each marking period grade by two and compute their sum. Add the quality points for the examination grade and divide by five.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00B = 2.50-3.49C = 1.50-2.49D = 0.75-1.49E = Below 0.75 (no credit)Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Mid-Term Exam</u>
<u>C=2</u>	<u>B=3</u>	<u>C=2</u>
<u>x2</u>	<u>x2</u>	<u>x1</u>
<u>4</u>	<u>6</u>	<u>2</u>

12 divided by 5 = 2.4 Final Grade C

7. ~~A student may make up work and receive a recorded grade when a lawful absence is documented by a note from the parent in accordance with Policy 9010 Attendance.~~

Make-up work will be accepted under the following conditions:

- a. A student may make up work and receive a recorded grade for work missed due to an unlawful absence or field trip attendance. Students returning from lawful absences or field trips will have an equal number of days to complete

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

make-up work (i.e., Work due on the day of a field trip will be turned in on the next school day; work assigned on a day of a lawful absence will add one school day to the due date.). For absences beyond two weeks, an administrator can allow for additional days for work to be completed.

- b. ~~Students returning from a lawful absence will be allowed the same number of days of the absence to complete make-up work.~~

A student may complete make-up work but will not receive a recorded grade for work missed due to an unlawful absence.

- c. Teachers may allow students to redo work to demonstrate a satisfactory level of mastery at a minimum.

8. ~~Student grades will not be subject to a percentage grade reduction for behaviors, including but not limited to, lateness to class, absence (however, per Section IV.A.4., excessive absences may result in loss of credit), behavior, or disciplinary action, may not be used to reduce a student's grade. (Such actions could impact the quarter grade in an indirect manner because of missed work and incomplete assignments.)~~ However, student behaviors and attendance may impact the student's grade indirectly because of missed instructional time and incomplete assignments.

9. Extra credit is not offered in Grades 6-12. However, students will be provided with opportunities to recover credit and demonstrate mastery through other relevant coursework if they are failing the course or otherwise as appropriate.

10. HCPSS shall recognize and accept any and all credits a student earned toward graduation in any other public school in Maryland.

B. High School Grade Point Average and Class Rank

1. Grade Point Averages (GPAs) will be calculated and reported at regular intervals on both a periodic and cumulative basis. The following guidelines will be used in calculating GPAs:
- The GPA for a marking period will be determined by adding each ~~credit-bearing~~ course's total quality points and dividing the sum by the number of ~~credit-bearing~~ class periods.
 - The ~~end-of-year and~~ cumulative GPAs will be determined by multiplying the quality points for the final grade earned for each course by the credits assigned to the course, summing the results, and dividing by the total of the credits assigned to the courses taken.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- c. For students earning a Certificate of Program Completion, the GPA will be determined by all courses the student is enrolled in, since this student is not earning high school credits.
- 2. Both cumulative ~~non-un~~weighted and weighted GPAs will be calculated for all students at the end of each marking period ~~and at the end of each school year.~~
- 3. Weighted GPAs will be based on course level, with additional quality points added to designated courses.
- 4. For students entering grade 9 in 2018-2019 or before, Early senior year calculations, based on credits earned in grades 9–11, include the following, which are reported on the high school transcript:
 - a. The cumulative ~~non-un~~weighted GPA.
 - b. The cumulative weighted GPA.
 - c. The ~~non-un~~weighted class rank.
 - d. The weighted class rank.
- 5. ~~End of the senior year calculations, based on credits earned in grades 9–12, include the following, which are reported on the high school transcript:~~
 - a. ~~The cumulative non-weighted GPA.~~
 - b. ~~The cumulative weighted GPA.~~
 - c. ~~The non-weighted class rank.~~
 - d. ~~The weighted class rank.~~

For students entering grade 9 in 2019-2020 or later, a cumulative unweighted and weighted GPA will be calculated.

- 6. Students must earn a grade of A, B, or C in a GT or AP course in order to earn the weighted designation of 1.0 additional quality point per credit. Students must earn a grade of A, B, or C in an H course in order to earn the weighted designation of .5 additional quality point per credit. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS, using the chart below. The following chart summarizes quality points for weighted class rank/GPA purposes:

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

	<u>AP and G/T</u>	<u>Honors</u>	<u>Regular</u>
<u>A</u>	<u>5.0</u>	<u>4.5</u>	<u>4.0</u>
<u>B</u>	<u>4.0</u>	<u>3.5</u>	<u>3.0</u>
<u>C</u>	<u>3.0</u>	<u>2.5</u>	<u>2.0</u>
<u>D</u>	<u>1.0</u>	<u>1.0</u>	<u>1.0</u>
<u>E</u>	<u>0</u>	<u>0</u>	<u>0</u>

C. Reporting

1. Prompt feedback is essential for developing student understanding. The grading and returning of student work will occur within three weeks of the student's submission, in the learning management system and also in class, if appropriate.
32. Teachers will notify parents of progress throughout the marking period. Parents may access a student's progress through the learning management system. Additionally, teachers may communicate progress with parents in person, by phone, or in writing.
43. School staff employees will communicate to students and parents on a quarterly basis the student's level of academic performance in the ~~essential~~ curriculum.
2. The interim report will reflect the progress of the student through the date of the report's issuance and will not represent the marking period or final grade.
4. Report cards will be issued at the conclusion of each marking period and will reflect all work completed during that marking period unless otherwise indicated by the teacher.

D. Teachers will grade, post, and return student work within three weeks of the due date, barring unusual circumstances.Report Card Grade Change

1. A change of a report card grade will be made for a sound educational purpose according to the following protocol:
 - a. A teacher will not change a student's report card grade unless there are extenuating circumstances and the change is approved by the principal. The teacher will follow the procedures established by the HCPSS below in Section IV.D.2.
 - b. A principal may change a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be changed. The principal is responsible for implementing the procedures defined by the HCPSS below in Section IV.D.2.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

for processing and recording a grade change and subsequent change to permanent records.

- c. Grade changes cannot exceed 45 school days following the last day of school in the marking period.
- d. For a grade change for the 4th marking period, final exams or during summer school, the timeline would begin on the first day of school in the new school year.

2. Procedures

- a. Grade changes must be documented on the grade change form. Parents must be notified of the grade change by the teacher or the principal.
 - i. The grade change form needs a signature from the teacher, the data clerk, and the principal. It needs to include a reason for the grade change and date of the approval.
 - ii. Copies of the grade change form go into the student's cumulative record, to the teacher, to the data clerk, and to the Office of School Counseling.
 - iii. A grade change may be authorized by the Executive Director of Program Innovation and Student Well-Being, Chief Academic Officer, Chief School Management and Instructional Leadership Officer, or Community Superintendent. If a grade change occurs centrally, a grade change form is still completed with a reason for change. This form goes into the student's cumulative record and to the principal and data clerk.
- b. Parents will be notified of the grade change by the teacher, principal, or central office employee changing the grade.
- c. The Office of School Counseling will audit the grade changes annually.
- d. Appeals of grade changes can be made to the Community Superintendent.

E. Report Card Code Change

A change of a report card code will not be made unless it was assigned in error, in which case the principal is the only person who can authorize it to be changed.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

F. Homework

1. If assigned, homework will be purposeful, appropriate, informational, and flexible. It is intended to extend learning and provide an opportunity for practice. Homework may not be assigned in every course.
 - a. Purposeful: Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
 - b. Appropriate: Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations on homework will be provided as outlined in students' IEPs and Section 504 Plans.
 - c. Informational: Homework enables parents to be included in their child's day-to-day school experiences.
 - d. Flexible: Assignments can be successfully completed within timeframes that have flexible deadlines when possible.
2. Homework guidelines will be established using the following criteria:
 - a. Each school year, schools will communicate the school's homework procedures with all stakeholders.
 - b. Teachers are required to ensure that homework is accommodated/modified as necessary in accordance with students' IEPs and 504 Plans.
 - c. Teachers will provide feedback on homework assignments in a timely manner.
 - d. Students must be given a non-electronic option for homework completion and submission.
 - e. Homework assignments may not be assigned or due on a day schools are closed due to inclement weather.
 - f. Homework may not be assigned over the summer for any courses, nor winter or spring breaks for middle or high school courses.
 - g. A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of days to complete make-up work.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

h. Homework may be graded in grades 6-12 but cannot exceed 10% of the total grade.

3. Amount and Purpose of Homework

a. Middle School Courses (Courses with no Credits)

- i. Amount: Each instructor may assigns an average of, at most, one hour of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
- ii. Purpose of Homework: Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.
- iii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than one hour of homework each week per instructor.

b. Courses that include High School Credits

- i. Amount: Each instructor may assign an average of, at most, one and a half hours of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
- ii. Purpose of Homework: Homework will be designed as an extension of classroom learning. Students will be told the purpose(s) of homework assignments. Homework should be reflective, preparatory, reinforcing, and instructive.
- iii. The goals and expectations for homework will be clear and include opportunities for student input. As appropriate, flexibility and student choice will be considered in the assignment of homework duration, rigor, product, and weight in grading. A syllabus is recommended for distribution at the beginning of every semester outlining each course's requirements, including regular assignments, projects, possible due dates, and procedures for requesting feedback on assignments.

V. Responsibilities

Principals will communicate information annually regarding high school grading and reporting to all students, parents, and ~~staff~~ HCPSS employees.

VI. Delegation of Authority

The Superintendent is authorized to develop procedures to implement this policy.

VII. References

- A. Legal
 - The Annotated Code of Maryland, Education Article, §7-301, Compulsory Attendance
 - The Annotated Code of Maryland, Education Article, §7-101(c) (Informal Kinship Care)
 - The Annotated Code of Maryland, Family Law Article, §5-507
 - COMAR 13A.03.02, Graduation Requirements for Public High School in Maryland
 - COMAR 13A.03.02.08 Grading and Reporting
 - COMAR 13A.08.01.03, Lawful Absence
 - COMAR 13A.08.01.04, Unlawful Absence
 - COMAR 13A.10.01.01, Home Instruction Program
- B. Other Board Policies
 - Policy 8200 Digital Education
 - Policy 8030 Graduation Requirements
 - Policy 9010 Attendance
 - Policy 9070 Academic Eligibility for High School Extracurricular Activities
- C. Relevant Data Sources
 - (none)
- D. Other
 - NCAA Eligibility Center - Definition of Non-traditional courses - <http://www.ncaa.org/student-athletes/future/nontraditional-courses>
 - Catalog of Approved High School Courses
 - Grade Change Form
 - Schedule Change Form

VIII. History

ADOPTED: June 25, 1987
 REVIEWED:
 MODIFIED: April 14, 2016
 REVISED: February 8, 1990
 June 10, 1999
 January 27, 2005
 June 12, 2008
 March 21, 2013
May 9, 2019
 EFFECTIVE: ~~April 14, 2016~~

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

July 1, 2019



**POLICY 8020-IP
IMPLEMENTATION PROCEDURES**

**GRADING AND REPORTING:
MIDDLE AND HIGH SCHOOL**

Effective: ~~September 11, 2014~~
July 1, 2019

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

I. Definitions

Within the context of these implementation procedures, the following definition applies:

Alternative Education Placement – A location outside of the designated home school designed to accommodate students who have demonstrated the need for significant academic or behavioral support.

II. Notification/Dissemination

The principal will inform all students, parents, and staff employees of the provisions of this policy annually and at other times as appropriate. This may be done in the following ways:

- A. Making announcements via the public address system at the beginning of the school year.
- B. Publishing the information in school newsletters.
- C. Publishing the information in staff employee/student handbooks.
- D. ~~Posting the information on a bulletin board and/or school's website.~~
- E. Making the information available for new students through the registration process.

III. Grading

- A. Determining Student Grades
 - 1. The letter grade will be used to indicate the individual level of achievement of each student in relation to attainment of course objectives.
 - 2. The following factors will be used as guidelines in determining level of achievement:

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- a. Competence – The degree of accomplishment as determined by ~~tests,~~ assessments and examinations, Howard County Public School System (HCPSS) assessments, teacher evaluation, and demonstration of performance objectives.
 - b. Assignments and preparation – The degree of accomplishment as determined by quality of work, completeness of assignments, regularity with which assignments are completed, and punctuality in submitting assignments.
 - c. Participation – The degree of interaction in the class, as reflected in the day-to-day performance of the student in relation to the instructional methods used in the classroom.
 - d. ~~Daily work habits in the classroom – The degree of student accuracy, independence and dependability, use of time, attentiveness, and promptness in submitting work.~~
3. ~~Extra credit, an academic opportunity for a student to raise an individual assignment grade, will be offered solely at the discretion of the teacher and will extend learning in the course is not offered in Grades 6-12. However, opportunities to recover credit and demonstrate mastery through other relevant coursework will be provided if a student is failing the course or as otherwise appropriate.~~
 4. ~~During the 2014–2015 school year, each curriculum content area will review grading practices.~~
 5. ~~Prior to distribution to students, the principal/designee will review and approve the teacher's grading explanations described in II.A.6.~~
 64. Within the first five days of class, every teacher will distribute to his/her students an explanation of how students' grades will be calculated. This information will be made available to parents both in writing and through the learning management system. Prior to distribution to students, the principal/designee will review and approve the teacher's grading explanations.
- B. Examinations for Courses Taken for High School Credit
1. Full-year courses
 - a. At the end of the second and fourth marking period, an examination will be given.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- b. Each examination will assess learning for that semester. Assessments may take different formats.
 - c. In high school, ~~T~~the quality points for each examination grade will constitute 1/10 of the final grade for the course.
 - d. In middle school, the examination grade will be calculated into quarters 2 and 4.
 - ~~d~~e. No student is exempt from ~~these~~ examinations, and examinations may not be taken/due before a scheduled examination date.
2. Semester courses
 - a. At the end of the semester, an examination will be given.
 - b. The examination will assess learning for that semester. Assessments may take different formats.
 - c. In high school, ~~T~~the quality points for the examination grade will constitute 1/5 of the final grade for the course.
 - d. In middle school, the examination grade will be calculated into the final quarter of the course.
 - ~~d~~e. No student is exempt from this examination, and examinations may not be taken/due before a scheduled examination date.
 3. A student on suspension or expulsion at examination time will be permitted to take the examination and will remain eligible to qualify for the awarding of course credit.
- C. Determining Final Grades and Credit – Middle School
1. Only the final grade and/or code will be retained on the Student Records Systems card.
 2. Final middle school grades will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:
 - A = 4
 - B = 3
 - C = 2
 - D = 1
 - E = 0

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

a. Full-year courses

- i. For high school courses taught in middle school, the midterm exam will be included in the second quarter grades and the final will be included in the fourth quarter grades.
- ii. Multiply the quality points for each marking period grade by two. Add the quality points for each examination grade. Compute the sum and divide by ~~eight~~ ten.
- iii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

- A = 3.50-4.00
- B = 2.50-3.49
- C = 1.50-2.49
- D = 0.75-1.49
- E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam	Marking Period Grade	Marking Period Grade	Final Exam
A=4	B=3	B=3	B=3	A=4	C=2
x2	x2	x1	x2	x2	x1
8	6	3	6	8	2

~~33 divided by 10 = 3.3 Final Grade B~~

28 divided by 8 = 3.5 Final Grade A

b. Semester courses (half-credit courses)

- i. Multiply the quality points for each marking period grade by two and compute their sum. ~~Add the quality points for the examination grade and~~ Divide by five four.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

- A = 3.50-4.00
- B = 2.50-3.49
- C = 1.50-2.49
- D = 0.75-1.49
- E = Below 0.75 (no credit)

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

- iii. Every other day courses in middle school will be given a mid-point grade for quarters 1 or 3 and the end of course grade in quarters 2 or 4.

Example:

Marking Period Grade	Marking Period Grade	Mid-Term Exam
C=2	B=3	C=2
x2	x2	x1
4	6	2

~~12 divided by 5 = 2.4 Final Grade C~~
 10 divided by 4 = 2.5 Final Grade B

- c. Quarter courses (quarter-credit courses) the quarter grade will be the final grade.

D. Determining Final Grades and Credit – High School

1. Only the final grade and/or code will be retained on the Student Records Systems card.
2. Final grades will be determined by translating the letter grade for each marking period and each examination using the following quality points scale:

A = 4
B = 3
C = 2
D = 1
E = 0

- a. Full-year courses
 - i. Multiply the quality points for each marking period grade by two. Add the quality points for each examination grade. Compute the sum and divide by ten.
 - ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
B = 2.50-3.49

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Mid-Term Exam</u>	<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Final Exam</u>
<u>A=4</u>	<u>B=3</u>	<u>B=3</u>	<u>B=3</u>	<u>A=4</u>	<u>C=2</u>
<u>x2</u>	<u>x2</u>	<u>x1</u>	<u>x2</u>	<u>x2</u>	<u>x1</u>
<u>8</u>	<u>6</u>	<u>3</u>	<u>6</u>	<u>8</u>	<u>2</u>

33 divided by 10 = 3.3 Final Grade B

b. Semester courses (half-credit courses)

- i. Multiply the quality points for each marking period grade by two and compute their sum. Add the quality points for the examination grade and divide by five.
- ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00

B = 2.50-3.49

C = 1.50-2.49

D = 0.75-1.49

E = Below 0.75 (no credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Mid-Term Exam</u>
<u>C=2</u>	<u>B=3</u>	<u>C=2</u>
<u>x2</u>	<u>x2</u>	<u>x1</u>
<u>4</u>	<u>6</u>	<u>2</u>

12 divided by 5 = 2.4 Final Grade C

3. For a full-year course to earn credit, a student must earn at least a 0.75 year-end average and either (a) pass one marking period each semester or (b) pass

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

both marking periods in the second semester. For a semester course to earn credit, a student must pass at least one marking period with at least a 0.75 end-of-course average.

4. If a student retakes a course ~~during the school year or in summer school~~ when credit was previously earned:
 - a. The student may earn credit more than once for the same course only if the course is designated as such in the Catalog of Approved High School Courses.
 - b. If the course is not designated as eligible for additional credit in the Catalog of Approved High School Courses, the student may still retake the course. Both the final grades from taking the course originally and for retaking the course will be included in the cumulative GPA. Both courses will be recorded on the transcript. Any course, original or retaken, taken in high school, will be included in the high school GPA.

5E. Summer Non-traditional courses

- a1. Original credit – Original credit course grades earned ~~in summer school~~ will be reflected ~~in~~ on the high school transcript and calculated in the cumulative GPA.
- b. ~~Review credit – Review credit course grades earned in summer school will be calculated in the cumulative GPA. Both the original course grade and the summer school grade will be included in the GPA and recorded on the high school transcript.~~
2. Credit recovery (Review Credit in COMAR) – For credit recovery course grades, both the final grades from taking the course originally and for retaking the course will be included in the cumulative GPA if taken in high school. Both courses will be recorded on the transcript.

6F. Implementation of Codes

Codes used for courses taken in middle school and high school

a1. I (Incomplete) Code

- ia. Incomplete codes will be issued only for marking period grades and only upon approval of the principal/designee when a student has been unable to complete required course work due to legal absences or other extenuating circumstances.

- ib. Incomplete codes must be converted to a letter grade no later than two weeks after the issuance of the report card, except in unusual

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

circumstances as approved by the principal/designee. At the end of the two weeks, the teacher will change the incomplete code to the appropriate grade and notify the student and parent.

iii.c. A student with an I code will not be academically eligible for extracurricular activities.

d. If a student transfers into an HCPSS school with a code of I as a final grade, the student will receive no credit for that course and it will not be calculated into the cumulative GPA. If it is a marking period grade, it will be calculated into marking period GPAs in accordance with this policy.

2. N/A (Not Available) codes will be used when transfer students (in-county or from out-of-county) are missing marking period and/or exam grades. Courses with N/A codes will receive credit and will be calculated into the cumulative GPA. The final grade will be the average of the remaining quarters or exam grades. N/A codes may also be used as a place holder for non-traditional courses until the marking period and exam grades are recorded at the end of the semester.

When the achievement of Individualized Education Program (IEP) goals requires a schedule change, N/A codes will be used for missing marking period and/or exam grades in a new course.

Example:

<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Mid-Term Exam</u>	<u>Marking Period Grade</u>	<u>Marking Period Grade</u>	<u>Final Exam</u>
<u>N/A=0</u>	<u>B=3</u>	<u>B=3</u>	<u>B=3</u>	<u>A=4</u>	<u>C=2</u>
<u>x2</u>	<u>x2</u>	<u>x1</u>	<u>x2</u>	<u>x2</u>	<u>x1</u>
<u>0</u>	<u>6</u>	<u>3</u>	<u>6</u>	<u>8</u>	<u>2</u>

25 divided by 8 = 3.12 Final Grade B

iii.b. N (No credit due to absences) Code

N codes may be issued when a student has earned a final passing grade but is denied credit from a course due to excessive absences. A student with absences of 5% or greater will be considered for denial of credit. A teacher, when recommending denial of credit, and the principal, when making the final determination regarding denial of credit, will consider the following:

ia. Excused or unexcused absences.

ii.b. Diligence, timeliness, and quality of make-up work.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

iii.c. Extent of prior notice to student and parent regarding possibility of denial of credit.

iv.d. Improvement of student attendance following notice regarding possibility of denial of credit.

For GPA purposes, N codes are calculated as credits attempted and 0 quality points earned.

e4. W (Withdrawal) Code

W codes indicate that a student withdrew from a course after the designated date for withdrawal (~~seven 20~~ school days ~~after the first interim report for~~ from the start of the course).

ia. If a student transfers between levels of the same course, a W code will not be assigned. The grade the student earned in the original course will be transferred and averaged into the new course. The new teacher may require make-up work.

ii.b. If a student transfers to a different course prior to the designated date for withdrawal, a W code will not be assigned. The student will not be responsible for making required to make up work in the new course if the schedule change is made prior to the W date. Make-up work will for the new course can be averaged into the first marking period grade.

iii.c. If a student withdraws from a course and transfers to a different course after the designated date for withdrawal, a code of W will be assigned in the withdrawn class and no credit will be awarded. The schedule change form will be placed in the student's cumulative record. The teacher of the new course may recommend work for the student in order to gain missing content, and it will be the teacher's decision if it will be included in the student's grade. The principal may permit a student to earn credit in the new course until the mid-point of the course (i.e., end of second marking period for full year courses; mid-term exam for semester courses).

d. Level changes will only be permitted until the mid-point of the course (i.e., end of second marking period for full year courses; mid-term exam for semester courses.)

iv.e. If an IEP team determines a student needs a change in schedule to make progress toward meeting his/her IEP goals ~~or~~, a code of W will be assigned in the withdrawn class. The student may earn credit in the new course, and the final grade will be calculated based on the grades earned

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

in the new course. The schedule change form will be placed in the student's cumulative record.

- f. Students may enroll in a digital education course, with approval, after the posted withdraw deadline if they are able to complete the course requirements by the course end date or school year, whichever is earlier.

d5. X (Late enrollment) Code

X codes will be issued when a student enrolls in a course too late for credit to be granted.

- ia. When a student withdraws from a course after the designated date for withdrawal and transfers to a different course (rather than another level of the same course), an X code will be assigned in the new course for marking periods prior to and including the marking period in which the transfer occurred. An X code will also be assigned for the final grade on the report card and the transcript.

- ib. When a student transfers into the HCPSS more than ~~seven~~ 20 school days after the ~~interim report of the first marking period~~ start of the course and before the second marking period ~~interims are issued~~ begins, and enrolls in a course in which he/she was not enrolled in the previous school, X is assigned for all marking periods prior to and including the marking period in which the student transfers. An exception may be made as outlined in Section III.DG.2. below.

e6. Z (Exam not taken) Code

Z codes will be assigned when a student does not take a mid-term or final exam for a course.

Z codes will be converted to the letter grade earned on the exam if the exam is taken within the following deadlines:

- ia. For a mid-term exam, the student will take the exam no later than four weeks (20 school days) following the administration of the exam.
- ib. For a final exam, the student will take the exam no later than ~~September 15~~ two weeks following the start of the next school year.
- c. For graduating seniors, Z codes will not be used. If a senior misses an exam, an E will automatically be given.

Under unusual circumstances, the principal may approve an extension to the deadlines in Sections H.C.6.e.i III.F.1. and H.C.6.e.ii above.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

Otherwise, the Z code is converted to an E for the exam grade, and a final grade will be calculated.

DG. Students Transferring into the HCPSS or into Alternative Programs Education Placement

1. When a student transfers into the HCPSS from a system that does not use mid-term exams, the code N/A will be entered and the final course grade will be calculated based on the remaining marking period grades and final exam.
2. If a student transfers into the HCPSS (more than ~~seven~~ 20 school days after the ~~interim report of the first marking period~~ start of the course and before the ~~second~~ third marking period ~~interims are issued~~ begins) course and enrolls in a course in which he/she was not enrolled in the previous school, the principal or his/her designee may take extenuating circumstances into consideration when determining whether a code of X or N/A should be used. Make up work for the purposes of gaining critical content may be given and averaged into grades at the discretion of the teacher.
3. The grades for comparable courses for students who have transferred from another school will be averaged into the final grade.
4. Religion courses and final grades in those courses from parochial schools not satisfying Section III.DG.3. above will be reflected on the transcript but will not be awarded credit.
5. Credit transfers for students assigned to alternative ~~programs~~ education placements will be reviewed by the Central Admissions Committee (CAC) ~~or~~ or Central Education Placement Team (CEPT) and approved by the principal.

H. Middle School Academic Intervention, Promotion, Retention and Accelerated Grade Placement

1. Academic Intervention

- a. When a middle school student performs below grade/curriculum expectations, the teacher/grade level team will, with the knowledge and appropriate participation of parents, provide additional assistance and opportunities for the student to improve his/her performance.

Interventions may include the following:

- i. A conference with the student
- ii. Differentiated instruction delivered within the regular classroom/school day
- iii. A change in class/subject placement

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- v. Attendance record
 - vi. Parental concerns
 - vii. Developmental factors
 - viii. Health factors
 - ix. Emotional factors
 - x. Report Card
 - xi. IEP
 - xii. 504 Plan (see Policy 9060 - Rehabilitation Act of 1973 Compliance: Section 504)
- c. The IEP team will consider retention of a diploma-bound student with an Individualized Education Program (IEP).
 - d. The provisions of this policy do not apply to a certificate-bound student with an Individualized Education Program (IEP).
 - e. Any student not on or above grade level in reading and/or mathematics at the end of 8th grade (as shown on the student's report card) will be required to participate in appropriate interventions, based on academic need as determined by the middle school principal. Interventions may include summer school and/or designated reading and/or mathematics intervention courses in 9th grade.
 - f. Parents may appeal a decision to retain to the Community Superintendent.
 - g. If a student is retained in the current grade, the instructional team for that grade must review any academic interventions provided the student during the current academic year and make revisions designed to accelerate the student's pace of learning for the following year.
4. Consideration for Accelerated Grade Placement
- a. A principal may, upon the recommendation of a school/grade team or parent, consider accelerating a student to an advanced grade when he/she consistently demonstrates the ability to achieve at a higher level than expected in the essential curriculum as measured by quarterly, teacher made and other assessments, and by teacher observations.
 - b. The principal will decide whether to move the student to an advanced grade based on a number of factors, which may include, but are not limited to the following:
 - i. Academic achievement level
 - ii. Age of the student
 - iii. Previous accelerations

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- iv. Attendance record
 - v. Parental concerns
 - vi. Developmental factors
 - vii. Health factors
 - viii. Emotional factors
 - ix. Report card
 - x. IEP
 - xii. 504 Plan (see Policy 9060 - Rehabilitation Act of 1973 Compliance: Section 504)
- c. Students will not be accelerated to advanced grades against the wishes of their parent/guardian.
- ¶I. High School Promotions
1. To be promoted to grade 10, students must have five credits including one English credit and one year of high school attendance.
 2. To be promoted to grade 11, students must have ten credits including two English credits and two years of high school attendance.
 3. To be promoted to grade 12, students must have fourteen credits including two English credits and three years of high school attendance.
- ¶J. GPA and Class Rank
1. Class rank will be calculated and reported for students entering grade 9 in 2018-2019 or before. Class rank will not be calculated and reported for students entering grade 9 in 2019-2020 or after.
 12. Class rank is the relative position of a student in his/her senior class based upon a cumulative grade point average. Class rank may be either ~~non-un~~ weighted or weighted, depending on whether the GPA is ~~non-un~~ weighted or weighted. (When a weighted GPA is calculated, quality points are added to designated courses.)
 23. Courses carrying a designation of gifted and talented (GT), advanced placement (AP), and honors (H) will contribute to weighted class rank. Weighted courses will be indicated in the Catalog of Approved High School Courses. For transfer students, HCPSS will weight grades of courses designated GT, AP, and H taken outside HCPSS if the same courses are offered in the Catalog of Approved High School Courses. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

34. Students must earn a grade of A, B, or C in a GT or AP course in order to earn the weighted designation of 1.0 additional quality point per credit. Students must earn a grade of A, B, or C in an H course in order to earn the weighted designation of .5 additional quality point per credit. The following chart summarizes quality points for weighted class rank/GPA purposes:

	AP and GT	Honors	Regular
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	1.0	1.0	1.0
E	0	0	0

45. Both an ~~non-un~~weighted and weighted GPA are computed for each marking period, ~~for each year~~, and cumulatively at the end of each year using the chart in Section III.F.3 J.4. Both an ~~non-un~~weighted and weighted cumulative GPA will be on final report cards at the end of each school year.
56. Both an ~~non-un~~weighted and weighted cumulative GPA will be calculated by October 1 of the senior year and will be based on credits earned in grades nine through eleven.
67. At graduation, an ~~non-un~~weighted and weighted cumulative GPA will be calculated based on credits earned in grades nine through twelve. ~~Non-~~Unweighted and weighted class ranks will be determined by these GPAs until students who are freshman during the 2018-2019 school year graduate/exit. Both GPAs (and resulting class ranks for students who are freshman during the 2018-2019 school year until they graduate/exit) will serve as the final GPAs and the final class ranks.
78. GPAs (and class ranks for students who are freshman during the 2018-2019 school year until they graduate/exit) from both October 1 and the end of the senior year will appear on the final high school transcript.
89. Weighted GPA will be used for academic eligibility for extracurricular activities, National Honor Society, honor roll, and for any other activity requiring the reporting of a grade point average.

K. High School Courses Taken in Middle School

1. Any high school course which is offered at the middle school is eligible for high school credit and will be treated as an equivalent, including mid-term and final exams, except for how the final exam is averaged into the final grade (see Section III.C.2.a.i. above).

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

2. Beginning with courses completed in the 2015-2016 school year, the student's course grade will be recorded on the high school transcript.
3. The student's grade will not be calculated into the high school grade point average.
4. If a student re-takes one of the high-school courses taken in middle school for which credit was earned:
 - a. The high school grade(s) will be calculated into the GPA, and
 - b. Only one the first credit will be awarded.
5. For high school world language courses, credits will be awarded at the completion of a course in grade 8.

L. Non-traditional Courses

1. Non-traditional courses include, but are not limited to, digital education, credit recovery, or high school credit-bearing courses taught during summer or after regular school hours, or dual enrollment courses taught at a higher education institution. The only dual enrollment courses exempt from the non-traditional course definition are those taught in an HCPSS school during the traditional school day.
 - a. All non-traditional courses have teacher-facilitated instruction that meets the standards of the HCPSS curriculum.
 - b. All non-traditional courses have a defined period for completion that may vary from the traditional academic calendar.
2. Examinations

Non-traditional courses differentiation

 - a. For a full credit course, an examination will be given at the end of semester 1 and semester 2. For a semester (0.5 credit course), an examination will be given at the end of the course.
 - b. Each examination will assess learning for that semester.
 - c. The quality points for each examination grade will constitute 1/10 of the final grade for the course. For a .5 credit semester course, the one examination grade will constitute 1/5 of the final course grade.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

- d. No student is exempt from these examinations, and all examinations must be completed within the designated window.
- e. Any student with an excused absence for a Comprehensive Summer School final exam will earn a "Z." Students will be able to make up the exam during the first two weeks of the upcoming school year, not to exceed September 15th. Any exam not completed by this time will be converted to an "E" for the final exam.
- f. Examinations may be scheduled at a time outside the traditional school calendar exam window.

M. Summer School

1. Summer School is a continuation of the school year preceding enrollment in the course.
2. Students may enroll in an Innovative Pathways Summer School (formerly Comprehensive Summer School) course up until the fourth day of the course.
3. For Non-traditional courses taken outside of the regular school day, the attendance policy may be modified. Students enrolling in Innovative Pathways Summer School courses may only miss 1.5 days of the course before risking denial of credit.

HIY. Reporting

A. Interim Report

Teachers will grade, post, and return student work within three weeks of the due date, barring unusual circumstances.

1. ~~At the midpoint of each marking period, all teachers will provide written notice to the parent concerning student progress.~~

Students and parents can expect updated grades every three weeks from the start of a marking period. The exception will be during the start of school when teachers will post updated grades by the fourth week of school (20 days).

2. Teachers should also notify parents of unsatisfactory progress throughout the marking period.

- B. Final report cards for middle and high school students will be mailed to parents at the end of each school year.

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

C. Non-traditional Reporting

1. Summer School, Digital Education, and Credit Recovery course grades will be reflected on the high school transcript and calculated in the cumulative GPA.
2. For course retakes, both the original course grade and the summer school grade will be included in the high school GPA and recorded on the high school transcript.
3. Marking period grades will be earned by semester. Quarter 1 and Quarter 2 will reflect the Semester 1 grade, and Quarter 3 and Quarter 4 will reflect the Semester 2 grade.
4. Non-traditional courses without a quarter grade will not be included in quarterly eligibility calculations as there is no grade to calculate. The final course grade will be included in the end-of-year and cumulative GPAs.
5. For Digital Education courses, course names are listed on interims and quarterly report cards; however, grades are only included in calculations on the final report card (See Policy 8200 Digital Education).

IV. Report Card Grade Change

- A. A change of a report card grade will be made for a sound educational purpose according to the following protocol:
1. A teacher will not change a student's report card grade unless there are extenuating circumstances and the change is approved by the principal. The teacher will follow the procedures established by the HCPSS below in Section IV.B.
 2. A principal may change a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be changed. The principal is responsible for implementing the procedures defined by the HCPSS below in Section IV.B. for processing and recording a grade change and subsequent change to permanent records.
 3. Grade changes will only be permitted until 45 days beyond the quarter impacted.

B. Procedures

Grade changes must be documented on the grade change form. Parents must be notified of the grade change by the teacher or the principal. The grade change

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

form needs a signature from the teacher, the data clerk, and the principal. Copies of the grade change form go into the student's cumulative record, to the teacher, and to the data clerk.

VI. Report Card Code Change

A change of a report card code will be made according to the following procedures:

- I (Incomplete) This code will be changed by following the guidelines described in Section ~~III.C.6.a.ii~~ F.1.b. of these procedures.
- N (No credit due to absence) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it.
- P (Pass) This code will not be changed unless it was assigned ~~in~~ due to an administrative error, in which case the principal is the only person authorized to change it.
- W (Withdrawal) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it.
- X (Late enrollment in class) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it.
- Z (Exam not taken) This code will be changed by following the guidelines described in Section ~~III.C.6.e~~ F.6. of these procedures.

VII. History

ADOPTED: June 25, 1987
 REVIEWED:
 MODIFIED: June 13, 2013
 February 20, 2014
 August 14, 2014
 September 11, 2014
 REVISED: February 8, 1990
 June 10, 1999
 January 27, 2005
 January 12, 2006
 November 21, 2006
 June 12, 2008
 March 21, 2013
May 9, 2019

THIS IS AN UNOFFICIAL DOCUMENT PROVIDED AS A TOOL FOR STUDYING PROPOSED CHANGES

EFFECTIVE: ~~September 11, 2014~~
July 1, 2019