

FREDERICK COUNTY PUBLIC SCHOOLS	Reg. No. 500-05
SUBJECT: GRADING, REPORTING, AND INTERVENTION – SECONDARY	Issued: 8/25/82
Preparing Office: Office of the Superintendent	Amended: 9/15/21

I. Policy 416

II. Procedures

A. Definitions

1. Alternate Academic Achievement Standards – Frederick County Public Schools (FCPS) aligns curriculum, instruction and assessments for students with the most significant cognitive disabilities. Access to these standards is determined by an IEP team based on the following criteria: the student has a “significant cognitive disability”; the student is learning content derived from Maryland College and Career-Ready Standards; and the student requires extensive, direct, individualized, and repeated instruction and substantial supports to achieve measurable gains in adapted and modified curriculum. Students receiving an alternate curriculum are eligible for the Maryland Alternate Assessments and are working towards a certificate of completion.
2. Essential Curriculum Standards — Specific statements that describe the learning outcomes for each course or grade level in specific content areas. Essential curriculum standards are aligned to the Maryland College and Career Ready Standards or national content standards.
3. Grade — A letter, number, or symbol that indicates student performance of the essential curriculum being studied.
4. Habits of Work — The non-academic learner behaviors that communicate the degree to which students are actively engaged in their own learning process.
5. Marking Term — The segment of the school year during which instruction is delivered, student progress is monitored, and grades are issued. There are four (4) marking terms of nine (9) weeks each.
6. Performance Level — A description of a student’s current achievement in relation to each performance standard.
7. Performance Standards — Broad statements that describe what students are expected to achieve. Each performance standard requires students to learn multiple essential curriculum standards.
8. Report Card — Document that records a student’s academic grades, habits of work, attendance, and other information for each of the four (4) marking terms.

9. Requirements — Those factors, in addition to the standards (essential curriculum indicators), that may be reflected in the grade (see Section II. C. below).
10. Semester — Two (2) terms of nine (9) weeks each totaling eighteen (18) weeks.
11. Term Grade — A grade (letter or symbol) that indicates student mastery of standards. The term grade is recorded on the report card.
12. Screening Assessment – Brief, valid, and reliable measurement procedure used to identify or predict whether a student may be: (a) unable to meet performance standards, or (b) in need of enrichment or acceleration.
13. Multi-tiered System of Supports –
 - a. Tier I – Instruction on the Core Curriculum – All students receive high quality instruction that is responsive and differentiated (Framework for Teaching). Assessments include evidence-based universal screening, formative, and summative assessments. An effective system of supports begins with standards-aligned curricula, team-based collaborative planning (Accelerated Learning Process), and a strong evidence-based instructional approach based on the Universal Design for Learning to address the individual characteristics of students. Some students or groups of students may require additional instruction on the Core Curriculum as a part of Tier I Instruction.
 - b. Tier II – Supplemental Intervention – The student or small groups of students receive explicit instruction on content that requires prerequisite support. Diagnostic assessments assist in targeting instructional objectives. Frequent progress monitoring occurs with the goal of Supplemental Intervention being brief, but focused.
 - c. Tier III – Intensive Intervention – The student or small groups of students receive intensive individualized instruction on content that is significantly below their grade level standards and is designed to remedy error patterns. The frequency of progress monitoring increases (daily to weekly) and allows for individualized instruction. The time required in the intervention may increase.
14. Supplemental Reading Instruction – Supplemental Reading Instruction means evidence-based, sequential, systematic, explicit, and cumulative instruction or intervention to mastery of foundational reading skills including phonological or phonemic awareness and processing, phonics, and vocabulary to support development of decoding, spelling, fluency, and reading comprehension skills to meet grade level curriculum.

B. Purpose of Grades

The purpose of grades is to provide feedback to students, parents, and educators about student performance and achievement in the standards. Grades help inform teachers, students, and parents about the academic areas in which students approach, meet or exceed expectations.

To support students in meeting or exceeding expectations, classroom teachers organize and structure learning activities to evaluate evidence of student learning in the standards. A variety of options are available to support students to master the standards, as referenced in the Multi-tiered System of Supports. Finally, school leaders, teacher, other staff, and parents work as partners to ensure students get any needed supports.

Grades (letters, numbers or symbols) are assigned during the report card term for assignments, projects, quizzes, and tests. They are also assigned at the end of the report card term as a formal grade on the report card to represent achievement for the entire marking term. The guidelines in this grading regulation ensure that grades are determined in a consistent manner.

C. Factors That Help Determine Grades

Grades are a reflection of student achievement. As such, grading decisions at all levels reflect a student's current progress in mastering essential curriculum standards. Grades should not reflect habits of work such as participation or effort.

The design of classroom and homework activities should take into account the varied needs of students.

Any impact on grades due to attendance should be in accordance with the guidelines in FCPS Regulation 400-98 *Student Attendance*.

D. Responsibilities for Curriculum, Instruction, and Grading

1. The Board of Education of Frederick County (Board) approves the essential curriculum and course of study to be taught. The course of study includes a detailed program of study for a course that includes the essential curriculum for the course, an approved text resource for the course (if required), recommended hours/credits for the course, and expected outcomes for the course. The essential curriculum and courses of study may not be changed in substance or content without the approval of the Board.
2. Curriculum specialists and/or supervisors work with classroom teachers to develop curriculum instructional resources (planning tools, supplemental guidelines, units, and sample lesson plans) for the approved essential curriculum and course of study.
3. School administrators and teachers organize the instructional program in accordance with the approved essential curriculum and courses of study.

4. Prior to the beginning of each school year or semester, each teacher shall establish the class requirements to be used in each class for the purpose of assigning term grades. These requirements will align with the guidelines for grading provided at both the system and school level. Information about the course of study and class requirements for grading shall be provided to students in writing¹ within the first week of the school year or semester. Students will be asked to review the information and requirements with their parents in a manner that is developmentally appropriate. Teachers have flexibility in designing standards-based instruction that accommodates teaching styles, academic levels, and developmental differences.
5. Teachers are expected to provide frequent opportunities for students to demonstrate progress towards achieving the standards.
6. Teachers monitor and informally evaluate student work daily and provide ongoing oral and written feedback throughout the learning process. Teachers shall maintain a formal written record of each student's work and progress on a regular basis. The record must contain at least one academic grade per week in the system-identified online grading platform.
7. Written work or production should be evaluated and returned to the student as soon as possible. Once the student has examined this work, the teacher may retain it for record purposes. Upon request of the student, such retained work shall be available during the current school year for review under teacher supervision.
8. Teachers are expected to review their assignment of grades for student work on a regular basis. Assigning a grade of "0" when averaging grades on a percentage scale (0-100) has a significant negative impact on the overall student grade; therefore, teachers are discouraged from entering a grade lower than 50% for any assignment while using a percentage scale. When teachers assign grades on a proficiency scale, the impact of the "0" is less detrimental and may effectively be used to communicate that students have submitted no evidence towards standards proficiency. As FCPS transitions to a standards-based teaching, learning, and grading system, systemic direction will be provided at each school level to gradually replace the "0" with a "50" as the lowest grade of "F" in subsection G below. Middle schools will begin in the 2021-2022 school year.
9. Students' habits of work may have direct influence on achievement in the classroom; however, these learner behaviors should not be calculated into a student's standards-based academic grade. These habits will be reported and communicated to students and parents in a separate manner. Misbehavior is to be handled according to system and school discipline policies and procedures.

¹ For purpose of this regulation, "in writing" may include hard copy or electronic copy.

10. Teachers shall assign homework as appropriate at all levels for all students, taking into account the varying needs of students they serve. Homework should be assigned in accordance with the guidelines in FCPS Regulation 500-15 *Homework Guidelines*.
11. Teachers are responsible for assigning grades for students' standards-aligned work during the marking term.
12. Teachers are responsible for issuing interim reports to notify students and parents of unsatisfactory or failing student performance. Interim reports should be issued in accordance with the guidelines in FCPS Regulation 500-13 *Interim Report Procedures*.
13. Teachers are responsible for assigning term grades for the report card. Report cards are issued on specified dates four (4) times during the school year.

E. Responsibilities for "Supplemental Reading Instruction"

If results from the required reading screening per Board Policy 511 *Assessments* indicates a student is at risk of reading difficulties, staff will provide supplemental reading instruction to address the student's identified areas of need; and provide a notification letter to the parent or guardian of the student that includes the screening results and a description of the supplemental reading instruction that will be provided to the student.

F. Special Education

1. Students accessing Essential Curriculum
 - a. Report card grades should be determined based on a student's mastery of the essential curriculum standards with access to IEP accommodations and supplementary aids and services.
 - b. Determination of report card grades in response to a student's IEP should be a collaborative process between general educators and special educators.
 - c. In addition to report card grades, special education case managers, in collaboration with all service providers and the general education teacher, are required to report quarterly progress on the student's IEP goals.
2. Students accessing Alternate Academic Achievement Standards
 - a. Report card grades should be determined based on a student's mastery of the Alternate Academic Achievement standards.
 - b. Determination of report card grades in response to a student's IEP should be a collaborative process between:
 - (1) general educators and special educators (if a student is accessing a general education class for all or part of the school day), or
 - (2) special educators and additional members of the school-based IEP team (if a student is accessing a specialized program).

- c. In addition to report card grades, special education case managers, in collaboration with all service providers, are required to report quarterly progress on the student’s IEP goals.

3. Students accessing a Specialized Program

- a. Report card grades should be determined based on a student’s mastery of the Alternate Academic Achievement Standards or the essential curriculum standards, according to their IEP.
- b. Determination of report card grades in response to a student’s IEP should be a collaborative process between special educators and additional members of the school-based IEP team.
- c. In addition to report card grades, special education case managers, in collaboration with all service providers, are required to report quarterly progress on the student’s IEP goals.

G. Term Grades for the Report Card

In middle and high school, students receive letter term grades on the report card evaluating success in meeting curriculum standards and requirements.

- 1. In grades 6-12, letter grades are used. Plus and/or minus are not used. The percentage scale that guides the awarding of letter grades is listed below. Teachers have discretion to consider a variety of performance factors before awarding the letter grade, and exceptions to the percentage scale may be made with principal approval.

90-100 A 80-89 B 70-79 C 60-69 D 0-59 F

- 2. Explanation of term grades used in grades 6-12 (without plus or minus):

A	Exemplary Performance	Consistently meets and/or exceeds curriculum standards and class requirements
B	Skilled Performance	Frequently meets and/or exceeds curriculum standards and class requirements
C	Satisfactory Performance	Generally meets curriculum standards and class requirements, though some curriculum standards and class requirements may remain as yet unmet
D	Minimally Acceptable Performance	Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet
F	Unacceptable Performance	Meets few, if any, curriculum standards and class requirements

- 3. An incomplete grade of "I" may be given in a course in which a student has not completed the prescribed work by the end of the grading period. The building principal must approve all incomplete grades.
 - a. Normally, the grade of "I" (incomplete) will remain on the report card for no longer than two (2) weeks from the end of the marking period. At the end of two (2) weeks, the teacher will change the "I" to another appropriate grade and notify the student and parent.
 - b. Extenuating circumstances such as prolonged illness may cause a teacher to grant an extension of the two (2) week period. The building principal shall approve such an extension.

H. Timelines

- 1. Report cards will be issued on specified dates four (4) times during the school year.
- 2. Interim reports should be issued in accordance with the interim procedures as detailed in FCPS Regulation 500-13 *Interim Report Procedures*.

I. Credit and Final Grade Computations

Use the following information when determining the final course grade:

HIGH SCHOOL Quality Points

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

HIGH SCHOOL Grade Point Range

3.50 - 4.00
 2.50 - 3.49
 1.50 - 2.49
 .50 - 1.49
 0.00 - 0.49

MIDDLE SCHOOL Quality Points

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

MIDDLE SCHOOL Grade Point Range

3.50 - 4.00
 2.50 - 3.49
 1.50 - 2.49
 .50 - 1.49
 0.00 - 0.49

1. Computation of Final Grades for Middle School Courses and High School Courses

- a. In a two (2) semester schedule, the final grade for a one (1) credit course is calculated by multiplying the term grade by 25% and adding the product of each. A student must pass two (2) of the four (4) terms in order to pass the course.

Example:	Term 1	grade of B =	3 x .25	=	.75
	Term 2	grade of C =	2 x .25	=	.50
	Term 3	grade of B =	3 x .25	=	.75
	Term 4	grade of A =	4 x .25	=	<u>1.00</u>
					3.00 = B

(Refer to the Quality Point/Grade Point Range charts)

- b. The final grade for a one-half (1/2) credit course is calculated by multiplying the term grades by 50% and adding the product of each. A student must pass one (1) of the two (2) terms in order to pass the course.

Example:	Term 1	grade of C =	2 x .50	=	1.0
	Term 2	grade of A =	4 x .50	=	<u>2.0</u>
					3.0 = B

(Refer to the Quality Point/Grade Point Range chart)

- c. In a one (1) semester schedule, the final grade for a one (1) credit course is calculated by multiplying the term grades by 50% and adding the product of each. A student must pass one (1) of the two (2) terms in order to pass the course.

Example:	Term 1	grade of B =	3 x .50	=	1.5
	Term 2	grade of C =	2 x .50	=	<u>1.0</u>
					2.5 = B

(Refer to the Quality Point/Grade Point Range Chart)

- d. The final grade for a one-half (1/2) credit high school course is calculated by multiplying the term grades by 50%, and adding the product of each. A student must pass one (1) of the two (2) terms in order to pass the course.

Example:	Term 1	grade of C =	2 x .50	=	1.0
	Term 2	grade of A =	4 x .50	=	<u>2.0</u>
					3.0 = B

(Refer to the Quality Point/Grade Point Range Chart)

- e. In a one-semester schedule, the final grade for a one-half (1/2) credit high school course is calculated on the term grade alone. A student must pass the term in order to pass the course.

(Refer to the Quality Point/Grade Point Range Chart)

2. Computation of Yearly Grade Point Average

- a. The final yearly grade point average for a one (1) credit course is computed by multiplying the grade value by the number of credits earned. This will yield the quality points for that course. (Example: A = 4 x 1 = 4 quality points)
- b. The final yearly grade point average for a one-half (1/2) credit course is computed by multiplying the grade value by the number of credits earned. This will yield the quality points for that course. (Example: A = 4 x .5 = 2 quality points)

- c. Example of computing the final grades for a student taking five (5) one (1) credit courses and four (4) one-half (1/2) credit courses:

- (1) $A = 4 \times 1 = 4$
- (2) $B = 3 \times 1 = 3$
- (3) $B = 3 \times 1 = 3$
- (4) $A = 4 \times 1 = 4$
- (5) $B = 3 \times 1 = 3$
- (6) $B = 3 \times .5 = 1.5$
- (7) $A = 4 \times .5 = 2.0$
- (8) $B = 3 \times .5 = 1.5$
- (9) $A = 4 \times .5 = \underline{2.0}$

$24.0 \quad 7 \text{ credits} = 3.42 \text{ GPA}$

- d. A student's class rank shall be calculated annually (unweighted and weighted) in accordance with the guidelines in FCPS Regulation 400-13.

3. Exceptions to the Grade Computations

- a. A student who fails the second term of a one (1) credit semester course due to lack of acceptable effort may be failed for the course regardless of total quality points earned. Failure for lack of an acceptable effort shall be approved by the principal and shall be preceded by ample notification to the parent/guardian.

A student who fails the third and/or fourth terms of a one (1) credit semester course because of lack of acceptable effort may be failed for the year regardless of total quality points earned. Failure for lack of acceptable effort shall be approved by the principal and shall be preceded by ample notification to the parent/guardian.

- b. A student who fails the second term of a one-half (1/2) credit semester course due to lack of acceptable effort may be failed for the course regardless of total quality points earned. Failure for lack of an acceptable effort shall be approved by the principal and shall be preceded by ample notification to the parent/guardian.

A student who fails the third and/or fourth terms of a one-half (1/2) credit semester course because of lack of an acceptable effort may be failed for the course regardless of the total quality points earned. Failure for lack of an acceptable effort shall be approved by the principal and shall be preceded by ample notification to the parent/guardian.

- c. With the exception of students enrolled in an intervention course or an IEP related program (e.g., Learning for Life), on those occasions when a middle school student has a course change, the grade from the previous course will be evaluated and assessed at the discretion of the principal and teacher. Report cards will reflect courses in which the student is currently enrolled.

4. A high school student may repeat courses for one of two reasons: (1) to earn credit toward graduation in the instance where the student originally failed; or (2) to improve subject mastery and/or the grade in a previously passed course.
 - a. In no instance may a student earn graduation credits more than once for the same course.
 - b. The final grade to be listed on the transcript shall be the highest grade earned.
5. Students who pass designated high school courses in middle school are automatically granted high school credit. Students may repeat the course if they wish to earn a higher grade.
6. Procedures for Grade Changes
 - a. Teacher Initiated Grade Change – On those occasions where a teacher feels the final mark does not fairly reflect the final achievement of the student, the teacher may award a higher letter grade. The following documentation is required within 30 school days after the report card has been issued:
 - Name of teacher requesting the grade change
 - Reason for the grade change
 - Signature of the person approving the grade change
 - Reason for approval
 - Date of approval
 - Signature of the Principal
 - b. Parent Appeal of a Grade – On those occasions where a parent feels the final grade does not fairly reflect the final achievement of the student, the following procedure should be followed:
 - All questions about a student's grade should be directed first to the classroom teacher within 10 school days after the report card has been issued.
 - If the matter remains unresolved, a student and/or parent/legal guardian may file a complaint with the principal indicating the reason for the dispute and the remedy sought. The principal will evaluate the complaint and provide a written response within 10 school days of receiving the complaint. With the exception outlined in Board Policy 105 (described below), the principal's decision is final in all matters concerning student grades.
 - The timeline for final grade changes must not exceed 30 school days after the report card has been issued. *

- A student and/or parent/legal guardian may appeal the principal's decision for alleged violations of procedures or violations of a student's due process in accordance with Board Policy 105.²

*Appealing the grade of dual enrollment courses occurs with the institution of higher learning and does not apply to FCPS procedures

Approved:

original signed by

Theresa R. Alban
Superintendent

²The Maryland State Board of Education (State Board) has consistently held that the merits of students' grades should be kept within the school building and are to be made by the persons most able to evaluate the situation from personal knowledge and the State Board will only hear appeals if there are specific allegations that procedures were not followed or due process rights violated. (See *Barbara P. v. Anne Arundel Co. Board of Education*, MSBE Op. No. 14-66)