

# ADMINISTRATIVE REGULATION

## BALTIMORE CITY PUBLIC SCHOOLS

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### GRADING AND REPORTING

#### I. Purpose

The intention of City Schools' Grading and Reporting administrative regulation is to support student learning by introducing fair and uniform grading and reporting practices that reflect the values of the district. This administrative regulation is being implemented to support systemic consistency for assessing student achievement.

#### II. Guidelines

A. In City Schools, grades represent a student's performance based on course of study expectations. Teachers will evaluate students using a variety of assessment tools to provide students with numerous and varied opportunities to demonstrate knowledge and skills. Teachers will provide students and parents with information about student achievement by regularly updating grades using the district's online grading tool. It is recommended that teachers provide parents the option for a conference following each report card.

#### B. Recording and Reporting Grades

##### 1. Recording

- a. Grades will be recorded for each subject. Teachers will grade student performance. Performance is based upon, but not limited to, assessments, classwork, participation, and homework. Each of these are defined in sections II.F. and II.G. and shall be further clarified by specific guidance released by district office content teams. Teachers may use letters, numbers, or other symbols on individual tasks/assessments to indicate what a student knows and can do. Teachers will record grades using the online grading tool which can be used to share grades and provide feedback to students and parents.
- b. A score of zero will be given to students who fail to submit an assignment. A student will receive a zero if they are found to have cheated or plagiarized.

- c. City Schools shall provide guidance regarding how courses that are retaken should appear on report cards, transcripts, and in the GPA calculation that incorporates its Athletics (JJIC) and Promotion and Retention policies (IKEA).

2. Reporting

- a. On the first day of school, teachers will communicate, in writing, the grading procedures and grading elements to students and parents.
- b. In their grading practices, schools shall identify the portion of student grades that shall be based on assessments. The following parameters apply:
  - i. A minimum of 70 percent of a student's grade shall be based on assessments.
  - ii. Because students can demonstrate mastery through a wide variety of methods beyond exams, a broad definition of assessments has been provided in sections II.F. and II.G. of this administrative regulation and shall be further clarified in content-specific guidance produced by district office content teams.
  - iii. Schools may determine grading practice variation between grade level and subject areas but must adhere to any content specific guidance produced by district office content leads.
  - iv. Diagnostic assessment shall not be used in the calculation of a grade.
- c. In their grading practices, schools shall identify the portion of student grades that shall be based on classwork, participation, and homework. The combined total of these category weights shall not exceed more than 30 percent of the overall grade, with homework not exceeding more than 10 percent of the overall grade. Schools may determine variation between grade level and subject areas but must adhere to any content specific guidance produced by district office content leads.
- d. City Schools encourages schools to reassess students on assignments during the marking period. If a student's understanding of the content assessed on a summative assignment shows improvement upon reassessment, that grade may be replaced with the new grade. The reassessment may take a different form from the original assessment but must be graded based on correctness and have the same weight in the gradebook as the previous assignment.
- e. In Pre-K, final course grades will be the equivalent of final term grades entered by the teacher of record. In non high-school credit-bearing grade K-8 courses, final grades are an average of the grades reported in previous marking periods. In Grades 9-12, term exams will be given in all core subject areas (English

Language Arts, Science, Mathematics, and Social Studies). When calculating a student's final grade for credit-bearing semester-long courses, each of the two quarter grades will be worth 40 percent and the term exam will make up the remaining 20 percent. For credit-bearing year-long courses, each semester will be worth 50 percent. When calculating each semester grade, each of the two quarter grades will be worth 40 percent, and the term exam will be worth 20 percent.

- f. If City Schools is offering a national or international program with published global standards for assessment (e.g. Advanced Placement or International Baccalaureate), then grading shall follow the methodology of that organization.
- g. All grade changes shall follow guidance released by City Schools' Academics Office (see IKA-RA Attachment 1 (Grade Change Guidelines), IKA-RA Form 1 (Grade Change Request Form), and IKA-RA Form 2 (Historical Grade Change Request Form).

**C. Attendance**

City Schools is committed to providing students with a rigorous and engaging education. Attendance in class is not only critical to learning content and skills, but also to satisfy full participation in classroom activities. City Schools follows the guidelines set forth by the Maryland State Department of Education regarding attendance and credit earning. In City Schools, absences will not be used as an element of a student's grade; however, poor attendance is likely to hinder a student's ability to succeed in class. Students who are absent will have the opportunity to make up missed assignments. Teachers will provide makeup work within three (3) school days of the student's last absence, and students must turn in assignments within seven (7) school days after they are provided by the teacher. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher.

**D. Promotion**

Please refer to the Board's policy on promotion (IKEA).

**E. School-based Grading Practices**

- 1. Please see the Board policy on Grading and Reporting (IKA) for requirements on school-based grading practices.
- 2. The Chief Academic Officer or his/her designee has the authority to review and require any changes he/she deems necessary to any school-based grading practices.

**F. Elementary**

1. Pre-K – 1<sup>st</sup> Grade

- a. Pre-K, Kindergarten and 1<sup>st</sup> grade students will be assigned grades for each learning domain (subject area) that serves as an evaluation of the child's emergent knowledge and accompanying skills for that domain. Report cards will be issued following the conclusion of the marking period (e.g. after each quarter, trimester, or semester).

The following grades are eligible for use on the report card:

P = Proficient

I = In Process

N = Needs Development

INC = Incomplete. The “INC” grade may be used temporarily for students who have been lawfully absent from school and have not had an opportunity to make up missed work prior to the end of a marking period.

L = Late Enrollment. An “L” will be issued when students enroll in a course near the end of a marking period, without available equivalent grades from a prior school to inform the calculation of the marking period grade.

PASS= Pass. A “PASS” may also be used for English Language learners (ELs) in the beginning stages of English language acquisition (WIDA levels 1-1.7, verified in the online student information system) when English proficiency limits accuracy of earned letter grade.

- b. Elements of a grade which may be used to evaluate student performance include:

- i. Classwork: This includes work completed in the classroom setting. Classwork can include but is not limited to:
  - a) Active participation in whole class and small group settings which may include activities involving play, small group work, and other developmentally-informed learning
  - b) Completion of in-class assignments and center activities, including independent reading
  - c) Shared, interactive, and independent writing activities including notebooks, journals, etc.
  - d) Hands-on content area experiences (in literacy, math, science, social studies, etc.)

- ii. Homework: This includes all work completed outside the classroom. Homework assignments should be interactive with families and might include but are not limited to:
  - a) Reading logs and book reports
  - b) Take-home booklets or other activities
  - c) Content specific or theme-related activities
- iii. Assessments: This category includes both formative and summative methods of assessing student learning with the goals of supporting student growth and success. A combination of assessment tools must be used. In determining the value of specific elements of a student's grade, no single component should be weighted in a manner that it alone could cause a student to fail. Additionally, an adequate number of assessments must be given to allow a fair calculation of a grade.
  - a) Assessments can include but are not limited to:
    - i) Content specific assessments administered one-on-one or in small groups
    - ii) End of unit tests
    - iii) Benchmarks
    - iv) Performance-based assessments (including writing, working with manipulatives, etc.)
    - v) Projects, reports, and oral presentations
    - vi) Checklists and observations
    - vii) Portfolios
    - viii) Teacher created assessments
  - b) City Schools believes in using a combination of baseline academic information and social/emotional, cognitive, physical, and behavioral development to assess young children. This can include number and letter knowledge and other academic information, as well as teachers' observations of students engaged in play, small group work, and other developmentally informed learning.

2. 2<sup>nd</sup> Grade – 5<sup>th</sup> Grade

a. Grading Elements

- i. Students will be assigned grades for each subject area that serves as an evaluation of the child's knowledge and skills for that subject. Report cards will be issued following the conclusion of the marking period (e.g. after each quarter, trimester, or semester).

- ii. The grades eligible for use on report cards for students in grades 2 through 5 are as follows:

E = Excellent  
 G = Good  
 S = Satisfactory  
 P = Poor  
 U = Unsatisfactory

E = 90 – 100	G = 80 – 89	S = 70 - 79	P = 60 - 69	U = 59 or below
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INC = Incomplete. The “INC” grade may be used temporarily for students who have been lawfully absent from school and have not had an opportunity to make up missed work prior to the end of a marking period.

L = Late Enrollment. An “L” will be issued when students enroll in a course near the end of a marking period, without available equivalent grades from a prior school to inform the calculation of the marking period grade.

PASS= Pass. A “PASS” may also be used for English Language learners (EL’s) in the beginning stages of English language acquisition (WIDA levels 1-1.7, verified in the online student information system) when English proficiency limits accuracy of earned letter grade.

- iii. Components used to evaluate students and calculate a grade may include:

- a) Classwork: This includes work completed in the classroom setting. Classwork can include but is not limited to:
  - i) Active participation in whole class and small group discussions
  - ii) Completion of in-class assignments, including independent reading
  - iii) Writing projects such as notebooks, journals
  - iv) Lab experiences and other projects
- b) Homework: This includes all work completed outside the classroom. Homework assignments might include but are not limited to:
  - i) Reading logs
  - ii) Research assignments
  - iii) Take-home booklets or other activities
  - iv) Practice problems
- c) Participation: This includes but is not limited to participation in classroom discussion, group work, and activities.
- d) Assessments: This category includes both formative and summative methods of assessing student learning with the goals of supporting student growth and success. A combination of assessment tools must be

used. In determining the value of specific elements of a student’s grade, no single component should be weighted in a manner that it alone could cause a student to fail. Additionally, an adequate number of assessments must be given to allow a fair calculation of a grade.

- i) Assessments can include but are not limited to:
  - (a) Unit assessments
  - (b) Vocabulary quizzes
  - (c) Constructed response writing
  - (d) Oral or written evaluations
  - (e) Laboratory activities
  - (f) Projects
  - (g) Portfolios
  - (h) Reports
  - (i) Performances and performance tasks
  - (j) Product creation
  - (k) Peer and self-evaluation
  - (l) Notebooks or journals

**G. Secondary: Grades 6-12**

**1. Grading Elements**

- a. The grades eligible for use on report cards are as follows. Grades between ranges are rounded to the nearest percentage point:

Grade Range (numbers represent percentages)	Letter Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

- b. INC = Incomplete. The “INC” grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work prior to the end of a marking period.
- c. W = Withdrawn. A “W” will be issued when a student is withdrawn from a course (Semester or Full Year) prior to completion of the course.
- d. L = Late Enrollment. A “L” will be issued when students enroll in a course near the end of a marking period, without available equivalent grades from a prior school to inform the calculation of the marking period grade.
- e. PASS= Pass. A “PASS” will be issued when:
  - i. Credit awarded through credit by exam
  - ii. credit awarded for coursework from non-accredited schools;
  - iii. credit awarded for home school instruction prior to enrollment in City Schools; or
  - iv. may also be used for English Language learners (ELs) in the beginning stages of English language acquisition (WIDA levels 1-1.7, verified in the online student information system) when English proficiency limits accuracy of earned letter grade.

## 2. Grading Components

- a. Grades must be calculated in a way that fairly and accurately measures a student’s knowledge and learning. Teachers will ensure that the number of assignments within each component is numerous enough to fairly measure performance and to calculate a grade.
- b. Components used to evaluate students and calculate a grade may include:
  - i. Classwork: This includes but is not limited to work completed in the classroom individually or in groups. Examples include:
    - a) Completion of in-class assignments
    - b) Writing projects such as notebooks, journals
    - c) Lab experiences and other projects
    - d) Drills
  - ii. Participation: This includes but is not limited to participation in classroom discussion, group work, and activities.
  - iii. Homework: Homework consists of assignments completed outside the classroom. Homework assignments might include but are not limited to:
    - a) Problem sets
    - b) Written assignments
    - c) Reading assignments
    - d) Graphic organizers

- e) Project plans and storyboards
- f) Student notes and notebooks

iv. Assessments: This category includes both formative and summative methods of assessing student learning with the goals of supporting student growth and success. A combination of assessment tools must be used. Examples of assessments include:

- a) Tests
- b) Quizzes
- c) Papers, reports, essays
- d) Projects, portfolios
- e) Presentations
- f) Performances and performance tasks
- g) Research tasks
- h) Laboratory activities
- i) Product creation
- j) Peer and self-evaluation

c. Failing Grades: If a student receives an F as a marking period grade, the numerical equivalent of that grade cannot be lower than a 50 when used to calculate the student’s final grade. If a student failed a marking period by earning a 50-59 that score should remain unchanged when calculating the student’s final grade. This requirement is meant to allow students to improve their grade through diligent work in subsequent marking periods to pass the course.

3. Calculation of Grade Point Average and Weighting Courses

a. Final grades are used to calculate students’ GPA. The table below represents the GPA equivalent of all letter grades on the standard course scale. This GPA is to be used for calculating class rank and will appear on students’ transcripts. Grades are rounded to the nearest percentage point.

Grade Range (numbers represent percentages)	Letter Grade	Standard	Honors	IB/AP/Dual Enrollment Weight
97-100	A+	4	5	5.5
93-96	A	4	5	5.5
90-92	A-	4	5	5.5
87-89	B+	3	4	4.5
83-86	B	3	4	4.5
80-82	B-	3	4	4.5
77-79	C+	2	3	3.5
73-76	C	2	3	3.5
70-72	C-	2	3	3.5
67-69	D+	1	2	2.5

63-66	D	1	2	2.5
60-62	D-	1	2	2.5
59 and below	F	0	0	0

H. Students Receiving Special Education Services

1. In compliance with federal law, Individualized Education Program (IEP) teams will develop IEPs for all students who receive special education services. Individual student needs are the basis of IEP goals and objectives and will allow special education students to progress within the general curriculum to the extent possible, provided with the appropriate supports and accommodations. Teachers will implement the accommodations and modifications determined by the student’s IEP, and these accommodations must be used in both instruction and assessment (Maryland Accommodations Manual, Maryland State Department of Education). If the student is not progressing on his/her IEP goals, an IEP meeting must be held to review and revise the IEP to address the lack of progress.
  
2. Students with disabilities who are working toward a diploma will progress in the general education curriculum in their least restrictive environment in accordance with his or her IEP. The student’s grades will be based on achievement in the general curriculum for that course of study. Students who receive accommodations for state or national testing are required to receive the same accommodations for school and classroom assessments, as identified on the IEP. Students with disabilities will receive the same report card used in general education, with grades that reflect the student’s achievement in each course of study using the appropriate modifications and extensions made to the curriculum. They will also receive an IEP Progress Report from Maryland Online related to IEP goals and objectives. The student’s general and special educators will collaborate in grading students with disabilities.
  
3. Students with disabilities who are working toward a Maryland Certificate of Program Completion and who are using extensive and substantial modifications to access the general curriculum will have the IEP Progress Report from Maryland Online detailing the student’s goals and objectives in addition to the report card. Students who receive accommodations for state or national testing are required to receive the same accommodations for school and classroom assessments.

I. Students Receiving English Learner (EL) Services

1. In accordance with the Every Student Succeeds Act, English Learners (ELs) will attain English proficiency, reach high levels of academic attainment, and meet the same statewide academic standards as non-EL students. Students will receive targeted language support in EL classrooms in addition to instructional modifications and assessment accommodations in general education classes.

- a. Teachers will implement the accommodations and modifications determined by the student's EL committee and documented in his/her English Learner plan. These accommodations must be used in both instruction and assessment (Maryland Accommodations Manual, Maryland State Department of Education).
- b. Grading of EL students shall therefore reflect daily instructional accommodations as well as testing accommodations and shall not penalize the student for not yet being fully proficient in English.
- c. ELs will receive grades based on accommodations or alternative methods of evaluation appropriate to the student's language proficiency level and receive the same report card that is used in general education.
- d. Those students who are newly arrived in U.S. schools and at the lowest English language proficiency level (overall level 1.0-1.7) and who cannot demonstrate a basic command of the English language may receive a grade of PASS for up to one year. This PASS must not count as a zero when averaging grades.
- e. Students who receive EL instruction in lieu of a general education class may have their EL grade substituted for the class that they miss.
- f. ELs shall not be penalized for missing work in the general education classroom during the time they are pulled for EL services. Teachers must grade students on the components for which they are present and derive the class grade based on the elements that the student completed.
- g. Comments should be used to explain that grades are based on curriculum aligned instructional accommodations, differentiated strategies, alternative methods of evaluation, or alternative assignments.

#### J. Expectations for Grade Keeping

Grades are important information to gauge the progress of students in meeting their learning goals. The timely upkeep of grades is important to inform the progress of students for teachers, parents and students. Therefore, in kindergarten-12 grade classes, grades are expected to be kept current and updated at a minimum of once per week for math, science, English, Career Technical Education, and social studies courses. Teachers of other content areas shall follow guidance produced by district content leads. Teachers will record grades using the district's designated online gradebook platform. An exception to the weekly grade entry requirement is in a case where the class's primary assignment takes more than one week to complete.

**K. Summer School**

1. High school summer school is offered through City Schools' Office of Teaching and Learning. Courses offered during the summer will be Recovery Credit/Original Credit, and Bridge Plan for Academic Validation (Bridge). Please refer to the Board's policy on Promotion and Retention (IKEA) for more details.

**III. References**

Related Policies and Administrative Regulations:

IKA; IKEA; IKEA-RA; IkeB; IkeB-RA

*Regulation History:* New Administrative Regulation, June 28, 2011; Revised May 14, 2019