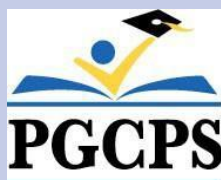## Administrative Procedure 5121.1

Grading and Reporting
for
Elementary Schools
Early Childhood
through
Grade Five

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PURPOSE

The purpose of Administrative Procedure 5121.1 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in Prekindergarten, Kindergarten, and Grades 1 through 5 in all elementary schools and centers in Prince George's County Public Schools (PGCPS). See Administrative Procedure 5121.2 for Grade 6.

Principals/designees are responsible for reviewing procedures with staff and ensuring that grading and reporting policies are applied consistently within their school.

POLICY

COMAR (Code of Maryland Regulations) 13A.03.02.08 states that each local school system shall develop a written policy on grading and reporting.

Each local school system will file its grading and reporting policies with the State Superintendent of Schools. The following procedures have been developed according to COMAR. (Board Policy 5121)

The Board of Education (Board) believes that all students can learn and achieve at high levels, that rigorous performance standards and achievement standards are essential components of developing and delivering quality instruction, and that regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students' learning. (Board Policy 5121)

As PGCPS transitions into a new student information system, terminology and process updates are subject to change.

RATIONALE

1. Grading and promotion within (PGCPS) will be based upon the degree of success an individual student has achieved in completing the educational program designed to meet their unique needs.

2. Every student will have the opportunity to earn grades that reflect their ability to demonstrate learning outcomes and be graded only in accordance with their achievement on material or information based on specified learning outcomes and approved curricula.

3. The bell curve will not be used as a basis for determining student grades.

4. Grades will be based on class work, independent assignments, and assessments.

COURSE OF STUDY SYLLABUS

Within the first ten (10) school days of each course, teachers shall provide to students and parents/guardians (hereinafter parent), via online access or hard copy, a written course outline, syllabus, or overview of grade/course expectations including grading procedures, grading categories, and weight assigned to each category. Course outlines, syllabi or overviews of a grade/course expectations can be found on curriculum guides and curriculum staff portal sites.

GRADING ELEMENTS

The grades eligible for use on assignments, assessments, and report cards are A, B, C, D, E, I, P, F, PR, IP, EM, and ND with no plus or minus signs. Reading level grades are AB, OG, and BL. Interpretation of grades is as follows:

1. Kindergarten and Grade 1

    PR = Proficient – child can demonstrate indicator independently 90 – 100%

    IP = In Process – child can reliably demonstrate indicator 80 – 89%

    EM = Emerging – child demonstrates indicator with assistance 70 – 79%

    ND = Needs Development – child does not demonstrate indicator 50 – 69%

2. Grades 2 – 5

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

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

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

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

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

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

    P = Pass (credit bearing) only used for Alt (alternate education courses), TAP (Tests of Achievement and Proficiency), or by approval of the Chief Academic Officer.

    F = Fail (not credit bearing) only used for Alt (alternate education courses) or by approval of the Chief Academic Officer.

3. Reading Level

    AB = Above Grade Level

    OG = On Grade Level

    BL = Below Grade Level

    Below Grade Level (BL), On Grade Level (OG), and Above Grade Level (AB) designations on report cards should be determined by weighing multiple forms of assessments; formative and summative. No one assessment is a complete picture of a student's current reading attainment. Factors to consider are available from the PGCPS Elementary Reading/English Language Arts Office on the Reading Level Indicators of Proficiency document.

4. For Grade 6, refer to Grading and Reporting for Middle Schools (A.P. 5121.2).

5. For Montessori, refer to grading expectations in Administrative Procedure 6192 (Montessori Program Monitoring and Exiting Guidelines).

GRADING CATEGORIES

General characteristics for INDEPENDENT ASSIGNMENTS, CLASS WORK, and ASSESSMENTS are as follows: For all categories, teachers should make a connection to previous or current content standards and provide feedback that is prompt, specific, understandable to the student, and formed to allow for self-adjustment on the student's part.

INDEPENDENT ASSIGNMENTS have the following characteristics:

- Intended to be completed separately from the teacher (*i.e.*, opportunities for independent practice);
- Aligned to a previously taught skill or concept and used for review, practice, enrichment, or completion of work. Students have the chance to apply what they learn in the classroom. Independent assignments usually reinforce previously taught skills and may prepare students for future lessons;
- In Elementary, no assignments will be required for submission on Mondays or the day following school being closed.

CLASS WORK has the following characteristics:

- Intended to be completed with the teacher available to observe, answer questions, and/or interact with students while completing work, or separately by the student during an independent module/break;
- Intended to involve interaction among students with their peers;
- Intended for the majority of the assignment to be completed during class time;
- Aligned to a previously taught skill or concept and/or used for review, practice, enrichment, completion of work or preparation for a future lesson; and
- Can be completed during or outside of school hours.

ASSESSMENTS have the following characteristics:

- Intended to measure the successful acquisition of learning and/or mastery of a set of standards;
- Aligned to a previously taught skill or concept and used for review, practice, enrichment, or completion of work unless in the instance of diagnostics;
- Intended to be completed with or without teacher observation;
- Intended to allow students to demonstrate mastery in various modalities and formats; and
- Differentiated so that all students can experience success and work independently.

Content Area	INDEPENDENT ASSIGNMENTS	CLASS WORK	ASSESSMENTS
Elementary Grades K-5 Grading Categories **These grading categories and percentages are preset in the student information system for courses with credit value.** **Teachers may not change the percentages in these grading categories in their gradebooks.** **Teachers may not edit or create additional categories.** **Non-credit, online and blended courses do not have gradebook category weights.**			
Career and Technology Education	10	50	40
Dance Education		80	20
English Language Development		100	
Health Education (Grades K-1)	10	50	40
Health Education	15	60	25
Immersion (Grades K-1)	10	50	40
Immersion (Grades 2-5)	25	35	40
Instrumental Music	10	60	30
Mathematics (Grades K-1)	10	50	40
Mathematics (Grades 2-5)	25	35	40
Media Arts	10	70	20
Montessori		100	
Physical Education	5	70	25
Reading and Oral and Written Communication/ Literacy (Grades K-1)	10	50	40
Reading and Oral and Written Communication (Grades 2-5)	25	35	40
Science (Grades K-1)	10	50	40
Science (Grades 2-5)	25	35	40
Science, Technology, Engineering and Mathematics (STEM)	10	50	40

Elementary Grades K-5 Grading Categories These grading categories and percentages are preset in the student information system for courses with credit value. Teachers may not change the percentages in these grading categories in their gradebooks. Teachers may not edit or create additional categories. Non-credit, online and blended courses do not have gradebook category weights.			
Content Area	**INDEPENDENT ASSIGNMENTS**	**CLASS WORK**	**ASSESSMENTS**
Social Studies (Grades K-1)	10	50	40
Social Studies (Grades 2-5)	25	35	40
Theatre Arts/Drama	10	70	20
Visual Art K	20	70	10
Visual Art 1-5	30	50	20
Vocal and General Music K		90	10
Vocal and General Music 1-5	10	60	30
World Languages	15	45	40
Elementary Grades K-5 Grading Categories (CRI, Regional Schools, Regional Programs)			
Adapted Physical Education Alt	5	70	25
Art Alt		100	
Health Alt	5	70	25
Literacy/Reading Alt	5	70	25
Mathematics Alt	5	70	25
Music Alt		100	
Science Alt	5	70	25
Social Studies Alt	5	70	25

REPORTING AND RECORDING GRADES

1. Reporting

    a. In quarterly reporting to parents, a grade is used to indicate the performance of each student in relation to the attainment of learning outcomes and approved curricula.

    b. Students and/or parents may request one additional opportunity to improve a score on each individual qualifying assessment, activity, or assignment that demonstrates knowledge of course content, skills, and standards. The higher grade shall be the grade of record. An assessment, activity or assignment is considered qualifying if the following criteria are met:

        1) The student completed and submitted the original assessment, activity, or assignment by the due date.

        2) The student participated in the teacher-facilitated re-teaching (before, during, or after school) within five (5) school days following the return of the original graded work. The intention of re-teaching is to promote student learning of the material. Re-teaching may include, but is not limited

to, feedback on the original task/assessment, additional tasks assigned by the teacher, study packet, review session, whole or small-group instruction, computer tutorial, peer tutoring, or attending school or content-specific study sessions. The re-teaching does not have to be face-to-face.

3) Within ten (10) school days of receiving the returned original graded work, the student completed and resubmitted the new assessment, activity, or assignment.

4) Final research reports and projects that culminate a unit of study, or final semester or marking period exams may not be reassessed. If the teacher determines that other class work, independent assignments, or assessments are not eligible for reassessment, that must be identified in writing at the time of original assignment.

c. Make up work can be submitted up to the fifth school day prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

d. A grade for each subject will be recorded on the report card for each student enrolled for 21 school days or more after the start of the quarter.

e. General Education teachers must work collaboratively with Special Education Case Managers to review grades of students with disabilities in order to support student learning needs and to monitor and report student progress accurately.

f. When a course is added to a school after the first day of school, the scheduler will create course sections for the course, update grading patterns and contact Student Applications to update the gradebook for the newly created sections.

g. Prekindergarten

1). Grading and reporting in prekindergarten is intended to provide parents and teachers with information that reflects the child's developmental progress and mastery of the skills, knowledge, and behaviors based on the Maryland state standards (PreK Maryland College and Career Readiness Standards).

2). Documented formative assessment data should be compared by teachers and paraprofessionals to developmentally appropriate rubrics to support teachers in identifying the level descriptor for each skill that is most consistent with the documentation and evidence collected. Developmentally appropriate data collection includes observations, anecdotal notes, portfolios/work samples (no worksheets), formative assessment checklists, performance-based tasks, and parent input/reports. This information is for classroom assessment purposes to document student growth throughout the year. Developmental growth should be documented based on a variety of evidence collected over time by teachers and paraprofessionals for identified skills, knowledge, and behaviors, as determined by the Early Childhood Office. Evidence must be analyzed and compared by teachers and paraprofessionals before determining a student's growth. Children should never receive a rating based solely upon one piece of evidence.

3). Student developmental growth and artifacts will also be shared with families during conferences which are held twice per year.

4.) When displaying children's work, the display should include the developmental progression of the standard. All student work should be celebrated. Teacher feedback should not be present on student work as there is no scoring rubric in prekindergarten.

2. Recording

Teachers will maintain a record of each student's work, progress, and attendance in the student information system on a daily basis.

a. Teachers and schools will maintain records of student progress. It is expected that teachers will enter the numeric grade for student work into their electronic grade book and return that work to students within ten (10) school days of the due date. However, it is recognized that to provide meaningful

feedback to students, teachers may not be able to read/review and post the grade within ten (10) school days, and, on those assignments, teachers may provide written notice on the rubric or assignment with a projected date

that grades will be returned to students. Make up work can be submitted up to the fifth day prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

b. Assignment grades can be synced from the learning management system (LMS) to the student information system or entered into the student information system.

c. If lawfully absent students in Grades 2-5 return to school near the end of the first, second, or third marking period and do not have sufficient time to make up the missed work, an "I" (incomplete) grade will be assigned. The "I" must be resolved by the next marking period. The "I" cannot be recorded in the 4th quarter. The "I" is a placeholder with no grade point average value.

d. Teachers will grade and give a score for all student assignments in grades 2-5, when appropriate, including class work, independent assignments, written assignments, projects, and labs. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student completed the entire assignment and made a good faith effort. Good faith effort is evidenced by the student displaying persistence, striving for accuracy, time on task, and/or trying an alternative method to solve a problem (which might not be accurate). It is also a display of thinking as a student works to sort through ideas, apply context or figure out how to solve problems. If a student does no work on an assignment, the teacher shall assign a grade of zero.

e. Principals (or their designees) are responsible to oversee the entry of numerical grades per week in the student information system.

> 1) The classroom teacher must record a minimum number of numerical grades per week in each subject per this chart:

Meeting Frequency (number of sessions per week)	Minimum number of grades to be recorded each week
3-5 sessions	2
1-2 sessions	1

> 2) Grades must be recorded quarterly in each category (class work, independent assignments, and assessments). A minimum of four (4) grades must be recorded in grading categories of 20% or greater weight each quarterly marking period. If a course meets only once a week, the minimum of four (4) grades must be recorded in the grading category of the highest weight and the remaining grades dispersed among the remaining categories.

f. Minimum number of grades per week exemptions per course: Due to limited time with students and the nature of the work assigned, the following subject areas are exempt from the minimum number of grades per week: Prekindergarten, Kindergarten, and Elementary Physical Education, Elementary Arts (Music, Band, Orchestra, Visual Art, Dance, Drama, Media Arts) and Elementary ELD classes.

g. Prekindergarten will not utilize the student information system for grade reporting. Designated data collections strategies will be implemented.

h. Teachers will return graded papers and assignments within ten (10) school days of submission in order to provide ongoing, timely feedback to students and parents.

i. A student will receive a zero for assignments, tests, or quizzes when any of the following occurs:

> 1) A student has cheated on a test, quiz, or assigned project.

> 2) A student fails to produce work within an assigned timeframe.

> 3) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.

> 4) A student has been unlawfully absent.

5) A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).

j. If a teacher determines that the student did not attempt to meet the basic requirements of the task/ assessment, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.

k. Grading categories will not include systemic assessments that are a part of the benchmarking measures.

l. A consistent grading scale must be used when entering assignment scores.

　　1) Teachers must enter the assignment score and earned scores.

　　2) Since PGCPS uses a weighted gradebook, the student information system will automatically calculate both the percentage for the individual assignment and the weighted percentage for the entire category.

　　3) Teachers must never mix entry types within a category (percentages, whole numbers) within a grading category (class work, independent assignments, assessments). Combining the two (2) in a gradebook skews the data.

m. Social Skills and Work Habits will each receive classwork grades only. Grading categories are not included for these courses and will not be included in the student's GPA nor be considered for Honor Roll. Teachers will give one (1) grade by Quarter 1 Progress Reports and one (1) grade within the first two (2) weeks of each of the remaining quarters. This grade will stand and serve as the default grade. The teacher will update this grade whenever a change is noted in the student's performance.

n. A change to the grade that occurs after the marking period ends but before the grading window closes shall be called a "grade override." The grade resulting from the change shall be called the "new grade." The grade initially recorded but later changed shall be called the "old grade."   In the event a student's quarter grade needs to be adjusted, a teacher may override the calculated grade. Override grades should not be lower than the calculated grade.

　　Grade Overrides Permissible - If the following conditions are met, Grade Overrides are permissible: 1) The teacher has complied with grading and reporting procedures; 2) The new grade more accurately reflects the student's performance during the grading period than does the old grade; and 3) The teacher can support the change by producing, upon request, sufficient documentation to show the new grade more accurately reflects the student's performance than the old grade. The teacher is required to retain for one (1) additional school year and make available for inspection any and all documents and/or materials that the teacher contends support the grade override.

　　Grade Override Prohibition - Grade overrides may not be used to mitigate the result of a teacher's failure to comply with grading and/or reporting procedures and/or a teacher's failure to comply with grade change procedures. In cases of an error, teachers are required to follow the grade change process (see Administrative Procedure 5116).

3. Entry of Grades

　　Teachers must adhere to the grade reporting timeline as published annually.

a. All students in an assigned teacher's course must receive a grade during the end of the quarter grading window if enrolled 21 or more school days in the course.

b. Principals, or their designees, are responsible for ensuring that all grades are submitted prior to the closing of the grading window.

c. Grade managers are responsible for identifying teachers who fail to post grades prior to and after the closing of the window. The grade manager must run a "Failure to Post" report and submit it to the Principal within 48 hours following report card grading windows.

d. Principals, or their designees, are responsible for storing a "Failure to Post" report for a period of four (4) years in the Principal's office.

e. After the closing of the grading window but prior to the grade manager reporting that the grading

file is "ready to print," the grade manager must complete a Post-Cutoff-Date Correction entry for students whose grades were not reported during the grading window. The grade manager must collect documentation demonstrating how these grades were provided and include it when submitting the "failure to post" form.

f. After the grade manager has reported the grade file is "ready to print," all subsequent grade changes must occur using the electronic PS-140 form. For more information regarding the grade change process, see Administrative Procedure 5116 (Grade Change Authorization and Appeals).

LEARNING MANAGEMENT SYSTEM

1. Student information system generated courses in the learning management system (LMS) are populated with the Gradebook Category names aligned with AP 5121.1. When creating assignments for student use, only use the grading categories provided: INDEPENDENT ASSIGNMENTS, CLASS WORK, ASSESSMENTS.

2. Teachers who are utilizing the LMS integration with the student information system for grading must reference the LMS Grading Guidance posted for teachers on the internal website explaining grading procedures.

GRADING - ABSENCES

Refer to Administrative Procedure 5113 (Attendance).

DETERMINING FINAL GRADES (GRADES 2 – 5)

1. All quarter grades will be given equal weight when computing final grades.

2. In averaging final course grades, the letter grades for all quarters are translated to the traditional four-point scale for students. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters.

3. The grading scale for final grades is as follows:

A = 3.5-4.0 or higher   B = 2.5-3.49   C = 1.5-2.49   D = 0.5-1.49   E = 0.0-0.49

4. The credit value is as assigned for the following courses:

- 1.0 credit courses include Mathematics, Reading/English Language Arts, Oral and Written Communication, Science, and Social Studies.
- 0.5 credit courses include Art, General Music, Health, I-CAL, Instrumental Music, and Physical Education.
- Social Skills, Work Habits, and ELD will each receive a zero (0.0) credit.

GRADE POINT AVERAGE (GPA) (GRADES 2 – 5)

The following numerical equivalents will be used in computing the GPA from report card letter grades in order to calculate honor roll:

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

The sum of the numerical equivalents from all attempted courses (receiving an A, B, C, D, or E) is divided by the sum of all credits attempted.

HONOR ROLL (GRADES 2 – 5)

1. The purpose of the honor roll program is to recognize and honor elementary students who have attained outstanding academic success. The district-wide Honor Roll is designed to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects. All schools will implement this honor roll system that recognizes students for high academic achievement at the end of each marking period during the school year. Schools are required to recognize students for performance at two (2)

levels: Principal's Honor Roll and Honor Roll.

2. Students in Grades 2-5 who qualify for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in elementary schools. The following criteria will be used to identify students at each level:

 a. Principal's Honor Roll: Students with at least a 4.0 GPA.

 b. Honor Roll: Students with at least a 3.0 GPA or higher.

PROGRESS REPORTS

1. Interim progress reports must be issued for all K-5 students at the middle of each quarter. Teachers may also issue additional interim progress reports to indicate a significant change in student attainment of learning outcomes or to encourage students to continue their satisfactory progress. Individual schools may decide to issue interim progress reports with even greater frequency on their own but not using the student information system.

2. Progress reports do not have to be issued to Community Referenced Instruction (CRI) Special Education students and Pre-Kindergarten students.

3. Students receiving English Language Development (ELD) services will not receive a progress report grade in the ELD course.

4. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the school system has passed. Additional communication should be provided to parents if a student receives more than one (1) letter grade reduction between quarters. Students will receive the grade earned, regardless of notification.

REPORT CARDS

1. Report cards for elementary schools will be distributed on a quarterly or nine (9) week basis.

2. Prekindergarten

 a. Report cards will be distributed twice a year. The report will contain work samples, to include a self-portrait, name sampling, writing sample, art sample and an Assessment report for prekindergarten students.

 b. Teachers must submit reports to principals for review and approval prior to distributing. A copy of each child's report is to be maintained in the cumulative folder.

3. The following information will appear on the elementary report card where applicable to the grade level:

 a. School Name

 b. Course Titles

 c. Course Grades Earned

 d. Student Grade Level

 e. Absences from School

 f. Tardiness from School

 g. Teachers' Names

 h. ELD courses

 i. Comments

PARENT CONFERENCES

1. By the end of the first grading period, teachers in elementary schools will identify those students whose progress suggests that a parent conference should be conducted in the best interest of the student and their

achievement and school performance. Teachers will recommend a conference to the parent and may refer the parent to the Professional School Counselor for scheduling the conference.

2. Parent conferences are encouraged at any time during the school year if the conference will enhance the parent's understanding of and support for their child's schoolwork and school performance.

OUTSTANDING OBLIGATIONS FOR EDUCATIONAL MATERIALS

The student is responsible for paying for any educational materials such as textbooks or laptops assigned to them that are not returned or are damaged. Reimbursement fees for lost or damaged educational materials collected by the school must be remitted to the PGCPS Accounting Office. At the end
of each school year, school staff will provide notification to the parent that an obligation is owed. For students who are on Free and Reduced Meals, parents may request a fee waiver for a portion of the cost.   Report cards and final grades may not be withheld due to outstanding financial obligations. We strongly encourage all financial obligations to be fulfilled before a student's senior year.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

1. Federal law requires that an Individualized Education Program (IEP) be developed for all students who receive special education and related services. The IEP team develops the IEP. The IEP goals and objectives are based upon student needs and should be designed to allow the student to progress in the general education curriculum, as appropriate, with the identified supports and accommodations.

2. Teachers will implement the accessibility features and accommodations that have been documented in the student's IEP. Accommodations and
Accessibility Features must be selected on the basis of the individual student's needs and must be used consistently for daily classroom instruction, classroom assessments, and local and state assessments. The Maryland Assessment, Accessibility, and Accommodations Policy Manual provides guidance for selecting the appropriate accommodation. The student shall not receive a lower grade on class assignments, projects, tests and/or quizzes as result of receiving their approved accommodation and modification documented in the student's IEP. In the event a student with a disability is in jeopardy of failing a subject, an IEP meeting must be held to review and revise the IEP as appropriate.

3. There is no waiver for the physical education credit requirement. However, there are modifications one may make based on physical limitations or disabilities. Students may participate in a modified program of physical education based upon individual needs. This requires an individual program be adapted to assist students with any modifications necessary. This program would have to be approved by the physical education teacher, supervisor, and Adapted Physical Education Office for these modifications to be developed.

4. Students with disabilities who are working toward a diploma will:

> a. Have access to instructional and assessment accommodations in both general and special education settings, as specified on their IEP, to allow them to progress in the general education curriculum;

> b. Receive grades based upon progress in the general curriculum, with accommodations, as identified on the IEP;

> c. Receive the same report card as is used in general education; and

> d. Receive a report of progress related to IEP goals and objectives, in addition to the report card.

5. General and special educators who are teaching in a co-taught class will jointly determine the grades for students with disabilities in their classes under the Individuals with Disabilities Education Act (IDEA).

6. If the special educator or related service provider is the designated primary instructor for a subject, they will determine the grade in that subject area.

7. Students with significant cognitive disabilities, who are working toward a Maryland Certificate of Program Completion, shall be instructed, assessed and graded on alternate academic outcomes that are linked to the Maryland College and Career Ready State Standards requiring substantial adaptation and modification of grade-

level content in the general education curriculum. Students will receive a report of progress related to IEP goals and objectives in addition to the report card.

STUDENTS RECEIVING ENGLISH LANGUAGE DEVELOPMENT (ELD) SERVICES   -

1. Title III of the Every Student Succeeds Act requires that Multilingual Learners (MLs) make progress with their English Language Proficiency, attain English proficiency, and meet the same challenging state academic content and student achievement standards as all children are expected to meet.

2. Teachers will implement the accommodations that have been documented in the student's Accommodations Documentation for MLs. Accommodations must be selected on the basis of the individual student's English proficiency level and must be used consistently for daily instruction and local and state mandated assessments (Maryland Accommodations Manual, MSDE).

3. Students receiving ELD services will:

   a. Have access to instructional adaptations/modifications and assessment accommodations in both the general education classroom and ELD classroom, as specified in the Accommodations Documentation for Multilingual Learners, to allow them to make academic progress in both settings;

   b. Receive grades based on performance on activities and classroom assessments appropriate to the language proficiency level of the student. MLs cannot receive a failing grade based solely on their English proficiency;

   c. Receive the same report card as is used in general education;

   d. Receive a quarterly grade in the ELD course and a minimum of three (3) comments that reflect language progress; and

   e. Not receive progress report grades in the ELD course if they are in elementary.

4. Elementary classroom teachers and ELD teachers must collaborate throughout the quarter and determine instructional adaptations/modifications as appropriate.

5. In the event that an ELD student misses all or part of a content area due to ELD instructional time, classroom and ELD teachers must collaborate on an appropriate grade in that subject.

TRANSFER STUDENTS
STUDENTS ENTERING PGCPS FROM OUT OF DISTRICT

1. For students who transfer into PGCPS from an accredited/approved school during a marking period, the classroom teacher will average any officially documented grades from the accredited/approved school with grades earned in PGCPS for similar courses to determine a marking period grade. These circumstances may require a grade override for which documentation must be on file. (See Administrative Procedure 5116)

2. PGCPS staff shall not record the final grades from sending elementary or middle schools on the PGCPS student information system with the exception of high school credit courses.

3. Students entering PGCPS with marking period grades from an accredited/approved school will receive the grades as earned from the other school system where equivalents are available in PGCPS (see Grading Elements). PGCPS system personnel cannot alter or make annotatiosn to official records provided by other accredited/approved schools or school systems. Parents and students are encouraged to submit the records for each school system attended when providing records to other entities.

4. International student placement is evaluated only by the counselors of the International Student Admissions and Enrollment Office (ISAEO) for grade level and the awarding of credit.

5. A parent who desires to enroll a child in PGCPS from home schooling shall complete the Home Schooling Transfer form and have the form endorsed by the Home Schooling Office. The parent will take the completed Home Schooling Transfer form to enroll the student in public school. (See Administrative Procedure 5113.5)

6. Questions about transfer students' grades will be referred to the Office of Professional School Counselors.

PROCEDURES FOR GRADE APPEAL
AUTHORIZATION OF GRADE CHANGE
REFER TO AP 5116

Challenges to report card grades must be appealed in writing within five (5) school days of the release of report cards by the parent. Appeals and Grade Change Authorization are addressed in AP 5116; please refer to this administrative procedure for details regarding these actions.

PRINTING AND REQUESTS FOR REPRINTS

The Information Technology technician in each school will coordinate progress report and report card reprints with the Help Desk and the Help Desk will inform Student Applications. Requests for reprints must include the reason for the reprint, the Area Office for the school, and the preference for reprint by school or by grade level.

MONITORING AND COMPLIANCE

In an effort to ensure that the grading and reporting processes are applied consistently within schools, the following monitoring tools and processes will be utilized annually:

1. Training for all school staff with grading responsibilities will be conducted through a SafeSchools module each school year. A record of staff participation will be provided to the Area Offices.

2. Principals, or their designees, will oversee a process by which an online or hard copy of the course of study/syllabus for each course is made available to parents by the end of the second week a class/course begins.

3. Principals, or their designees, will utilize student information system reports to ensure that the entry of numerical grades per week in the electronic gradebook for each student is in compliance with this administrative procedure.

4. At the mid-way point and at the end of each quarter, Area Office staff will generate a report of all electronic gradebooks with no grades in the classwork, independent assignments and/or assessment categories for principal and teacher notification and generate a report of all grades for compliance with this procedure.

5. Refer to Administrative Procedure 5113 for monitoring and accountability processes that will be utilized to ensure compliance with the Student Attendance, Absence and Truancy procedure.

6. Refer to Administrative Procedure 5116 for monitoring and accountability processes that will be utilized to ensure compliance with the Grade Change Authorization and Appeals procedure.

RELATED PROCEDURES AND INFORMATION

Administrative Procedure 5111 Registration and Withdrawal of Students;

Administrative Procedure 5113, Student Attendance, Absence, and Truancy;

Administrative Procedure 5113.5, Home Schooling;

Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight;

Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve;

Administrative Procedure 5125, Individual Student School-Based Records;

Administrative Procedure 5116, Grade Change Authorization;

Administrative Procedure 6192 Montessori Program Monitoring and Exiting Guidelines;

Administrative Procedure 10101 Student Rights and Responsibilities Handbook;

Student Records Guidelines Manual.

LEGAL REFERENCE

COMAR 13A.03.02.08

MAINTENANCE AND UPDATE OF THIS ADMINISTRATIVE PROCEDURE

The Office of the Chief Academic Officer will be responsible for updating this administrative procedure as needed.

CANCELLATIONS AND SUPERSEDURES

This administrative procedure cancels and supersedes Administrative Procedure 5121.1, July 1, 2023.

EFFECTIVE DATE

July 1, 2024