



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: June 20, 2018
SUBJECT: COMAR 13A.03.02.08
Grading and Reporting
PERMISSION TO PUBLISH

PURPOSE:

To request permission to publish amendments to COMAR 13A.03.02.08 *Grading and Reporting*. This regulation came before the State Board on April 24, 2018. Based on comments from the State Board, this regulation is coming back to the State Board with additional revisions.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose an amendment to a regulation whenever the circumstances arise to do so. After the State Board votes to propose an amendment, the proposed regulation is sent to the Administrative, Executive, and Legislative Review (AELR) Committee for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present a recommendation to the State Board to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because suggested revision is not a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

BACKGROUND/HISTORICAL PERSPECTIVE:

COMAR 13A.03.02.08 *Grading and Reporting* requires each local school system to develop a written policy on grading and reporting and to file its policies annually with the State Superintendent of Schools. The most recent grading policy for each of the local school systems was collected and reviewed for specific areas including grade changes, numerical value of a failing grade, impact of attendance on grades, and grade appeals by parent/guardian. The collection of the local grading policies was shared with the State Board on February 27, 2018.

An additional review of information on the websites for each local school system was conducted by the Attorney General's Office. This document is attached for your review. Following each of these reviews and comments from the April State Board meeting on the local grading policies, I am presenting recommendations for amended COMAR language to strengthen the grading and reporting policies in local school systems.

EXECUTIVE SUMMARY:

The proposed amendment describes requirements that local school systems must incorporate in their grading and reporting policies. These requirements include: grading scales, calculation of final grades, explanation of weights for honors and other courses, how attendance factors into the grade, information on grade changes procedures, and audit and appeal procedures. Local school systems will be required to file its policy on grading and reporting, include an assurance on course grades for transfer students, and submit a copy of the grade change validity audit to the State Superintendent of Schools. The MSDE will provide feedback to the local school systems on the submissions based on requirements.

ACTION:

Request permission to publish amendments to COMAR 13A.03.02.08 *Grading and Reporting*.

Grading and Report

Survey of Local School System Policies

Questions to Consider:

1. What does an “A” mean within each system?
2. What factors are included in the calculation of a final grade?

Purpose:

1. To identify patterns across school systems to see if an “A” in one system is equivalent to an “A” in an alternate system. (Inter-system reliability of grades).

Trends (HIGH-SCHOOL ONLY):

1. Grading Scale
 - a. The type of grading scales that school systems used varied across the State.
 - i. 13 school systems utilized a letter grade system (A, B, C, etc.) that had a numeric (A= 90-100%) and qualitative meaning (A= Outstanding Mastery is evident).
 - ii. 4 school systems utilized a letter grade system (A, B, C, etc.) that had a numeric meaning (A= 90-100%), but no qualitative meaning.
 - iii. 2 school systems utilized a qualitative grading system (Outstanding Mastery is evident) that had no associated letter grade (A, B, C, etc.), but had an associated numeric meaning (“Outstanding performance in mastering of subject” = “90-100%”).
 - iv. 5 school systems had no listed grading scale.
 - b. Within each grading type, there was variability regarding the meaning of a particular grade.
 - i. Letter grade + numeric meaning + qualitative meaning
 1. The range of qualitative meaning associated with each grade varied highly by school system.
 - a. For example, Charles County defines a “B” (ranging from 80 to 89%) as “above average,” while Calvert County defines a “B” (ranging from 80 to 89%) as meaning that the student has exhibited “skilled

performance towards meeting standards. (Frequently meets and/or exceeds curriculum standards and class requirements).”

b. Similarly, Carroll County defines a “D” (ranging from 60-69%) as “meets some curricular standards,” while Baltimore County defines a “D” (ranging from 60-69%) as “Below average. Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.”

ii. Letter grade + numeric meaning (no qualitative meaning)

1. The numeric scales employed varied by school system.

a. For example, two systems (Baltimore City, Garrett County) utilized a letter grade system that accounted for A+, A, A-, B+, B, B-, etc. grades, while two systems (Cecil County, Harford County) utilized a letter grade system that accounted for A, B, C, etc. (no + or -) only. Thus, a student with a 98% average would have an A+ in Baltimore City, but an A in Cecil County.

iii. Qualitative + numeric explanation (no letter grade)

1. The qualitative meaning varied slightly by school system.

a. For example, a 90-100% in Washington County means that a student’s “performance consistently exceeds Washington County standards and requirements.” This varied from Calvert County’s guidelines for a 90-100% grade, where a student shows “outstanding performance in mastering of subject. Achievement of superior quality,” but was similar to Calvert County guidelines for an 80-89% grade, where a student shows “consistent performance beyond the usual requirements of a course. Achievement of high quality.”

iv. Of all 19 school systems that included a numeric indicator, all set the floor of this indicator at 0 (as compared to some elementary/middle schools, who set the floor of their numeric indicators at 50).

2. Grading Factors

a. Eight of the twenty-four schools surveyed listed no factors that they considered when calculating students grades. Of the system that *did* list their considered factors, most school systems factored in classwork, assessments (tests, quizzes), and homework into student grade determinations.

b. However, there was much variation between systems regarding what other factors were included (including the number and type of such factors).

i. For example, Baltimore County bases grades on a “body of evidence” including discussions, verbal responses, performances, presentations, observations, labs, essays, project-based learning tasks, assignments, homework, videos, quizzes, unit assignments, culminating events, works of art, recitation, simulation, construction, and movement, while Frederick County Public Schools bases grades on assignments, projects, tests, and quizzes.

- ii. Similarly, Calvert County bases grades on district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations, independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections, while Charles County bases grades on participation, daily work, homework, tests, and “other performance evaluations.”
 - 1. There was particularly notable conflict regarding the role of class participation, behavior, and attendance on students’ grades, with some systems explicitly including these measures, and some systems explicitly excluding these measures.
 - a. For example, Allegany County grading policies note that “regular attendance and engagement are required in order to demonstrate mastery of material,” while Carroll County grading policies notes that “Attendance, effort, volunteering in class, lateness to class, and other behaviors or disciplinary action shall not be considered when calculating student grades...”
 - b. Similarly, Prince George’s County grading policies note that “students with unlawful absences will receive a failing grade for the day of such absence,” while Calvert County grading policies note that “students shall not be penalized for absences.”
- c. Additionally, between school systems, there was much variation regarding the specificity of the factors to be considered.
 - i. For example, Calvert County bases grades on district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations, independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections, while Carroll County bases grades on “work that measures student learning of the knowledge, skills, and competency profile outlined in the course curriculum.”
 - ii. Similarly, there was variation in the specificity of the weight that should be assigned to each factor. For example, Anne Arundel County grading policies note that quarterly assessments and homework shall each count for 10% of students’ grades, while Caroline County assigns no particular weight to these (or other) factors.

Data (HIGH-SCHOOL ONLY):

Local School System	Grade Meaning	Grade Factors	Other/Notes:
Allegany County Public Schools	A= Outstanding Mastery is evident (90-100%) B= Above Satisfactory Mastery is evident (80-89%) C= Satisfactory Master is evident (70-79%) D= Partial Mastery is evident (60-69%) F= Minimal or no evidence of Mastery (0-59%) I= Incomplete evidence of Mastery P= Pass	<ul style="list-style-type: none"> - Individual assignment/task/activity - Assessments - Homework (may count for no more than 10% of a student's grade) - Attendance? ("Regular attendance and engagement are required in order to demonstrate mastery of material...") 	
Anne Arundel County Public Schools	A= Excellent mastery of standards is evident (90-100%) B= Advanced mastery of standards is evident (80-89%) C= Acceptable, average mastery of standards is evident (70-79%) D= Partial mastery of standards is evident (60-69%) E= Minimal or no mastery of standards is evident (0-59%)	<ul style="list-style-type: none"> - Individual assignment/task/activity - Multi-component research projects or multi-component written papers - Quarterly Assessments (shall count for 10% of student's marking period grade) - Other tests/quizzes - Homework (shall count for 10% of student's grade) 	
Baltimore City Public Schools	A+= 97-100% A= 94-96% A-= 90-93% B+= 87-89% B= 84-86% B-= 80-83% C+= 77-79% C= 74-76% C-= 70-73% D+= 67-69% D= 64-66%	<ul style="list-style-type: none"> - Classwork - Homework - Assessments - Class Participation 	"Attendance in class is ... critical ... to satisfy full participation in classroom activities"; however, it "will not be used as an element of a student's grade."

	D= 60-63% F= 0-59% I= Incomplete		
Baltimore County Public Schools	<p>A= Outstanding (Students performing at this level demonstrate a distinguished and strong command of the knowledge, skills, and practices embodied by the standards. Students at this level are meeting or extending the standards at their grade level.) (90-100%)</p> <p>B= Above Average (Students performing at this level demonstrate a moderate command of the knowledge, skills, and practices embodied by the standards. Students at this level are approaching the standards at their grade level.) (80-89%)</p> <p>C= Average (Students performing at this level demonstrate a developing command of the knowledge, skills, and practices embodied by the standards at their grade level.) (70-79%)</p> <p>D= Below Average (Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.) (60-69%)</p> <p>E= Failing (Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the standards assessed at their grade level.) (0-59%)</p>	<p>Grades are based on a “body of evidence” including:</p> <ul style="list-style-type: none"> - Discussions - Verbal Responses - Performances - Presentations - Observations - Labs - Essays - Project-based learning tasks - Assignments - Homework - Videos - Quizzes - Unit assignments - Culminating events - Works of art - Recitation - Simulation - Construction - Movement 	
Calvert County Public Schools	90-100%= Outstanding performance in mastering of subject. Achievement of	“Product assignments” (district assessments, unit assessments, mid-unit	“Students shall not be penalized for absences.”

	<p>superior quality.</p> <p>80-89%= Consistent performance and achievement beyond the usual requirements of the course. Achievement of high quality.</p> <p>70-79%= = Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline.</p> <p>60-69%= Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course.</p> <p>0-59%= Achievement at level insufficient to demonstrate understanding of the basic elements of the course.</p>	<p>assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations) account for between 70-80% of students' grades; "Process assignments" (independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, reflections) account for 20-30% of students' grades.</p>	
Caroline County Public Schools	<p>A= Excellent progress achieved in the subject matter and/or skill assigned to the student. (90-100%)</p> <p>B= Good progress achieved in the subject matter and/or skill assigned. (80-89%)</p> <p>C= Reasonable progress achieved in the subject matter and/or skill assigned. (70-79%)</p> <p>D= Less than satisfactory progress achieved in the subject matter and/or skill assigned. (60-69%)</p> <p>E= Unsatisfactory progress achieved in the subject matter and/or skill assigned. (0-59%)</p>	<ul style="list-style-type: none"> - Tests - Projects - Reports - Exhibits - Discussions - Behavior and effort - Homework - Class participation 	
Carroll County Public Schools	<p>A= Consistently meets curriculum standards at an outstanding level (90-100%)</p> <p>B= Generally meets curriculum standards at</p>	<p>NO LISTED FACTORS</p> <p>"Grades ... shall be derived from work that measures student learning of the</p>	<p>"Attendance, effort, volunteering in class, lateness to class, and other behaviors or</p>

	<p>high level (80-89%)</p> <p>C= Meets curriculum standards at a satisfactory level (70-79%)</p> <p>D= Meets some curriculum standards (60-69%)</p> <p>F= Fails to meet curriculum standards. (0-59%)</p>	<p>knowledge, skills, and competency profiles outlined in the course curriculum.”</p>	<p>disciplinary action shall not be considered when calculating student grades...”</p>
Cecil County Public Schools	<p>A= 93-100%</p> <p>A-= 90-92.9%</p> <p>B+= 87-89.9%</p> <p>B= 83-86.9%</p> <p>B-= 80-82.9%</p> <p>C+= 77-79.9%</p> <p>C= 73-76.9%</p> <p>C-= 70-72.9%</p> <p>D+= 67-69.9%</p> <p>D= 60—66.9%</p> <p>F= 0-59.9%</p>	<p>NO LISTED FACTORS</p> <p>“Grades must include both formative and summative assessments.”</p>	<p>Students with 2+ illegal absences during a quarter will receive a failing grade.</p>
Charles County Public Schools	<p>A= Superior (90-100%)</p> <p>B= Above average (80-89%)</p> <p>C= Average (70-79%)</p> <p>D= Below average (60-69%)</p> <p>F= Failure (0-59%)</p>	<p>NO LISTED FACTORS</p>	
Dorchester County Board of Education	<p>NO LISTED GRADING SCALE</p>	<p>NO LISTED FACTORS</p>	
Frederick County Public Schools	<p>A= Exemplary Performance towards meeting standards (Consistently meets and/or exceeds curriculum standards and class requirements) (90-100%)</p> <p>B= Skilled Performance towards meeting standards (Frequently meets and/or exceeds curriculum standards and class requirements) (80-89%)</p> <p>C= Satisfactory Performance towards</p>	<ul style="list-style-type: none"> - Assignments - Projects - Quizzes - Tests 	

	<p>meeting standards (Generally meets curriculum standards and requirements, though some curriculum standards and class requirements may remain as yet unmet) (70-79%)</p> <p>D= Minimally Acceptable Performance towards meeting standards (Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet) (60-69%)</p> <p>F= Unacceptable Performance towards meeting standards (Meets few, if any, curriculum standards and class requirements) (0-59%)</p>		
Garrett County Board of Education	<p>A+= 97-100%</p> <p>A= 93-96%</p> <p>A-= 90-92%</p> <p>B+= 87-89%</p> <p>B= 83-86%</p> <p>B-= 80-82%</p> <p>C+= 77-79%</p> <p>C= 73-76%</p> <p>C-= 70-72%</p> <p>D+= 67-69%</p> <p>D= 63-66%</p> <p>D-= 60-62%</p> <p>E=0-59%</p>	<ul style="list-style-type: none"> - Previous individual knowledge and skills - Class participation - Class projects and activities - Homework - Tests and quizzes 	
Harford County Public Schools	<p>A= 90-100%</p> <p>B= 80-89%</p> <p>C= 70-79%</p> <p>D= 60-69%</p> <p>E= 0-59%</p>	NO FACTORS LISTED	
Howard County Public Schools	A= Outstanding level of achievement (90-	- Competence (as determined by HCPSS	

	<p>100%) B= High level of achievement (80-89%) C= Satisfactory level of achievement (70-79%) D= Low level of achievement (60-69%) E= Failure (0-59%)</p>	<p>assessments, teacher evaluation, and demonstration of performance objectives)</p> <ul style="list-style-type: none"> - Assignments and preparation (as determined by the quality of work, completeness, regulatory with which assignments are completed, and punctuality in submitting assignments) - Participation - Daily work habits in the classroom (as determined by the degree of student accuracy, independence and dependability, use of time, attentiveness, and promptness in submitting work) 	
Kent County Public Schools	NO LISTED GRADING SCALE	NO LISTED FACTORS	
Montgomery County Public Schools	<p>A= Outstanding level of performance (90-100%) B= High level of performance (80-89%) C= Acceptable level of performance (70-79%) D= Minimal level of performance (60-69%) E= Unacceptable level of performance (0-59%)</p>	<p>Grades are based on a “body of evidence” including:</p> <ul style="list-style-type: none"> - Unit assessments - Papers - Projects - Tests/quizzes - Performance tasks 	<p>Calculations of students’ grades may not include “work assigned for practice or preparation for instruction.”</p>
Prince George’s County Public Schools	<p>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 (0-59%)</p>	<ul style="list-style-type: none"> - Class Work - Homework - Assessments 	<p>Student with unlawful absences will receive a failing grade for the day of such absence. This will be averaged with their other daily grades.</p>

	I= Incomplete P= Pass W= Withdrawn		
Queen Anne’s County Public Schools	NO LISTED GRADING SCALE	“Mastery Assessments” (major projects, performances, unit tests, chapter tests, midterms, final exams) account for 50% of students’ grades; “Progress Assessments” (class work, brief progress checks, quizzes) account for 50% of students’ grades.	
St. Mary’s County Public Schools	A= Student demonstrates advanced command of the grade-level or course standards or objectives (90-100%) B= Student demonstrates a strong command of the grade-level or course standards or objectives (80-89%) C= Student demonstrates a moderate command of the grade-level or course standards or objectives (70-79%) D= Student demonstrates partial command of the grade-level or course standards or objectives (60-69%) F= Student demonstrates very little command of the grade-level or course standards or objectives (0-59%)	NO LISTED FACTORS	
Somerset County Public Schools	NO POLICY	NO POLICY	
Talbot County Public Schools	A= Excellent Learning (90-100%) B= Mastery Learning (80-89%) C= Acceptable Learning (70-79%) D= Minimal Learning (60-69%) F= Unsatisfactory Learning (0-59%)	NO LISTED FACTORS	
Washington County Public Schools	90-100%= Performance consistently exceeds Washing County standards and requirements	NO LISTED FACTORS	

	80-89%= Performance consistently meets and occasionally exceeds Washington County standards and requirements 70-79%= Performance meets Washington County standards and requirements 60-69%= Performance minimally meets Washington County standards and requirements 0-59%- Performance fails to meet Washington County standards and requirements		
Wicomico County Board of Education	A= Excellent mastery of knowledge and skills; the quality of work is superior (90-100%) B= Good mastery of knowledge and skills; the quality of work is above average (80-89%) C= Satisfactory mastery of knowledge and skills; the quality of work is average (70-79%) D= Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance (60-69%) E= Failure in mastery of knowledge and skills; quality is unacceptable (0-59%) I= Incomplete work due to excessive lawful absences from school	- Formative assignments (class work, homework, cooperative activities, exploratory labs, exit tickets, informal writing assignments) shall count for 50% of students' grades Summative assignments (tests, quizzes, projects, formal writing assignments, lab write-ups) shall count for 50%	
Worcester County Board of Education	NO POLICY	NO POLICY	

Trends (ALL GRADE LEVELS):

1. Grading Scale

- a. The type of grading scales that school systems used varied highly across the State.

- i. 15 school systems utilized a letter grade system (A, B, C, etc.) that had a numeric (A= 90-100%) and qualitative meaning (A= Outstanding Mastery is evident).
- ii. 4 school systems utilized a letter grade system (A, B, C, etc.) that had a numeric meaning (A= 90-100%), but no qualitative meaning.
- iii. 3 school systems utilized a letter grade system (A, B, C, etc.) that had a qualitative meaning (A= Outstanding Mastery is evident), but no numeric meaning.
- iv. 3 school systems used a qualitative grading system (Outstanding Mastery is evident) that had no associated letter grade (A, B, C, etc.), but had an associated numeric meaning (“Consistently Demonstrates” = student exhibits the skills independently ... (87-100%)).
- v. 11 school systems utilized a qualitative grading system (Outstanding Mastery is evident) that had no associated letter grade (A, B, C, etc.) and no numeric meaning (90-100%).
 - 1. This system was often used for younger students, particularly those in Pre-K, K, and Grade 1, although some systems utilize this for students as advanced as Grade 3 (Baltimore County).
- vi. 2 school systems used a 1-2-3-4 system that had no associated letter grade (A, B, C, etc.) and no percentage translation (90-100%), but had a qualitative meaning (4= Independently exhibits behavior without teacher prompting).
 - 1. This system was often used for younger students, particularly those in Pre-K and Kindergarten.

[NOTE: These totals will add up to more than 24 (the total number of schools counted) because often schools used more than one type of grading scale. Particularly, systems would frequently utilize qualitative indicators only for younger students (Pre-K through Grade 1, roughly), while using a different indicator (i.e. letter grades or numeric grades) for older students.]

- b. Within each grading type, there was variability regarding the meaning of a particular grade.
 - i. Letter grade + numeric meaning + qualitative meaning
 - 1. The range of qualitative meaning associated with each grade varied highly by school system.
 - a. For example, Anne Arundel County defines a “B” (ranging from 80 to 89%) as “good,” while Calvert County defines a “B” (ranging from 80 to 89%) as meaning that the student has exhibited “consistent performance and achievement beyond the usual requirements of the course. Achievement is of high quality.”
 - b. Similarly, Carroll County defines a “D” (ranging from 60-69%) as “meets some curricular standards,” while Baltimore County defines a “D” (ranging from 60-69%) as “Below average. Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.”
 - ii. Letter grade + numeric meaning (no qualitative meaning)

1. The numeric scales employed varied by school system.
 - a. For example, two systems (Baltimore City, Garrett County) utilized a letter grade system that accounted for A+, A, A-, B+, B, B-, etc. grades, while two systems (Cecil County, Harford County) utilized a letter grade system that accounted for A, B, C, etc. (no + or -) only. Thus, a student with a 98% average would have an A+ in Baltimore City, but an A in Cecil County.
- iii. Letter grade + qualitative meaning (no numeric meaning)
 1. The qualitative meaning varied by school system.
 - a. For example, an “A” in Charles County was defined as “excellent performance,” (no numeric equivalent), while an “A” in Frederick County was defined as “student consistently demonstrates mastery of the grade level standards taught this marking period.”
- iv. Qualitative + numeric explanation (no letter grade)
 1. The qualitative and numeric meaning varied highly by school system.
 - a. For example, the highest “grade” in Anne Arundel County is “CD,” meaning “Consistently Demonstrates. Student exhibits the skills independently with minimal teacher intervention (87-100%),” while the highest “grade” in Calvert County is “O,” meaning “Outstanding (90-100%).”
- v. Qualitative (no letter grade; no numeric meaning)
 1. The qualitative meaning of grades varied somewhat by school system.
 - a. Five of the eleven schools utilizing a qualitative grading approach used the “P-I-N” scale, or a close variation of it, where “P= Proficient; I= In Process; N= Needs Development.” Among schools *not* using the “P-I-N” scale, there was little consistency. For example, Howard County used an “I-W-N” scale, where “I= Independent; W= With Assistance; N= Not apparent at this time,” while Frederick County used an “E=M-A-D” scale, where “E= Exceeding expectations of grade standards. Consistently meets and/or exceeds curriculum standards and class requirements; M= Meeting expectations and grade level standards. Frequently meets and/or exceeds curriculum standards and class requirements; A= Approaching expectations of grade level standards. Generally meets curriculum standards and class requirements, though some curriculum standards and class requirements may remain as yet unmet; D= Developing expectations of grade level standards. Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet.”
- vi. 1-2-3-4 system + qualitative meaning (no percent meaning)
 1. The qualitative meaning behind each number varied slightly by school system.
 - a. For example, a “4” in Talbot County means that the “Student’s skill, knowledge, or behavior is proficient,” while a “4” in Allegany County means the student shows “Thorough Understanding.”

2. Grading Factors

- a. Eight of the twenty-four schools surveyed listed no factors that they considered when calculating students grades. Of the system that *did* list their considered factors, most school systems factored in classwork, assessments (tests, quizzes), and homework into student grade determinations.
- b. However, there was much variation between systems regarding what other factors were included (including the number and type of such factors).
 - i. For example, Baltimore County bases grades on a “body of evidence” including discussions, verbal responses, performances, presentations, observations, labs, essays, project-based learning tasks, assignments, homework, videos, quizzes, unit assignments, culminating events, works of art, recitation, simulation, construction, and movement, while Frederick County Public Schools bases grades on assignments, projects, tests, and quizzes.
 - ii. Similarly, Calvert County bases grades on district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations, independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections, while Charles County bases grades on participation, daily work, homework, tests, and “other performance evaluations.”
 1. There was particularly notable conflict regarding the role of class participation, behavior, and attendance on students’ grades, with some systems explicitly including these measures, and some systems explicitly excluding these measures.
 - a. For example, Allegany County grading policies note that “regular attendance and engagement are required in order to demonstrate mastery of material,” while Carroll County grading policies notes that “Attendance, effort, volunteering in class, lateness to class, and other behaviors or disciplinary action shall not be considered when calculating student grades...”
 - b. Similarly, Prince George’s County grading policies note that “students with unlawful absences will receive a failing grade for the day of such absence,” while Calvert County grading policies note that “students shall not be penalized for absences.”
- c. Additionally, between school systems, there was much variation regarding the specificity of the factors to be considered.
 - i. For example, Calvert County bases grades on district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations, independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, and reflections, while Carroll County bases grades on “work that measures student learning of the knowledge, skills, and competency profile outlined in the course curriculum.”
 - ii. Similarly, there was variation in the specificity of the weight that should be assigned to each factor. For example, Anne Arundel County grading policies note that quarterly assessments and homework shall each count for 10% of students’ grades, while Caroline County assigns no particular weight to these (or other) factors.

Data (ALL GRADE LEVELS):

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
Allegany County Public Schools	K-5	<u>Performance Key</u> 4= Thorough Understanding 3= Adequate Understanding 2= Partial Understanding 1= Minimal Understanding	<ul style="list-style-type: none"> - Individual assignment/task/activity - Assessments - Homework (may count for no more than 10% of a student's grade) - Attendance? ("Regular attendance and 	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p><u>Learning Behaviors Key</u> 4= Independently exhibits behavior without teacher prompting 3= Frequently exhibits behavior with minimal teacher prompting 2= Inconsistently exhibits behavior and often requires teacher prompting 1= Rarely exhibits behavior and frequently requires teacher prompting</p>	<p>engagement are required in order to demonstrate mastery of material...")</p>	
	Grades 3-12	<p>A= Outstanding Mastery is evident (90-100%) B= Above Satisfactory Mastery is evident (80-89%) C= Satisfactory Master is evident (70-79%) D= Partial Mastery is evident (60-69%) F= Minimal or no evidence of Mastery (0-59%) I= Incomplete evidence of Mastery P= Pass</p>		
Anne Arundel County Public Schools	Pre-K; K	<p>“Consistently Demonstrates” (CD)= student exhibits the skills independently with minimal teacher intervention “Progressing in the development of skills” (PR)=student exhibits the skills with teacher guidance and support “Needs development” (ND)= student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at</p>	- “Many evaluated activities”	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
	Grade 1	<p>that grade level.</p> <p>“Consistently Demonstrates” (CD)= student exhibits the skills independently with minimal teacher intervention (87-100%)</p> <p>“Progressing in the development of skills” (PR)= student exhibits the skills with teacher guidance and support (73-86%)</p> <p>“Emerging in the development of skill” (EM)= student exhibits the skill with consistent teacher assistance and support (60-72%)</p> <p>“Needs development” (ND)= student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at that grade level (0-59%)</p>	<ul style="list-style-type: none"> - “Many evaluated activities” 	
	Grades 2-5	<p>A= Excellent (90-100%)</p> <p>B= Good (80-89%)</p> <p>C= Average (70-79%)</p> <p>D= Below Average (60-69%)</p> <p>E= Unsatisfactory (0-59%)</p> <p>NG= No grade</p>	<ul style="list-style-type: none"> - “Many evaluated activities” 	
	Middle	<p>A= Excellent mastery of standards is evident (90-100%)</p> <p>B= Advanced mastery of standards is evident (80-89%)</p> <p>C= Acceptable, average mastery of standards is evident (70-79%)</p> <p>D= Partial mastery of standards is evident (60-69%)</p>	<ul style="list-style-type: none"> - Individual assignment/task/activity - Multi-component research projects or multi-component written papers - Quarterly Assessments (shall count for 5% of the marking period grade in 6th and 7th grade and 10% of the marking period grade in 8th grade) - Other tests/quizzes 	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		E= Minimal or no mastery of standards is evident (0-59%)	- Homework (shall count for 10% of student's grade)	
	High	A= Excellent mastery of standards is evident (90-100%) B= Advanced mastery of standards is evident (80-89%) C= Acceptable, average mastery of standards is evident (70-79%) D= Partial mastery of standards is evident (60-69%) E= Minimal or no mastery of standards is evident (0-59%)	- Individual assignment/task/activity - Multi-component research projects or multi-component written papers - Quarterly Assessments (shall count for 10% of student's marking period grade) - Other tests/quizzes - Homework (shall count for 10% of student's grade)	
Baltimore City Public Schools	Pre-K – 1 st Grade	P= Proficient I= In Process N= Needs Development	- Classwork - Homework - Assessments - Class Participation	"Attendance in class is ... critical ... to satisfy full participation in classroom activities"; however, it "will not be used as an element of a student's grade."
	Grades 2-5	E= Excellent (90-100%) G= Good (80-89%) S= Satisfactory (70-79%) P= Poor (60-69%) U= Unsatisfactory (0-59%)		
	High	A+= 97-100% A= 94-96% A-= 90-93% B+= 87-89% B= 84-86% B-= 80-83% C+= 77-79% C= 74-76% C-= 70-73% D+= 67-69% D= 64-66% D-= 60-63% F= 0-59%		

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		I= Incomplete		
Baltimore County Public Schools	Grades 1-3	<p>“Consistently Demonstrating” (CD)= Student demonstrates a strong command of the knowledge, skills, and practices embodied in the grade-level standards</p> <p>“Progressing” (P)= Student is developing their command of the knowledge, skills, and practices embodied in the grade-level standards</p> <p>“Needs Development” (N)= Student demonstrates a beginning command of the knowledge, skills, and practices embodied by the grade-level standards. Additional practice is needed</p>	<p>Grades are based on a “body of evidence” including:</p> <ul style="list-style-type: none"> - Discussions - Verbal Responses - Performances - Presentations - Observations - Labs - Essays - Project-based learning tasks - Assignments - Homework - Videos - Quizzes 	
	Grades 4-12	<p>A= Outstanding (Students performing at this level demonstrate a distinguished and strong command of the knowledge, skills, and practices embodied by the standards. Students at this level are meeting or extending the standards at their grade level.) (90-100%)</p> <p>B= Above Average (Students performing at this level demonstrate a moderate command of the knowledge, skills, and practices embodied by the standards. Students at this level are approaching the standards at their grade level.) (80-89%)</p> <p>C= Average (Students performing at this level demonstrate a developing command of the knowledge, skills, and</p>	<ul style="list-style-type: none"> - Unit assignments - Culminating events - Works of art - Recitation - Simulation - Construction - Movement 	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p>practices embodied by the standards at their grade level.) (70-79%)</p> <p>D= Below Average (Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.) (60-69%)</p> <p>E= Failing (Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the standards assessed at their grade level.) (0-59%)</p>		
Calvert County Public Schools	Pre-K; K	<p>M= Mastery</p> <p>E= Emerging</p> <p>P= Progressing</p> <p>N= Not Demonstrating</p>	<p>“Product assignments” (district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations) account for 70% of students’ grades; “Process assignments” (independent practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, reflections) account for 30% of students’ grades.</p>	<p>“Students shall not be penalized for absences.”</p>
	Grades 1-2	<p>O= Outstanding (90-100%)</p> <p>G= Good (80-89%)</p> <p>S= Satisfactory (70-79%)</p> <p>I= Improvement Needed (60-69%)</p> <p>U= Unsatisfactory (50-59%)</p>		
	Grades 3-5	<p>A= Outstanding (90-100%)</p> <p>B= Good (80-89%)</p> <p>S= Satisfactory (70-79%)</p> <p>I= Improvement Needed (60-69%)</p> <p>U= Unsatisfactory (50-59%)</p>		
	Grades 6-8	<p>A= Outstanding performance in mastering of the subject. Achievement of superior quality. (90-100%)</p> <p>B= Consistent performance and achievement beyond the usual requirements of the course. Achievement of high quality. (80-89%)</p>	<p>“Product assignments” (district assessments, unit assessments, mid-unit assessments, benchmarks, quizzes, performance tasks, projects, term papers, essays, presentations) account for between 70-80% of students’ grades; “Process assignments” (independent</p>	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p>C= Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline. (70-79%)</p> <p>D= Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course. (60-69%)</p> <p>E= Achievement at level insufficient to demonstrate understanding of the basic elements of the course. (0-59%)</p>	<p>practice on daily assignments, homework, brief progress checks, warm-ups, exit tickets, reflections) account for 20-30% of students' grades.</p>	
	Grades 9-12	<p>90-100%= Outstanding performance in mastering of subject. Achievement of superior quality.</p> <p>80-89%= Consistent performance and achievement beyond the usual requirements of the course. Achievement of high quality.</p> <p>70-79%= = Performance of a satisfactory nature. Achievement demonstrating an understanding of the subject sufficient for continued study in the discipline.</p> <p>60-69%= Minimally acceptable performance. Achievement demonstrating below average understanding of the basic elements of the course.</p> <p>0-59%= Achievement at level insufficient to demonstrate understanding of the basic elements of the course.</p>		
Caroline County Public Schools	All	A= Excellent progress achieved in the subject matter and/or skill assigned to	<ul style="list-style-type: none"> - Tests - Projects 	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p>the student. (90-100%)</p> <p>B= Good progress achieved in the subject matter and/or skill assigned. (80-89%)</p> <p>C= Reasonable progress achieved in the subject matter and/or skill assigned. (70-79%)</p> <p>D= Less than satisfactory progress achieved in the subject matter and/or skill assigned. (60-69%)</p> <p>E= Unsatisfactory progress achieved in the subject matter and/or skill assigned. (0-59%)</p>	<ul style="list-style-type: none"> - Reports - Exhibits - Discussions - Behavior and effort - Homework - Class participation 	
Carroll County Public Schools	Grades 1-2	<p>Outstanding</p> <p>Satisfactory</p> <p>Needs Improvement</p>	<p>NO LISTED FACTORS</p> <p>“Grades ... shall be derived from work that measures student learning of the knowledge, skills, and competency profiles outlined in the course curriculum.”</p>	<p>“Attendance, effort, volunteering in class, lateness to class, and other behaviors or disciplinary action shall not be considered when calculating student grades...”</p>
Grades 3-12	<p>A= Consistently meets curriculum standards at an outstanding level (90-100%)</p> <p>B= Generally meets curriculum standards at high level (80-89%)</p> <p>C= Meets curriculum standards at a satisfactory level (70-79%)</p> <p>D= Meets some curriculum standards (60-69%)</p> <p>F= Fails to meet curriculum standards. (0-59%)</p>			
Cecil County Public Schools	Elementary	<p>A= 89.5-100%</p> <p>B= 79.5-89.4%</p> <p>C= 69.5-79.4%</p> <p>D= 59.5-69.4%</p> <p>E-50.0-59.4%</p>	<ul style="list-style-type: none"> - Class work assignments - Teacher checklists and anecdotal records - Tests - Quizzes - Performances (in school) - Research reports (in school) 	<p>Homework, class participation, and projects/presentations/reports completed outside of school do not count towards students’ grades.</p>

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
			- Individual assignments within a portfolio	
	Secondary	A= 93-100% A-= 90-92.9% B+= 87-89.9% B= 83-86.9% B-= 80-82.9% C+= 77-79.9% C= 73-76.9% C-= 70-72.9% D+= 67-69.9% D= 60—66.9% F= 0-59.9%	NO LISTED FACTORS “Grades must include both formative and summative assessments.”	Students with 2+ illegal absences during a quarter will receive a failing grade.
Charles County Public Schools	Grades 3-5	A= Excellent performance B= Good performance C= Satisfactory performance D= Minimal performance E= Unsatisfactory performance	- Participation - Daily work - Homework - Tests - Other performance evaluations	
	Grades 6-12	A= Superior (90-100%) B= Above average (80-89%) C= Average (70-79%) D= Below average (60-69%) F= Failure (0-59%)	NO LISTED FACTORS	
Dorchester County Board of Education	All	NO LISTED GRADING SCALE	NO LISTED FACTORS	
Frederick County Public Schools	Pre-K – 1 st Grade	“Exceeding expectations of grade level standards” (EE)= Consistently meets and/or exceeds curriculum standards and class requirements “Meeting expectations and grade level standards” (ME)= Frequently meets and/or exceeds curriculum standards	- Assignments - Projects - Quizzes - Tests	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p>and class requirements</p> <p>“Approaching expectations of grade level standards” (AE)= Generally meets curriculum standards and class requirements, though some curriculum standards and class requirements may remain as yet unmet</p> <p>“Developing expectations of grade level standards” (DE)= Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet</p> <p>“Not evaluated” (NE)= Standards were either not taught and/or assessed at this time</p>		
	Grades 2-5	<p>A= Exemplary Performance towards meeting standards (Consistently meets and/or exceeds curriculum standards and class requirements)</p> <p>B= Skilled Performance towards meeting standards (Frequently meets and/or exceeds curriculum standards and class requirements)</p> <p>C= Satisfactory Performance towards meeting standards (Generally meets curriculum standards and requirements, though some curriculum standards and class requirements may remain as yet unmet)</p> <p>D= Minimally Acceptable Performance</p>		

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p>towards meeting standards (Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet)</p> <p>F= Unacceptable Performance towards meeting standards (Meets few, if any, curriculum standards and class requirements)</p> <p>NE= Not evaluated (Standards were either not taught or not assessed at this time)</p>		
	Grades 6-12	<p>A= Exemplary Performance towards meeting standards (Consistently meets and/or exceeds curriculum standards and class requirements) (90-100%)</p> <p>B= Skilled Performance towards meeting standards (Frequently meets and/or exceeds curriculum standards and class requirements) (80-89%)</p> <p>C= Satisfactory Performance towards meeting standards (Generally meets curriculum standards and requirements, though some curriculum standards and class requirements may remain as yet unmet) (70-79%)</p> <p>D= Minimally Acceptable Performance towards meeting standards (Meets some curriculum standards and class requirements, though many curriculum standards and class requirements remain as yet unmet)</p>		

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		(60-69%) F= Unacceptable Performance towards meeting standards (Meets few, if any, curriculum standards and class requirements) (0-59%)		
Garrett County Board of Education	Secondary	A+= 97-100% A= 93-96% A-= 90-92% B+= 87-89% B= 83-86% B-= 80-82% C+= 77-79% C= 73-76% C-= 70-72% D+= 67-69% D= 63-66% D-= 60-62% E=0-59%	<ul style="list-style-type: none"> - Previous individual knowledge and skills - Class participation - Class projects and activities - Homework - Tests and quizzes 	
Harford County Public Schools	Grades 3-12	A= 90-100% B= 80-89% C= 70-79% D= 60-69% E= 0-59%	NO FACTORS LISTED	
Howard County Public Schools	Pre-K – 2 nd Grade	I= Independent W= With assistance N= Not apparent at this time	<ul style="list-style-type: none"> - Classroom participation - Teacher observation - Quizzes, tests, projects and other teacher-made assessments - HCPSS assessments - Homework - Classwork 	
	Grades 3-8	A= Outstanding level (90-100%) B= High level (80-89%) C= Satisfactory level (70-79%) D= Low level (60-69%) E= Failure (0-59%)		
	Grades 9-12	A= Outstanding level of achievement (90-100%)		
			- Competence (as determined by HCPSS assessments, teacher evaluation, and	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		B= High level of achievement (80-89%) C= Satisfactory level of achievement (70-79%) D= Low level of achievement (60-69%) E= Failure (0-59%)	demonstration of performance objectives) - Assignments and preparation (as determined by the quality of work, completeness, regulatory with which assignments are completed, and punctuality in submitting assignments) - Participation - Daily work habits in the classroom (as determined by the degree of student accuracy, independence and dependability, use of time, attentiveness, and promptness in submitting work)	
Kent County Public Schools	All	NO LISTED GRADING SCALE	NO LISTED FACTORS	
Montgomery County Public Schools	Pre-K – 1 st Grade	P= Proficient with the grade-level standards taught this marking period I= In progress toward meeting the grade-level standards taught this marking period N= Not yet making progress or making minimal progress toward meeting the grade-level standards taught this marking period M= Missing data- no score recorded NEP= Not English Proficient- no grade recorded	Grades are based on a “body of evidence” including: - Unit assessments - Papers - Projects - Tests/quizzes - Performance tasks	Calculations of students’ grades may not include “work assigned for practice or preparation for instruction.”
	Grades 2-5	A= Student consistently demonstrates mastery of the grade level standards taught this marking period B= Student frequently demonstrates mastery of the grade-level standards		

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		taught this marking period C= Student periodically demonstrates mastery of the grade level standards taught this marking period D= Student rarely demonstrates mastery of the grade level standards taught this marking period M= Missing data- no score recorded NEP= Not English Proficient- no grade recorded		
	Grades 6-12	A= Outstanding level of performance (90-100%) B= High level of performance (80-89%) C= Acceptable level of performance (70-79%) D= Minimal level of performance (60-69%) E= Unacceptable level of performance (0-59%)		
Prince George's County Public Schools	Pre-K – 1 st Grade	PR= Proficient (Child can demonstrate indicator independently) (90-100%) IP= In Progress (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%)	<ul style="list-style-type: none"> - Class Work - Homework - Assessments 	Student with unlawful absences will receive a failing grade for the day of such absence. This will be averaged with their other daily grades.
	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		

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		instruction indicated (60-69%) E= Unsatisfactory progress (failure) at the level of instruction indicated (50-59%) I= Incomplete		
	Grades 6-8	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 (50-59% (for courses that are not high school credit bearing) (0-59%) (for courses that are high school credit bearing) I= Incomplete P= Pass W= Withdrawn		
	Grades 9-12	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 (0-59%) I= Incomplete P= Pass W= Withdrawn		

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
Queen Anne's County Public Schools	Grades 6-8	NO LISTED GRADING SCALE	"Mastery Assessments" (major projects, performances, unit tests, chapter tests, midterms, final exams) account for 50% of students' grades; "Progress Assessments" (class work, brief progress checks, quizzes) account for 50% of students' grades.	
St. Mary's County Public Schools	Pre-K; K	P= Proficient (Child can reliably demonstrate indicator) I= In Progress (Child demonstrates indicator with assistance) N= Needs Development (Child does not demonstrate indicator) T= To be taught later	NO LISTED FACTORS	
	Grades 1-2	VG= Very Good, Rapid Progress S= Satisfactory, Steady Progress NI= Needs Improvement, Little Progress T= To be taught		
	Grades 3-5	A= Student demonstrates advanced command of the grade-level or course standards or objectives (90-100%) B= Student demonstrates a strong command of the grade-level or course standards or objectives (80-89%) C= Student demonstrates a moderate command of the grade-level or course standards or objectives (70-79%) D= Student demonstrates partial command of the grade-level or course standards or objectives (60-69%) F= Student demonstrates very little command of the grade-level or course standards or objectives (0-59%)		
	Grades 6-8			
Grades 9-12				
Somerset County	NO POLICY	NO POLICY	NO POLICY	

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
Public Schools				
Talbot County Public Schools	Pre-K – 2 nd Grade	1= Student does not demonstrate the skill, knowledge, or behavior 2= Student’s skill, knowledge, or behavior is emerging 3= Student’s skill, knowledge, or behavior is approaching proficiency 4= Student’s skill, knowledge, or behavior is proficient	NO LISTED FACTORS	
	Grades 3-12	A= Excellent Learning (90-100%) B= Mastery Learning (80-89%) C= Acceptable Learning (70-79%) D= Minimal Learning (60-69%) F= Unsatisfactory Learning (0-59%)		
Washington County Public Schools	Grades 6-12	90-100%= Performance consistently exceeds Washing County standards and requirements 80-89%= Performance consistently meets and occasionally exceeds Washington County standards and requirements 70-79%= Performance meets Washington County standards and requirements 60-69%= Performance minimally meets Washington County standards and requirements 0-59%- Performance fails to meet Washington County standards and requirements	NO LISTED FACTORS	
Wicomico County Board of Education	Pre-K	PR= Proficient (Demonstrates mastery of standard/skills) (90-100%) IP= In Process (Inconsistently demonstrates mastery) (70-89%) ND= Needs Development (Does not	- Teacher observations - “Work sample” - Classroom participation	
	K			

Local School System	Age Level	Grade Meaning	Grade Factors	Other/Notes:
		<p>demonstrate the standard or skill) (0-69%)</p> <p>A= Excellent mastery of knowledge and skills; the quality of work is superior (90-100%)</p> <p>B= Good mastery of knowledge and skills; the quality of work is above average (80-89%)</p> <p>C= Satisfactory mastery of knowledge and skills; the quality of work is average (70-79%)</p> <p>D= Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance (60-69%)</p> <p>E= Failure in mastery of knowledge and skills; quality is unacceptable (0-59%)</p> <p>I= Incomplete work due to excessive lawful absences from school</p>	<ul style="list-style-type: none"> - Formative assignments (class work, homework, cooperative activities, exploratory labs, exit tickets, informal writing assignments) shall count for 50% of students' grades - Summative assignments (tests, quizzes, projects, formal writing assignments, lab write-ups) shall count for 50% 	
Worcester County Board of Education	NO POLICY	NO POLICY	NO POLICY	

Title 13A
State Board of Education
Subtitle 03 General Instructional Programs
Chapter 02 Graduation Requirements for Public High Schools in Maryland

.08 Grading and Reporting.

A. Each local school system shall develop a written policy on grading and reporting that complies with the student record requirements as set forth in COMAR 13.A.08.02 *and that includes:*

- (1) Explanation of the grading scale at the elementary and secondary levels*
- (2) Explanation of the calculation of the final grade for a course which includes or may include marking period grades and exam grades.*
- (3) Explanation of weights of honors, Advanced Placement, International Baccalaureate, and/or dual enrollment courses.*
- (4) Explanation of how attendance factors into the student's grade.*
- (5) Grade change procedures with explanations to include the following:*
 - (a) Timeline for final grade changes that cannot exceed 30 school days following the last day of the grading period;*
 - (b) Personnel at the school and central office level authorized to make final grade changes;*
 - (c) Documentation that authorized personnel are required to maintain to support the final grade changes. Documentation must include at minimum:*
 - (1) name of teacher requesting grade change;*
 - (2) reason for the grade change;*
 - (3) signature of person approving the grade change;*
 - (4) reason for the approval;*
 - (5) date of the approval; and*
 - (6) signature of the principal;*
 - (d) How and when the school system will audit the validity of the grade changes each year; and*
 - (e) Appeal procedures.*

B. On October 1 of each school year, each local school system shall:

- (1) file its policy on grading and reporting with State Superintendent of Schools;*
- (2) Include an assurance that in the instance of a student who transfers from an in-state or out-of-state public or non-public school, the receiving school will accept the course grade of the sending school in courses that are accepted for credit; and*
- (3) submit a copy of the grade change validity audit (see .08A(5)(d)) to the State Superintendent of Schools.*

C. Upon submission of B(1), B(2), and B(3), the Maryland State Department of Education will provide feedback to the local school systems on meeting the requirements of this regulation.