

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: II-RA, IIIH

Responsible Office: DIVISION OF CURRICULUM AND INSTRUCTION, OFFICE OF SCHOOL PERFORMANCE, DIVISION OF ADVANCED STUDIES AND PROGRAMS, INSTRUCTIONAL DATA DIVISION

[Revisions to section C. 7. b. i. – iv. and the addition of section C. 8. shall be effective beginning with AACPS students entering grade 9 in the 2021-2022 school year.]

GRADING

A. PURPOSE

The Board of Education of Anne Arundel County (Board) is committed to maintaining rigorous performance and achievement standards for all students. It is also committed to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

B. ISSUE

Grades are an essential way to communicate student progress. As such, grading and reporting practices must include the following:

1. Meaningful feedback on student achievement to students, parents, teachers, administrators, and the school system. This feedback should provide relevant information for instructional purposes.
2. Alignment with the Anne Arundel County Public Schools (AACPS) curriculum.
3. Consistency within and among schools.
4. Accurate reflection of student achievement compared to grade level or course expectations outlined in the curriculum as demonstrated on assessments and teacher designed tasks.
5. Fair representation of a student's performance on a variety of measures over time.
6. Clear and timely communication to parents and students as to the grading criteria and the components.

7. Commitment to school attendance as an essential component of a quality learning experience.
8. Summative assessments, which may include quarterly assessments, end-of-unit tests, and cumulative projects, as reflections of a student’s mastery of grade level or course material.
9. Opportunity for students to demonstrate mastery of grade level or course expectations outlined in the curriculum through a variety of methods.
10. Regular and frequent information to all students and parents about the student’s progress.
11. Consistently high expectations of all students across all courses and programs.

C. POSITION

1. At the beginning of a grade or a course of study, teachers shall provide students and parents with a written course syllabus and grade expectations.
2. Teachers shall evaluate student progress to determine the degree of mastery of course objectives, skills, content, and concepts. A grade or code, which is a symbol reflecting the teacher’s evaluation of a student’s achievement and progress, shall be determined by the teacher.

a. Elementary School

- i. Formal reports shall accurately reflect student achievement compared to grade level expectations as outlined in the curriculum.
- ii. Teachers must maintain accurate and precise grade books that support assigned marking period grades.
- iii. Students are expected to demonstrate academic integrity.

b. Middle School

- i. Formal reports shall accurately reflect student achievement compared to grade level expectations as outlined in the curriculum.
- ii. Teachers must maintain accurate and precise grade books that support assigned marking period grades.
- iii. Students are expected to demonstrate academic integrity.

- c. **High School**
- i. Formal reports shall accurately reflect student achievement compared to grade level expectations as outlined in the curriculum.
 - ii. Content, skill, and concept expectations at the high school level are more rigorous than at the middle and elementary levels.
 - iii. Teachers must maintain accurate and precise grade books that support assigned marking period grades.
 - iv. Students are expected to demonstrate academic integrity.
3. Homework is a required component for student achievement. A teacher's evaluation of homework shall be reflected in each student's grades or expected student behaviors.
 4. Student progress shall be reported to students and parents by school staff on a regular basis. Report cards shall be issued four times during the school year. The date of distribution shall be printed in the AACPS official calendar.
 5. Teachers and schools shall maintain records of student progress.
 6. Procedures shall be established to regulate the credit earning process.
 7. a. Each high school shall annually honor graduating students who qualify for the AACPS Latin Honors (*cum laude*, *magna cum laude*, and *summa cum laude*) recognition.
 - b. Each high school shall annually designate a graduating valedictorian and salutatorian.
 - i. The valedictorian and salutatorian shall be selected from those graduates who have received *summa cum laude* recognition.
 - ii. A student who has received *summa cum laude* recognition may apply to be considered for valedictorian and salutatorian after completing seven semesters of high school.
 - iii. The school-based application process for the selection of the valedictorian and salutatorian shall be determined by the Superintendent and shall consider an applicant's character, leadership, scholarship, and service.
 - iv. Once the valedictorian is selected, the salutatorian shall be selected from the remaining valedictorian applicants.

8. AACPS may not calculate class rank for students.

D. IMPLEMENTATION

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

Policy Adopted: 01/18/17; Revised 06/19/19

Note Previous Policy History: Replaces Policy 608 adopted 01/06/74; revised 05/20/91, 04/03/02, 04/02/03, 06/04/03, 09/03/03; Policy 608-IKA adopted 02/01/06; revised 09/06/06 and 11/04/06