

REGULATION

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: II, IN, IN-RA, JB-RA, JCH-RA, IIH, IIH-RA

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

GRADING

A. PURPOSE

Anne Arundel County Public Schools (AACPS) is committed to maintaining rigorous performance, college and career readiness, and achievement of core standards for all students. It is also committed to providing a timely and fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

B. DEFINITIONS

1. **Assessment** – an evaluation of student knowledge or skills, including tests and quizzes.
2. **Assignment** – an activity assigned so students may refine or demonstrate knowledge or skills, including classwork, papers, and projects.
3. **Homework** – assigned work to be completed outside the scheduled classroom hours.

C. PROCEDURES

1. Syllabus

At the beginning of a grade or a course of study, teachers shall provide to students and make available to parents/guardians a written syllabus. Syllabi shall be approved by the school principal. All syllabi shall detail the:

- a. Content, skills, and standards students are expected to master;
- b. Grading and processes to be applied consistently, including information regarding the weighting of various types of assignments, assessments, and homework, and the consequences of work submitted after the due date;

- c. Frequency and types of assessments;
- d. Teacher’s availability for reteaching and reassessment;
- e. Types of activities which do not qualify for the opportunity for mastery provision of this regulation and the number of assessments and assignments that are eligible for the opportunity for mastery provision of this regulation;
- f. Procedures parents/guardians can use to contact the teacher for missed and late assignments and the process for obtaining make-up work; and
- g. Assessment criteria and rubrics for International Baccalaureate (IB) Programmes, including Primary Years Programme, Middle Years Programme, and Diploma Programme, if applicable.

2. **Syllabus and Academic Success**

A syllabus shall also contain general information which supports student academic success, including the:

- a. Means by which parents/guardians shall receive student progress and grades;
- b. Means by which notification shall be made should students be in danger of failing a marking period or dropping the equivalent of two letter grades; and
- c. Materials students will need to be prepared for learning.

3. Teachers shall evaluate student progress to determine the degree of mastery of course content, skills, and standards. A grade, code, or percentage shall reflect student achievement and progress toward meeting course expectations.

a. *Elementary School*

- i. Grades or codes are given to elementary students to document progress toward and mastery of skills, concepts, and standards. Guided practice, assigned before mastery is expected, may not be graded.
- ii. Grades shall be weighted differently according to the nature and complexity of the assignment or assessment.
- iii. Homework may not be given as much weight as assignments completed at school.

- iv. Prekindergarten and kindergarten Progress Reports are used to report student progress to parents/guardians. They are completed at the end of each semester. When completing the Progress Report, a teacher shall use a check mark to indicate consistently demonstrates, progressing in the development of, and needs development for each skill observed.
- v. In Grade 1, teachers shall keep a record of each student's performance in each area of the report card. These entries shall be representative of the student's performance over time rather than the student's performance on a single task.
- vi. For Grades 2, 3, 4, and 5, teachers shall make an entry every 5 to 8 school days as an assessment of the student's performance for each indicator in reading, writing, mathematics, social studies, and science. Each entry shall be dated and a notation of the assignment or assessment shall be included in the record.
- vii. Teachers shall record accurate and current student progress on a regular basis to inform students and parents/guardians through the appropriate grade book format.
- viii. For art, music, and physical education, the appropriate teacher shall keep a record of at least three graded assignments or assessments during a marking period.
- ix. Teachers shall help prepare students for college and career readiness by providing opportunities for collaborative learning. However, teachers shall provide an individual grade for each student's work when the student is performing in a cooperative setting.

b. *Middle School*

- i. Grades are given to middle school students to document progress toward and mastery of course content, skills, and standards.
- ii. In the daily courses, each marking period shall have a minimum of nine separate assignments or assessments of course content, skills, and standards mastery in addition to homework. However, such separate assignments or assessments of course content may not exceed 15 total assignments or assessments. Quarterly assessments may not count towards the assignments or assessments required by this paragraph.
- iii. In A day only or B day only courses, each marking period shall have a minimum of seven separate assignments or assessments of course content, skills, and standards mastery in addition to homework. However, such

separate assignments or assessments of course content may not exceed 12 total assignments or assessments.

- iv. Assignments shall have a due date. Assignments that are submitted within 5 school days of the due date shall be counted as being submitted on time. Assignments that are submitted more than 6 school days after the due date shall receive a grade of at least 50% and these assignments will not receive teacher feedback. All assignments must be submitted no later than the end of the marking period. Assignments that are not submitted shall receive a grade of zero.
- v. *Opportunity for Mastery*
 - a) Students shall have one additional opportunity to improve their grades on three of the total graded qualifying assessments or assignments which demonstrate knowledge of course content, skills, and standards and count toward a student's marking period grade. Syllabi shall state the number of such eligible items for which students have the opportunity for mastery under this provision. Students may not use more than one of their opportunities for mastery on the same qualifying assessment or assignment.
 - b) Regardless of the initial grade the student received, to qualify for an opportunity for mastery under this provision, the student must:
 - i) Have completed and submitted the original assessment or assignment by the due date. Teacher-facilitated reteaching before, during, or after school is recommended before a student uses one of the student's opportunities for mastery. However, reteaching may not be feasible due to scheduling restraints or extenuating circumstances.
 - ii) Complete and submit the new assessment or assignment within 10 school days of receiving the returned original graded work.
 - c) Students may choose which assessments and assignments they re-take, in accordance with the opportunity for mastery provision of this regulation, except for the following which are not qualifying assessments or assignments:
 - i) Homework;
 - ii) Quarterly Assessments;

- iii) Multi-component research projects or multi-component written papers (components of the project or paper that are graded separately may be a qualifying assignment); and
 - iv) Assessments or assignments completed during the last week of the marking period.
- d) After an opportunity for mastery is graded, the higher grade shall be the grade of record.
- vi. Teachers must assign a minimum grade of 50% to assignments submitted in accordance with subsection 3.b.iv. above. Assignments that are not submitted shall receive a grade of zero.
 - vii. Teachers shall use points to evaluate individual assignments and assessments. When work is returned to students, the points earned, along with the total possible points for the assignment or assessment, shall be written on the assignment or assessment.
 - viii. A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assessment or assignment in question. Violations of Policy IN and Regulation IN-RA – Academic Integrity may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the *AACPS Code of Student Conduct*.
 - ix. Teachers shall help prepare students for college and career readiness by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for each student's work when the student is performing in a cooperative setting.
- c. ***High School***
- i. Grades are given to high school students to document progress toward and mastery of course content, skills, and standards.
 - ii. High school course grades shall be calculated using weighted categories.
 - a) Assessments shall count for between 30 and 50 percent of a student's overall grade; however, assessment percentage requirements may differ for IB Programmes when IB assessment criteria and rubrics are used to record student progress.

- b) A minimum of four grades shall be recorded in each category, except for the quarterly assessment category.
- iii. High school courses shall have a minimum of nine separate assignments or assessments, four of which must be assessments, an average of one grade per week, for course content, skills, and mastery in addition to homework and quarterly assessments. Total recorded grades may not exceed 22. High school courses for seniors shall have six separate assignments or assessments for the fourth marking period for course content, skills, and mastery in addition to homework and quarterly assessments. Quarterly assessments may not count towards the assignments or assessments required by this paragraph.
- iv. Assignments and assessments shall have a due date. Assignments and assessments that are submitted within four class periods of the due date shall be accepted and graded with teacher feedback. A 10% penalty shall be applied to late assignments or assessments for each class period they are submitted beyond the due date. Assignments or assessments that are submitted between five and seven class periods beyond the due date shall receive a grade of 50% and these assignments or assessments will not receive teacher feedback. All assignments or assessments must be submitted no later than the end of the marking period. Assignments or assessments that are not submitted or submitted eight or more class periods after the due date shall receive a grade of zero.
- v. Homework may not be accepted or graded with feedback after the due date.
- vi. *Opportunity for Mastery*
 - a) Students shall have one additional opportunity to improve their grades on two of the total graded qualifying assessments which demonstrate knowledge of course content, skills, and standards and count toward a student's marking period grade. Syllabi shall state the number of such eligible items for which students have the opportunity for mastery under this provision. Students may not use more than one of their opportunities for mastery on the same qualifying assessment.
 - b) Regardless of the initial grade the student received, to qualify for an opportunity for mastery under this provision, the student must:
 - i) Have completed and submitted the original assessment by the due date. Teacher-facilitated reteaching before, during, or after school may be required by the teacher before a student uses one of the student's opportunities for mastery. However, reteaching may not be feasible due to scheduling restraints or extenuating circumstances.

- ii) If teacher-facilitated reteaching is required, complete and submit the new assessment within 10 school days of receiving the returned original graded work. If teacher-facilitated reteaching is not required, complete and submit the new assessment within 5 school days or no later than the end of the marking period, whichever is first.
- c) Students may choose which assessments they re-take, in accord with the opportunity for mastery position of this regulation, except for the following which are not qualifying assessments:
 - i) Homework;
 - ii) Quarterly Assessments; and
 - iii) Assessments completed during the last week of the marking period.
 - a. No more than one assessment, excluding the quarterly assessment, may be assigned during the last week of the marking period and excluded from the opportunity for mastery provision of this regulation accordingly.
 - d) After an opportunity for mastery is graded, the higher grade shall be the grade of record.
- vii. Teachers shall use points to evaluate individual assignments and assessments. When work is returned to students, the points earned along with the total possible points for the assignment or assessment shall be written on the assignment or assessment.
- viii. Teachers must assign a minimum grade of 50% to assignments or assessments for which the student demonstrated a good faith effort and submitted in accordance with subsection 3.c.iii. above. If a student submits an assignment or assessment without demonstrating a good faith effort or with no student work, the teacher shall assign a grade of zero. Assignments or assessments that are not submitted shall receive a grade of zero.
- ix. A student who exhibits academic dishonesty, as determined by the teacher and administrator shall receive a zero on the particular assessment or assignment in question. Violations of Policy IN and Regulation IN-RA – Academic Integrity may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the *AACPS Code of Student Conduct*.

- x. Teachers shall prepare students for college and career readiness by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for work performed in a cooperative setting.

4. Homework

Homework is an important and required component for student achievement. A teacher's evaluation of and feedback regarding homework shall be reflected in the grade or the code given.

- a. Homework shall be designed to meet one or more of the following outcomes:
 - i. Promote the attainment of positive work habits and study skills;
 - ii. Practice material and skills already taught;
 - iii. Prepare for upcoming lessons;
 - iv. Study for upcoming assessments; or
 - v. Extend student understanding of concepts.
- b. Students are expected to dedicate focused time outside of school hours toward the completion of homework. The following provides general guidelines on time allotments students in various grades, programs, or courses should devote to homework.
 - i. Prekindergarten and kindergarten – approximately 20 minutes per night on homework, two to three times per week.
 - ii. Grades 1 and 2 – approximately 30 minutes per night on homework, three to four times per week.
 - iii. Grades 3, 4, and 5 – approximately 45 minutes per night on homework, three to four times per week.
 - iv. Grades 6-8 – approximately 60 minutes per night on homework, four to five times per week.
 - v. Grades 9-12 – approximately 90 minutes per night on homework, four to five times per week.
 - a) Courses identified as Honors, Advanced Placement (AP), International Baccalaureate Diploma Programme, Post Advanced Placement, and

Advanced Programs of Choice may require additional time commitments to meet homework expectations.

- b) In certain Honors, Advanced Placement, International Baccalaureate Diploma Programme, Post Advanced Placement, and Advanced Programs of Choice courses expectations may include pre-course assignments which may count as a homework grade toward the marking period grade.
- c. Parents/guardians may not be expected to play a formal teaching role in homework. Parents/guardians can, however, support this aspect of their children’s education by establishing regular times for homework completion and identifying specific places in the home where students can work with minimum distractions.
- d. Teachers shall provide feedback for the homework assigned. Some homework may be evaluated for completeness, while others may be evaluated for accuracy. Teachers shall maintain precise records to document the grades earned for homework.
 - i. In elementary school, homework is reflected in the code given for expected student behaviors.
 - ii. Middle school courses differ in design and content.
 - a) Homework shall be assigned and evaluated in language arts, mathematics, science, social studies, and world languages courses. Homework grades shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
 - b) In all other middle school courses, homework shall be assigned at the teacher’s discretion. When a teacher chooses to count homework as a grade, homework shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
 - iii. High school courses differ in design and content.
 - a) Homework shall be assigned and evaluated in English, mathematics, science, social studies, and world languages courses. Homework grades shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
 - b) In all other high school courses, homework shall be assigned at the teacher’s discretion. When a teacher chooses to count homework as a

grade, homework shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.

5. Student Progress

Teachers shall record accurate, current, and precise student progress on a regular basis to inform students and parents/guardians through the appropriate grade book format.

- a. Because parents/guardians are partners in the education of their children, communication between teachers and parents/guardians is vital to student success. Written notes, telephone conversations, e-mail messages, the online parent portal, and face-to-face conferences are all excellent means of maintaining timely, appropriate, and open communication with parents/guardians.
- b. Teachers shall maintain the appropriate grade book program provided by AACPS so that the school administration, as well as parents/guardians, may access current student data.
- c. To allow for potential corrective action, teachers shall communicate with the parents/guardians of students who are in danger of failing or who are in danger of dropping the equivalent of two or more letter grades, 20 percentage points, or more at any point during the marking period.

6. Record of Student Progress

Teachers and schools shall maintain records of student progress. It is expected that teachers shall enter graded student work into their electronic grade book and return that work to students within 5 school days of it being submitted to the teacher. However, it is recognized that to provide meaningful feedback to students on certain assignments such as projects or lengthy papers teachers may not be able to read, review, and post the grade within 5 school days time. In such cases the teacher will communicate with students and parents/guardians as to when these assignments will be graded and returned.

a. *Elementary School*

- i. The evaluation of student progress which culminates in a performance or achievement indicator on the report card is a continuous process, involving many evaluated activities. These activities parallel the learning experience in which each student is engaged.
- ii. In prekindergarten and kindergarten, progress reports shall use grading codes to indicate consistently demonstrates, progressing in the development of skill,

or needs development for specific skills in listening/speaking, reading, writing, math, science, social studies, art, music, physical education, English language development, and excepted student behaviors.

- a) ***Consistently demonstrates (CD)*** means that the student exhibits the skills independently with minimal teacher intervention.
 - b) ***Progressing in the development of skill (PR)*** means that the student exhibits the skills with teacher guidance and support.
 - c) ***Needs development (ND)*** means that the 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.
- iii. In Grade 1, report cards shall use grading codes to indicate consistently demonstrate, progressing in the development of skill, emerging in the development of the skill, or needs development for specific skills in art, English language development, expected student behaviors, math, music, physical education, reading, science, social studies, and writing.
- a) ***Consistently demonstrates (CD)*** means that the student exhibits the skills independently with minimal teacher intervention. CD = 100% - 87%.
 - b) ***Progressing in the development of skill (PR)*** means that the student exhibits the skills with teacher guidance and support. PR = 86% - 73%.
 - c) ***Emerging in the development of skill (EM)*** means that the student exhibits the skill with consistent teacher assistance and support. EM = 72% - 60%.
 - d) ***Needs development (ND)*** means that the 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. ND = up to 59%.
- iv. In Grades 2-5, report cards shall indicate student achievement by a letter grade for math, reading, science, social studies, and writing:
- a) **A** (Excellent – 100% - 90%);
 - b) **B** (Good – 89% - 80%);
 - c) **C** (Acceptable – 79% - 70%);

- d) **D** (Below Acceptable – 69% - 60%); and
- e) **E** (Unsatisfactory – 59% or less).

Each letter grade on the report card shall be based upon a compilation of the grades recorded during the marking period.

- v. In Grades 2-5, grading codes shall be given for art, chorus, English language development, expected student behaviors, health, instrumental music, music, and physical education.
 - a) **Consistently demonstrates (CD)** means that the student exhibits the skills independently with minimal teacher intervention. CD = 100% - 87%.
 - b) **Progressing in the development of skill (PR)** means that the student exhibits the skills with teacher guidance and support. PR = 86% - 73%.
 - c) **Emerging in the development of skill (EM)** means that the student exhibits the skills with consistent teacher assistance and support. EM = 72% - 60%.
 - d) **Needs development (ND)** means that the 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. ND = up to 59%.

Each grading code on the report card shall be representative of a student's performance over time rather than an average of the student's performance or the student's performance on a single task.

- vi. Quarterly assessments shall be counted in the designated content area(s) identified by the Division of Curriculum, Instruction, and Assessments. The Division of Curriculum, Instruction, and Assessments shall publish guidance regarding which quarterly assessments shall be factored in which designated content area as some quarterly assessments may cover more than one content area in one assessment.

b. **Middle School**

- i. Teachers shall record the marking period grades for each student using the following process:

- a) The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number – a .5 and higher shall round up and shall appear on the report card.
- b) A letter grade for the marking period shall be established using the following scale:
 - i) **A** (100% - 90%);
 - ii) **B** (89% - 80%);
 - iii) **C** (79% - 70%);
 - iv) **D** (69% - 60%); and
 - v) **E** (59% - 50%).
- c) Teachers may not assign a marking period grade below 50%.
- d) Middle school students taking courses for high school credit shall take course assessments for those respective courses or a comparable assessment.
- e) Final middle school grades shall be determined by the duration of the course.
 - i) Yearlong courses shall receive a final percentage grade determined by the average of the four marking period grades. Quarterly assessments shall count for 5% of the marking period grade in Grades 6 and 7 and 10% of the marking period grade in Grade 8. The percentage and the letter grade shall appear on the report card as the final course grade.
 - ii) Single semester courses shall receive a final percentage grade determined by the average of the two marking period grades. Quarterly assessments shall count for 5% of the marking period grade in Grades 6 and 7 and 10% of the marking period grade in Grade 8. The percentage and the letter grade shall appear on the report card as the final course grade.
 - iii) Single marking period courses shall receive a final percentage grade equivalent to the percentage grade earned during that marking period. Quarterly assessments shall count for 5% of the marking period grade in Grades 6 and 7 and 10% of the marking period grade in Grade 8.

The percentage and the letter grade shall appear on the report card as the final course grade.

- f) The final grade for the school year in middle school shall appear as both a percentage and a letter grade using the following scale:
 - i) **A** (100% - 90 % – Excellent mastery of standards is evident);
 - ii) **B** (89% - 80% – Advanced mastery of standards is evident);
 - iii) **C** (79% - 70% – Acceptable mastery of standards is evident);
 - iv) **D** (69% - 60% – Partial mastery of standards is evident);
 - v) **E** (59% - 50% – Minimal or no mastery of standards is evident);
 - vi) **S** (100% - 60% – Satisfactory); and
 - vii) **U** (59% or less – Unsatisfactory).
- g) Teachers shall include comments to accompany the grades of D, E, or U on the report card.
- h) Any student receiving an E shall receive no credit toward graduation or promotion.
 - i) A student with lawful absences near or at the end of a grading period may receive a temporary blank grade. A student who receives a blank grade shall complete makeup work within 2 weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course. See Regulation JB-RA – Compulsory Attendance.
- ii. A change to a final grade shall be made in accordance with section 7 of this regulation.
- iii. The honor roll is published for each grading period. AACPS Honor Roll certificates are awarded to students at the end of the semester or at the end of the school year, whichever is appropriate.
 - a) *Principal's Honor Roll*: The Principal's honor roll consists of students who receive all As and Ss in a grading period.

- b) *Honor Roll*: The honor roll consists of students who receive all As and Bs and have no grades of D, E, or U during a grading period; a student may receive one C if they also receive at least one A.

c. ***High School***

- i. Teachers shall record the marking period grades for each student using the following process:
 - a) The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number – a .5 and higher shall round up.
 - b) The percentage grade for each marking period shall appear on the report card.
 - c) The final grade for each semester in high school shall appear on the report card as both a percentage and a letter grade using the following scale:
 - i) **A** (100% - 90% – Excellent mastery of standards is evident);
 - ii) **B** (89% - 80% – Advanced mastery of standards is evident);
 - iii) **C** (79% - 70% – Acceptable mastery of standards is evident);
 - iv) **D** (69% - 60% – Partial mastery of standards is evident);
 - v) **E** (59% - 50% – Minimal or no mastery of standards is evident);
 - vi) **S** (100% - 60% – Satisfactory); and
 - vii) **U** (59% or less – Unsatisfactory).
 - d) Teachers may not assign a marking period grade below 50%.
 - e) Only final letter grades shall appear on student transcripts.
 - f) Teachers shall include comments to accompany the grades of D, E, or U on the report card.
 - g) Any student receiving an E shall receive no credit toward graduation or promotion.

- h) A student with lawful absences near or at the end of a grading period may receive a temporary blank grade. Students who receive a blank grade shall complete makeup work within 2 weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course. See Regulation JB-RA – Compulsory Attendance.
- i) Students who are absent from a credit-bearing course for 9 or more days in a semester may be denied credit. The principal and appropriate affiliated personnel concerned shall review cases of this nature and determine whether credit will be awarded for the course(s) in question.
- j) Any student receiving an S has satisfactorily completed the requirements for the course and shall receive credit, but the S may not be calculated into the grade point average (GPA).
- k) Any student receiving a U has not met course requirements and the U may not be awarded credit nor be calculated into the student's GPA.
- l) Any student receiving the grade blank grade for:
 - i) A marking period grade may not have the marking period calculated into the semester average. The blank grade may not be included in any marking period calculation for Honor Roll, GPA, or eligibility. The blank grade must be converted into an actual grade.
 - ii) A final grade may not receive credit for the course. The blank grade may not be included in any semester or yearlong calculation for Honor Roll, GPA, or eligibility. The blank grade must be converted into an actual grade.
- ii. Quarterly assessments shall count for 10% of each marking period's grade. Each of the two marking period grades of a semester shall equal 50%. High school course final grades shall be determined by averaging two percentage grades.

For the purpose of determining a final course grade, the following percentage scale shall be used:

- a) **A** (100% - 90%);
- b) **B** (89% - 80%);
- c) **C** (79% - 70%);

- d) **D** (69% - 60%); and
 - e) **E** (59% - 50%).
- iii. If a student elects to opt out of the fourth marking period’s quarterly assessment in lieu of an Advanced Placement or International Baccalaureate exam, the final semester grade shall be determined by averaging the two marking period percentage grades. The fourth marking period may not include a 10% quarterly assessment grade in these instances. See Section C.8.a.iii. of this regulation.
 - iv. A change to a final grade shall be made in accordance with section 7 of this regulation.
 - v. AACPS shall calculate the GPA for high school students. The student transcript shall reflect both a weighted and unweighted GPA.
 - a) An additional .5 quality point shall be awarded to students in Honors courses who earn grades of A, B, or C. No additional quality points shall be added for grades of D or E.
 - b) An additional 1.0 quality point shall be awarded to students in Advanced Placement, International Baccalaureate Diploma Programme, and Post Advanced Placement courses who earn grades of A, B, or C. No additional quality points shall be added for grades of D or E.

Unweighted Courses	Honors Courses	AP, IB, and Post AP Courses
A - 4	$A - 4 + .5 = 4.5$	$A - 4 + 1 = 5$
B - 3	$B - 3 + .5 = 3.5$	$B - 3 + 1 = 4$
C - 2	$C - 2 + .5 = 2.5$	$C - 2 + 1 = 3$
D - 1	$D - 1 + 0 = 1$	$D - 1 + 0 = 1$
E - 0	$E - 0 + 0 = 0$	$E - 0 + 0 = 0$

- c) A system of grading, including weighted grades for Honors, Advanced Placement, International Baccalaureate Diploma Programme, and Post Advanced Placement courses shall be applied for all school system policies, regulations, and procedures such as ranking in class and extracurricular eligibility. This system shall be designated on all student transcripts.
- d) The GPA is calculated by taking the point value of each letter grade, including course weighting for weighted GPA, and multiplying it by the credit value of that course. This is done for each course and the resulting

values are added together. That point total is then divided by total attempted credits. The following scale shall be used:

- i) **A** (4.0 – 3.6);
 - ii) **B** (3.5 – 2.6);
 - iii) **C** (2.5 – 1.6);
 - iv) **D** (1.5 – 0.6); and
 - v) **E** (0.5 or less).
- e) GPA calculation for S and U grades:
- i) Some courses such as work-based learning, select independent study, special inclusion classes, and some alternative credit programs produce a grade of S or U, instead of letter grades A through E.
 - ii) If the grade is recorded on the transcript as S or U, an S earns credit, but a U does not earn credit. For calculation purposes when an S or U grade is used, there are no quality points issued, therefore, there is no credit attempted factored into the GPA calculation.
 - iii) Department aides are not awarded credit and their grades are not used in GPA calculations.
- f) GPA calculation for courses repeated:
- i) Any course a student repeats for grade improvement or to build prerequisite skills, and for which credit has been previously granted, cannot receive credit again.
 - ii) The highest grade earned for a repeated course shall be calculated into the GPA with the lower grade dropped from cumulative GPA calculation.
- g) The honor roll is published for each grading period. AACPS Honor Roll certificates are awarded to students at the end of the semester or at the end of the school year, whichever is appropriate.
- i) *Superintendent's Honor Roll*: The Superintendent's honor roll consists of students whose grades for both grading periods are all As and Ss for an entire semester.

- ii) *Principal's Honor Roll*: The Principal's honor roll consists of students who receive all As and Ss in a grading period.
- iii) *Honor Roll*: The honor roll consists of students who have a weighted GPA of 3.0 or greater and have no grades of D, E, or U during a grading period.

7. Changing a Report Card Grade, Code, or Comment

- a. A change to a final grade will be made for a sound educational purpose.
 - i. If a student has stopped working during any grading period, the student's record shall be thoroughly evaluated to determine whether a passing grade will be given. There must be thorough documentation, evidence of opportunity for parental/guardian input, and approval by the principal, principal's designee, or Instructional Data Division to override a numerical average.
 - ii. If a student has made significant improvements during any grading period, but numeric average does not reflect that growth, the student's record shall be thoroughly evaluated to determine the grade given. There must be thorough documentation and approval by the principal, principal's designee, or Instructional Data Division to override a numerical average.
- b. An *AACPS Request for Grade Change* form shall be submitted to initiate a change to a final grade, code, or comment.
 - i. The teacher initiating the grade change will submit the *AACPS Request for Grade Change* form to the principal or the principal's designee. The principal or the principal's designee shall review the form and approve or deny the grade change request.
 - a) If the teacher is incapacitated and unable to submit the required form, the assigned teacher designee may submit the form on the teacher's behalf.
 - b) If a teacher does not follow the grading procedures and protocol outlined in this regulation and the accompanying policy, the principal or the principal's designee may initiate a grade change. In this case, the Senior Manager of Student Data in the Instructional Data Division or the Senior Manager's designee will review and approve or deny the request.
 - c) The *AACPS Request for a Grade Change* form shall include the:

- i) Name of the teacher or other appropriate individual requesting the grade change;
 - ii) Reason for the grade change request;
 - iii) Reason for the approval or denial of the request;
 - iv) Date of the approval or denial of the request; and
 - v) Signature of the principal, the principal’s designee, or other appropriate individual approving or denying the grade change request.
- c. A grade change must be completed within 45 days of the last day of the grading period. For a grade change for the fourth marking period, the timeline for a grade change begins on the first day of the new school year.
- d. ***Appealing a Final Grade, Code, or Comment Change***
 - i. Appeals of final grade, code, or comment changes shall be made in accordance with Regulation JCH-RA – Student Complaints Related to Policy, Regulation, or Law.
- e. ***Auditing Final Grade, Code, or Comment Changes***
 - i. The Office of Student Data, the Office of School Performance and Support, the Division of Advanced Studies and Programs, the Division of Curriculum, Instruction, and Assessments, and the Division of Student Support Services will annually audit the grade changes made during the previous school year using a research based random selection process to ensure that proper procedures were followed and the time frame of these grade changes meets the criteria established by the Maryland State Department of Education.

8. **Earning Credit**

Procedures shall be established to regulate the credit earning process.

a. ***Quarterly Assessments***

- i. Quarterly assessments are required student evaluations that are given on a quarterly basis in all high school courses unless otherwise approved by the Assistant Superintendent for Curriculum and Instruction or the Assistant Superintendent for Curriculum and Instruction’s designee. Quarterly

assessments shall be administered in accordance with Regulation IIIH-RA – Quarterly Assessments.

- ii. Students unable to take a quarterly assessment due to an emergency situation shall, with the approval of the principal, be permitted to take a make-up assessment. In extenuating circumstances and solely at the discretion of the principal, a waiver of the quarterly assessment may be considered. In such a case, the grades shall be computed without the inclusion of a quarterly assessment grade.
 - iii. Students who are enrolled in AP or IB courses, and elect to take the AP or IB examination, are exempt from taking the fourth marking period's quarterly assessment for the associated class. However, an eligible student may elect to take the fourth marking period's quarterly assessment.
- b. i. Any middle school student taking a high school course prior to entering high school shall receive credit if the student meets the same requisites required of high school students for the same class.
- ii. Credit shall be awarded upon entering Grade 9. The grade for the course shall be calculated in the student's GPA in the same manner as other high school courses, including courses with weighted grades.
- c. Summer and evening high school grades for students enrolled in a regular day school program shall be transferred and calculated into the student's marking period GPA, as appropriate.
- d. Credit and grades for students transferring from an approved school outside the county shall be based upon the grading policy of the sending school. However, a student may not be awarded credit twice for the same course.
- e. Students who transfer from a non-approved program may be awarded credit if approval is granted following review by the designated central office staff. Approved courses will receive credit and an unweighted grade of S. These grades will not receive quality points and will not factor into the GPA calculations.
- f. AACPS high schools shall award credit based upon the established policies and regulations of AACPS. This includes online and college courses which shall be approved by the principal prior to enrollment.
- g. No grade and course credit shall be awarded for after school activities that are not in the *AACPS Program of Studies* for the current school year.

- h. With the prior approval of the school principal, students shall earn additional or alternative credit for courses or programs toward high school graduation such as approved dual credit enrollment through the community college, AACPS approved online courses, or other pre-approved authorized programs.
 - i. Approved dual credit courses taken at colleges or universities either during the school year or summer shall be included in the student's GPA calculation. The grades for these dual credit courses shall be a letter grade of A, B, C, D, or E.
 - ii. The grades for alternative courses, besides dual credit courses, shall be S or U and may not contribute to the GPA. Alternative credit programs shall be consistent with the educational goals and objectives of AACPS.
- j. Credits for internship/mentorship programs are awarded by the principal based upon successful completion of the program requirements.
- k. Grades earned by students for course work completed while on home and hospital teaching, as determined by the home and hospital teacher, shall be factored into the marking period grade or semester grade proportionate to the amount of time spent in class and on home and hospital teaching.

9. **Valedictorian and Salutatorian**

Each high school shall annually designate a graduating valedictorian and salutatorian in accordance with the requirements set forth in the accompanying policy.

10. **Latin Honors**

Each high school shall annually honor graduating students who qualify for AACPS Latin Honors (*cum laude*, *magna cum laude*, and *summa cum laude*) recognition.

- a. Students receiving the *summa cum laude* recognition, the highest honor, must have greater than or equal to a 4.3 weighted GPA after the student's 7th semester of high school in the student's senior year.
- b. Students receiving the *magna cum laude* recognition, with great honor, must have greater than or equal to a 4.0, but less than a 4.3 weighted GPA after the student's 7th semester of high school in the student's senior year.
- c. Students receiving the *cum laude* recognition, with praise, must have greater than or equal to a 3.4 unweighted GPA after the student's 7th semester of high school in the student's senior year.

- d. Grades for AACPS-approved courses that appear on the transcript, weighted (Honors, AP, IB Diploma Programme, Post Advanced Placement) or unweighted, assigned by AACPS, inclusive of summer school and evening school, that produce a letter grade of A, B, C, D, or E shall be included in the GPA calculation.
- e. GPA shall be calculated to the thousandths place. Then, the GPA shall be rounded to the hundredths place – a .005 and higher shall round up.
- f. Courses taken at colleges or universities, including approved dual credit courses, either during the school year or summer, shall be included in the student’s GPA calculation.

Regulation History: Revised 05/31/23; Revised 11/14/23; 05/28/24; 11/04/24

Note Previous Regulation History: Replaced AR608/II-RA, originally adopted 04/03/02 and revised 09/03/03, 12/15/04, 02/01/06, and 09/06/06; II-RA issued 07/01/11, revised 06/27/12, 08/13/13, 11/04/15, 05/04/16; 01/18/17; 08/23/17; 02/12/21; 08/23/21; 08/25/22

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