

MONTGOMERY COUNTY PUBLIC SCHOOLS
Secondary Grading and Reporting Look Fors

Belief Statement:

Grading and reporting practices must be fair and manageable for students and teachers.

Desired State	Look Fors
<p>Consistent Implementation</p> <ul style="list-style-type: none"> • Local schools will ensure school-level processes, as approved by the school leadership team, for implementing grading and reporting procedures. • Grading and reporting procedures will be applied consistently within schools. 	<ul style="list-style-type: none"> • Agendas for school leadership team meetings include review of grading and reporting processes (both department level and course team level). • Implementation coordinated at the department level, team level or course level, as approved by the school leadership team. Teachers within specific departments or teams consistently implementing the policy.
<p>Communication</p> <ul style="list-style-type: none"> • School staffs will communicate course-specific procedures in writing to students and parents at the beginning of a semester/school year, or when course specific procedures change. 	<ul style="list-style-type: none"> • Course syllabi and grading processes published on school Web sites, distributed to students, given to parents at Back-to-School nights, etc. Translations of written procedures or other means of communication made available to the greatest extent possible.
<p>Grading</p> <ul style="list-style-type: none"> • Grades will reflect what a student knows and is able to do within the curriculum. • Teachers will assess student learning in a variety of ways over time. • Teachers may grade participation that demonstrates understanding or skill. 	<ul style="list-style-type: none"> • Instructional tasks, activities, and assessments reflect objectives related to the Montgomery County Public Schools curriculum. • Grades reported for a variety of tasks and assessments, such as projects, reports, exhibits, and discussions. Final grade not solely based upon tests/quizzes. • Participatory tasks such as discussions, presentations, oral responses to questions, and performances may be assigned grades.

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Grading	
<ul style="list-style-type: none">• Teachers will not award extra credit.• Teachers will record grades with the most precision appropriate for the task/assessment (e.g., percentages, points earned, plusses, and minuses).• When using points or percentages, a teacher assigns a grade no lower than 50% to a task/assessment. If a student does no work on the task/assessment, the teacher will assign 0. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign 0.• Teachers are expected to separate the due date from the deadline in order to increase opportunities for students to complete assignments. There may be exceptions when the due date and deadline are the same, e.g., for some daily homework assignments.• Work turned in after the due date and by the deadline may be dropped no more than one letter grade or 10% of the grade. Work submitted after the deadline is recorded as 0. Excused absences suspend the due date and deadline by the number of days missed. (Regulation JEA-RA, <i>Student Attendance</i>, states, “When the absence is excused, the teacher has an obligation to assist the student in making up the class work missed. A suspension is considered to be an excused absence.”)	<ul style="list-style-type: none">• No bonus points awarded on assessments or tasks. Any optional assessments are done within the context of reteaching and reassessment.• On individual assessments, grades that measure learning most precisely are used. Teachers will not round grades before averaging (e.g., 89.4 is recorded as an 89.4, not an 89, so that the grade with most precision is averaged to determine the final grade). Calculation of the final grade computed with the greatest precision possible.• A grade of 0 only is recorded when a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment or in cases when a task/assessment is not turned in by the deadline. No grades between 0 and 50% recorded on a single task/assessment.• Due dates and deadlines are identified when an assignment is made. Due dates are separated from the deadline with limited exceptions.• Assignments submitted after due date, but by the deadline, are reduced no more than 10% or one letter grade. Extensions of the due date or deadline are granted for excused absences.

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<p>Homework</p> <ul style="list-style-type: none"> • Teachers will only assign homework that is related to the curriculum. • Homework for practice or preparation for instruction may account for a maximum of 10% of the marking period grade. When turned in by the deadline, this homework is given credit. Teachers will use professional judgment to determine the value assigned to partially completed homework. • Homework evaluated for learning counts toward the remaining portion of the marking period grade. • Teachers give timely and meaningful feedback on both types of homework; feedback may take a variety of forms. 	<ul style="list-style-type: none"> • Homework assignments reflect the curriculum. • Homework for practice or preparation for instruction builds skills and understanding and does not evaluate learning, and, therefore, is not graded for accuracy (correctness) or quality (degree to which standards are met). When turned in by the deadline, homework for practice or preparation for instruction is given full credit. Only if in the teacher's professional judgment, the student has not attempted in good faith to perform the assignment, the teacher may give partial credit for homework that is incomplete. • Homework evaluated for learning is reduced no more than 10%, or one letter grade, if submitted after the due date but by the deadline. If homework evaluated for learning is assigned, it is included in the grade computation. • Timely written group or individual feedback is provided.
<p>Reteaching/Reassessing</p> <ul style="list-style-type: none"> • Reassessment opportunities will be offered in every course. • When a teacher offers a reassessment, all students, regardless of the grade on the original task/assessment, may be reassessed if they complete the original task or assessment, complete required assignments, and complete the reteaching/relearning activities as determined by the teacher. 	<ul style="list-style-type: none"> • There is evidence of at least one opportunity for reassessment in every course. • When a teacher offers a reassessment, all students are offered the opportunity for reassessment, regardless of their original grade. A student who misses the original task/assessment or the reassessment due to an excused absence is still provided an opportunity for reassessment.

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<p>Reteaching/Reassessing</p> <ul style="list-style-type: none">• Reassessment grade always replaces original grade.• When tasks/assessments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.• Tasks/assessments that indicate a final measure of learning (for example, a final exam) may not be reassessed.	<ul style="list-style-type: none">• For any task/assessment that is reassessed, the grade book includes only the reassessment grade. The total value or points possible for the reassessment must be the same as assigned for the original task/assessment.• Even where reassessment of tasks/assessment is partial, reassessment grade replaces original grade for the test items/concepts being reassessed.• Tasks and assessments that are not available for reassessment are identified in advance.
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Students receiving services for limited English proficiency, special education, or 504 disabilities will be afforded all accommodations and modifications as documented by English Language Learners (ELL) plan, Individualized Education Program (IEP), or Section 504 plans.