

I. Policy Statement

The Board of Education of Howard County is committed to ensuring that all students learn and that students, parents, teachers, administrators, and other stakeholders are provided meaningful feedback on student achievement. Grading, reporting, promotion, and retention within the Howard County Public School System (HCPSS) are based on the individual student's mastery of curriculum standards. Additionally, the Board supports students in maintaining and extending their learning through the use of homework as part of the curricular program. The Board views grading, reporting, and homework as part of an ongoing conversation about student academic progress with students and their families.

II. Purpose

The purpose of this policy is to provide guidelines to ensure that information on grading, reporting, promotion, retention, and homework is determined in a clear and consistent manner, and reported to students and their families through regular and timely communication about student academic progress.

III. Definitions

Within the context of this policy, the following definitions apply:

- A. 504 Plan – A written document specifying the reasonable accommodations that allow a student with a disability to participate in school and school-related activities.
- B. Accelerated Grade Placement – The movement of a student out of the normal progression to an advanced grade.
- C. Assessment – An evaluation of what students know and/or can do.
- D. Class Rank – The relative position of a student in his/her graduation class based upon a cumulative grade point average.
- E. Code – A letter used to reflect the academic history of a student.
- F. Course – A planned sequence of instruction related to a specific subject delivered at an HCPSS school during the school day and within the school year. The content of an HCPSS course is determined by the curriculum standards.

- G. Course Level – An indication of the challenge of a given course. Course levels may include advanced placement (AP), gifted & talented (GT), honors (H), and regular. Based on course content, not all courses are offered at each of the different levels (for example, there is not Latin I GT).
- H. Credit – Unit of achievement awarded for the completion of a course and the successful demonstration of established instructional objectives and standards of performance for the course.
- I. Credit By Exam – Credit awarded to a student who does not complete a course but successfully demonstrates knowledge of established curriculum standards by passing an assessment.
- J. Curriculum – The prescribed elements of programs and courses which state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet the curriculum standards, and by what means they will be assessed.
- K. Curriculum Standards – The learning outcomes that students are expected to master, which reflect the best knowledge of the developmental needs of learners and that comply with requirements from local policy and state law.
- L. Grade – A letter indicating a measure of performance and related to achievement of course objectives.
- M. Grade Point Average (GPA) – Numerical representation, weighted or unweighted, of a grade measuring a student's overall performance across courses taken for a specific period of time. There are two types of GPAs:
1. Marking Period GPA
 2. Cumulative GPA
- N. Homework – Assigned work to be completed outside the scheduled school hours.
- O. Individualized Education Program (IEP) – A written description of the special education and related services for a student with a disability that is developed, reviewed, and revised by the student's IEP team.
- P. Individualized Education Program (IEP) Team – A group of individuals responsible for identifying and evaluating students with disabilities. The IEP team develops, reviews, and/or revises an IEP for a student with a disability and determines placement in the least restrictive environment.

- Q. Lawful (Excused) Absence – An absence for any portion of the day under the following conditions:
1. Death in the immediate family
 2. Illness of the student
 3. Pregnancy and parenting needs
 4. Court summons
 5. Hazardous weather conditions
 6. Work approved or sponsored by the school
 7. Observance of a religious holiday
 8. State emergency
 9. Suspension
 10. Lack of authorized transportation
 11. Other emergency or set of circumstances which, in the judgment of the Superintendent or designee, constitutes a good and sufficient cause for absence from school.
- R. Marking Period – A segment of the school year during which instruction is delivered, student progress is monitored, and grades are given.
- S. Non-traditional Course – An HCPSS course taught at a location, time, delivery method differing from the standard course structure. The content of a non-traditional course may include other curriculum standards outside of the HCPSS curriculum standards. Courses eligible for dual enrollment credit taught in a high school building during the traditional school day may also be considered non-traditional and have a weighting structure that aligns with the institute of higher education partner’s accreditation standards.
- T. Official Records – A student’s report card and Student Records Systems card.
- U. Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:
1. Biological Parent – A natural parent whose parental rights have not been terminated.
 2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.
 3. Custodian – A person or agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.
 4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.

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5. Caregiver – An adult resident of Howard County who exercises care, custody, or control over the student but who is neither the biological parent nor legal guardian, as long as the person satisfies the requirements of the Education Article, §7-101 (c) (Informal Kinship Care) or has been issued a U.S. Department of Health and Human Service’s Office of Refugee Resettlement (ORR) Verification of Release form entering into a custodial arrangement with the federal government.
 6. Foster Parent – An adult approved to care for a child who has been placed in their home by a state agency or a licensed child placement agency as provided by the Family Law Article, §5-507.
- V. Promotion – The normal progression of a student from one grade level to the next based upon successful completion of coursework.
- W. Quality Points – The numerical equivalent of a grade on a 4.0 scale (A=4.0; B=3.0; C=2.0; D=1.0; E=0). Also refers to points which may be added to designated courses for weighted GPA purposes.
- X. Report Card – Document that records a student’s grades, attendance, and other information.
- Y. Retention – The act of continuing a student’s enrollment in a current grade level based upon unsuccessful completion of coursework.
- Z. School Year – The school year begins on the first day of school as determined by the school calendar and will continue through the day before the next approved school year. Summer courses and non-traditional courses taken during this time are part of the school year.
- AA. Student Records Systems Card (Annual Secondary School Performance Data Summary or Transcript) – Record by grade level of courses, grades, credits, and other graduation requirements completed by a student.
- AB. Unlawful (Unexcused) Absence – An absence, including absence for any portion of the day, for any reason other than those cited as lawful are presumed as unlawful and may constitute truancy.
- AC. Weighting Grades – The process of adding quality points to advanced placement (AP), gifted & talented (GT), and honors (H) course values. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS.

IV. Standards**A. Grades and Codes**

1. A letter grade or a code will be given for all courses in which a student is enrolled.
2. A letter grading (A, B, C, D, E) and coding (I, N/A, P, W, X, Z) system as described in Sections IV.A.3. and 4. respectively, will be used; no plus or minus signs will be used for official records, such as reports cards and transcripts.
3. Grading will reflect the level of achievement of a student. Students will be given multiple opportunities to demonstrate their learning via multiple measures in each quarter. Parameters for grading will be developed collaboratively with educators and the Division of Academics. Marking period grades will be determined as follows:

A (90-100%) – Outstanding level of achievement

B (80-89%) – High level of achievement

C (70-79%) – Satisfactory level of achievement

D (60-69%) – Low level of achievement

E (59% or lower) – Failure (no credit awarded for high school credit bearing courses)

Percent scores are rounded to the nearest whole number. Therefore, if the number behind the decimal point is less than 5, the score is rounded down to the next whole number and if the number behind the decimal point is 5 or more, the score is rounded up to the next whole number. (Example 1: 89.49% rounds to 89; Example 2: 89.50% rounds to 90)

4. Coding will reflect the academic history of a student. Codes are used as follows:

Codes used for courses taken in middle school and high school

I - I (Incomplete) codes will be used when a student has not been able to complete required coursework due to lawful absences or other extenuating circumstances. I codes will be converted to an appropriate letter grade according to Implementation Procedures Section III.F.1.

N/A - N/A (Not Available) codes will be used when transfer students (in-county or from out-of-county) are missing marking period and/or assessment grades. Courses with N/A codes will receive credit and will be calculated into the cumulative GPA. The final grade will be the average of the remaining quarters

or assessment grades. N/A codes may also be used as a place holder for non-traditional courses until the marking period and/or assessment grades are recorded at the end of the semester.

When the achievement of Individualized Education Program (IEP) goals requires a schedule change, N/A codes will be used for missing marking period and/or assessment grades in a new course.

P - P (Pass) codes will be used when a student successfully completes a course through credit by assessment, credit awarded for coursework from non-accredited schools, or home instruction courses upon enrollment in an HCPSS school. Courses with P codes will receive credit and will not be calculated into the cumulative GPA.

Codes used for courses taken for high school credit in middle school or high school

W - W (Withdrawal) codes will be used to indicate that a student withdrew from a course more than 14 school days from the start of the course, the date of enrollment for a non-traditional course, and did not transfer into another level of the same course. Courses with W codes will receive no credit and will not be calculated into the cumulative GPA but will be calculated into marking period GPAs.

X - X (Late enrollment in class) codes will be used when a student enrolls in a course after the twentieth day of the start of the course and too late for credit to be granted. Courses with X codes will receive no credit and will not be calculated into the cumulative GPA but will be calculated into marking period GPAs.

Z - Z (Assessment not taken) codes will be used when a student does not take a mid-term or final assessment for a course. Courses with Z codes will receive no credit, will count as a credit attempted, and will earn 0 quality points until the Z code is converted to an appropriate letter grade according to Implementation Procedures Section III.F.6.

Middle and High School Grades

5. Final middle school grades will be determined by translating the letter grade for each marking period and each assessment using the following quality points scale:
 - A = 4
 - B = 3
 - C = 2
 - D = 1
 - E = 0

- a. 1.0 credit courses
- i. Multiply the quality points for each marking period grade by four. Compute the sum and divide by eight.
 - ii. For reporting purposes, the quotient will be converted to a letter grade using the following scale:

A = 3.50-4.00
 B = 2.50-3.49
 C = 1.50-2.49
 D = 0.75-1.49
 E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade
A=4	B=3
X4	X4
16	12

28 divided by 8 = 3.5 Final Grade A

- b. For 0.50 credit courses the quarter grade will be the final grade.
6. Make-up work will be accepted under the following conditions:
- a. A student may make up work and receive a recorded grade for work missed due to a lawful absence or field trip attendance. Students returning from lawful absences or field trips will have an equal number of school days to complete make-up work (i.e., Work due on the day of a field trip will be turned in on the next school day; work assigned on a day of a lawful absence will add one school day to the due date.). For absences beyond two weeks, an administrator can allow for additional days for work to be completed.
 - b. A student may complete make-up work but will not receive a recorded grade for work missed due to an unlawful absence.
 - c. Teachers may allow students to redo work to demonstrate a satisfactory level of mastery at a minimum.
 - d. Make-up work may not necessarily be identical to the original assignment but will meet instructional intent.

7. Student behaviors, including but not limited to, lateness to class, absence (however, per Section IV.A.4., excessive absences may result in loss of credit), or disciplinary action, may not be used to reduce a student's grade. However, student behaviors and attendance may impact the student's grade indirectly because of missed instructional time and incomplete assignments.
8. Extra credit is not offered in Grades 6-12. However, students may be provided opportunities to recover credit and demonstrate mastery through other relevant coursework. Opportunities should be given to students who are not passing whenever possible.
9. HCPSS will recognize and accept any and all credits a student earned toward graduation in any other public school in Maryland. Credits earned while not enrolled in a Maryland public school would be reviewed in accordance with COMAR and HCPSS policy and procedures.
10. High school courses offered in middle school will appear on high school transcripts.

B. High School Grade Point Average

1. Grade Point Averages (GPAs) will be calculated and reported at regular intervals on both a periodic and cumulative basis. The following guidelines will be used in calculating GPAs:
 - a. The GPA for a marking period will be determined by adding each course's total quality points and dividing the sum by the number of class periods.
 - b. The cumulative GPA will be determined by multiplying the quality points for the final grade earned for each course by the credits assigned to the course, summing the results, and dividing by the total of the credits assigned to the courses taken.
 - c. For students earning a Certificate of Program Completion, the GPA will be determined by all courses the student is enrolled in, since this student is not earning high school credits.
2. Both cumulative unweighted and weighted GPAs will be calculated for all students at the end of each marking period.
3. Weighted GPAs will be based on course level, with additional quality points added to designated courses.
4. For students graduating in 2020 or prior, early senior year calculations, based on credits earned in grades 9–11, include the following, which are reported on the high school transcript:

- a. The cumulative unweighted GPA.
 - b. The cumulative weighted GPA.
 - c. The unweighted class rank.
 - d. The weighted class rank.
5. For students graduating in 2021 or later, a cumulative unweighted and weighted GPA will be calculated.
 6. Students must earn a grade of A, B, or C in a GT or AP course in order to earn the weighted designation of 1.0 additional quality point per credit. Students must earn a grade of A, B, or C in an Honors course in order to earn the weighted designation of .5 additional quality point per credit. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the weighting for the highest possible equivalent offered by HCPSS, using the chart below. The following chart summarizes quality points for weighted class rank/GPA purposes, where applicable:

	AP and G/T	Honors	Regular
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	1.0	1.0	1.0
E	0	0	0

C. Reporting

1. Prompt feedback is essential for developing student understanding. The grading and returning of student work will occur within three weeks of the student's submission, in the learning management system and also in class, if appropriate and barring unusual circumstances. Some non-traditional courses (such as online and dual enrollment courses) may not meet these expectations. Please check the syllabus or speak with the instructor.
2. Teachers will notify parents of progress throughout the marking period. Parents may access a student's progress through the learning management system. Additionally, teachers may communicate progress with parents in person, by phone, or in writing, either electronically or in print.
3. School employees will communicate to students and parents on a quarterly basis the student's level of academic performance in the curriculum.

4. Report cards will be issued at the conclusion of each marking period and will reflect all work completed during that marking period unless otherwise indicated by the teacher.

D. Report Card Grade and/or Code Change

1. A change of a report card grade will be made for a sound educational purpose according to the following protocol:
 - a. A teacher will not change a student's report card grade unless there are extenuating circumstances and the change is approved by the principal. The teacher will follow the procedures established by the HCPSS below in Section IV.D.2.
 - b. A principal may change a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be changed. The principal is responsible for implementing the procedures defined by the HCPSS below in Section IV.D.2. for processing and recording a grade change and subsequent change to permanent records.
 - c. Grade and/or code changes cannot exceed 45 school days following the last day of school in the marking period in which the change is to be made.
 - d. For a grade change for the 4th marking period, final assessments or for a non-traditional course, the timeline would begin on the first day of school in the new school year.
2. Procedures
 - a. Grade and/or code changes must be documented on the grade change form. Parents must be notified of the grade change by the teacher or the principal.
 - i. The grade change form needs a signature from the teacher, the data clerk, and the principal. It needs to include a reason for the grade change and date of the approval.
 - ii. Copies of the grade change form go into the student's cumulative record, to the teacher, to the data clerk, and to the Office of School Counseling.
 - iii. A grade change may be authorized by the Executive Director of Program Innovation and Student Well-Being, Chief Academic Officer, Chief School Management and Instructional Leadership Officer, or Community Superintendent. If a grade change is generated from outside the school, a grade change form is still completed with a reason for the change. This

form goes into the student's cumulative record and to the principal and data clerk.

- b. Parents will be notified of the grade change by the teacher, principal, or Central Office employee changing the grade.
- c. The Office of School Counseling will audit the grade changes annually.
- d. Appeals of grade changes can be made to the Community Superintendent.

E. Homework

- 1. If assigned, homework will be purposeful, appropriate, informational, and flexible. It is intended to extend learning and provide an opportunity for practice. Some courses or instructors may choose to not assign homework.
 - a. Purposeful: Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
 - b. Appropriate: Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations on homework will be provided as outlined in students' IEPs and Section 504 Plans.
 - c. Informational: Homework allows parents to be included in their child's day-to-day school experiences.
 - d. Flexible: Assignments can be successfully completed within timeframes that have flexible deadlines when possible.
- 2. Homework guidelines will be established using the following criteria:
 - a. Each school year, schools will communicate the school's homework procedures with all stakeholders.
 - b. Teachers are required to ensure that homework is accommodated/modified as necessary in accordance with students' IEPs and Section 504 Plans.
 - c. Teachers will provide feedback on homework assignments.
 - d. Homework assignments may not be assigned or due on a day schools are closed due to inclement weather or unplanned closures.
 - e. Homework may not be assigned over the summer for any courses, nor winter or spring breaks for middle or high school courses.

- f. A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of school days to complete make-up work.
- g. Homework may be graded in grades 6-12 but cannot exceed 10% of the total grade.

3. Amount and Purpose of Homework

- a. For the purposes of determining number of hours of homework per week or day, teachers should include reading of course material, studying of course material, and practicing skills taught in course (e.g., rehearsing a musical instrument). Time spent on long-term projects should also be included when determining number of hours of homework; however, these projects do not constitute homework for grading purposes under Section IV.E.2.h.
- b. Purpose of Homework: Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.
- c. Middle School Courses (Courses with no Credits)
 - i. Amount: Each instructor may assign an average of, at most, one hour of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
 - ii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than one hour of homework each week per instructor. It is recommended that the school principal or designee work with teaching staff to facilitate this collaboration.
- d. Courses that include High School Credits
 - i. Amount: Each instructor may assign an average of, at most, one and a half hours of homework per week. Not all classes will require homework. Some classes might require students to spend more or less time on homework than is typical.
 - ii. The goals and expectations for homework will be clear and include opportunities for student input. As appropriate, flexibility and student choice will be considered in the assignment of homework duration, rigor, product, and weight in grading. A syllabus is recommended for distribution at the beginning of every semester outlining each course's

requirements, including regular assignments, projects, possible due dates, and procedures for requesting feedback on assignments.

V. Responsibilities

Principals will communicate information annually regarding high school grading and reporting to all students, parents, and HCPSS employees.

VI. Delegation of Authority

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

VII. References

- A. Legal
 - The Annotated Code of Maryland, Education Article, §7-301, Compulsory Attendance
 - The Annotated Code of Maryland, Education Article, §7-101(c) (Informal Kinship Care)
 - The Annotated Code of Maryland, Family Law Article, §5-507
 - COMAR 13A.03.02, Graduation Requirements for Public High School in Maryland
 - COMAR 13A.03.02.08 Grading and Reporting
 - COMAR 13A.08.01.03, Lawful Absence
 - COMAR 13A.08.01.04, Unlawful Absence
 - COMAR 13A.10.01.01, Home Instruction Program
- B. Other Board Policies
 - Policy 8200 Digital Education
 - Policy 8030 Graduation Requirements
 - Policy 9010 Attendance
 - Policy 9070 Academic Eligibility for High School Extracurricular Activities
- C. Relevant Data Sources
- D. Other
 - NCAA Eligibility Center - Definition of Non-traditional courses - <http://www.ncaa.org/student-athletes/future/nontraditional-courses>
 - Catalog of Approved High School Courses
 - Grade Change Form
 - Schedule Change Form

VIII. History

ADOPTED: June 25, 1987

REVIEWED:

MODIFIED: April 14, 2016

December 22, 2020

REVISED: February 8, 1990
June 10, 1999
January 27, 2005
June 12, 2008
March 21, 2013
June 13, 2019
EFFECTIVE: December 22, 2020



GRADING AND REPORTING:
MIDDLE AND HIGH SCHOOL

Effective: December 22, 2020

I. Definitions

Within the context of these implementation procedures, the following definitions apply:

- A. Alternative Education Placement – A location outside of the designated home school designed to accommodate students who have demonstrated the need for significant academic or behavioral support.
- B. Secure Test Item – A test item covered by a vendor’s copyright, including items paid for by the Maryland State Department of Education.

II. Notification/Dissemination

The principal will inform all students, parents, and employees of the provisions of this policy annually and at other times as appropriate. This may be done in the following ways:

- A. Making announcements via the public address system at the beginning of the school year.
- B. Publishing the information in school newsletters.
- C. Publishing the information in employee/student handbooks.
- D. Making the information available for new students through the registration process.

III. Grading

- A. Determining Quarterly Student Grades
 - 1. The letter grade will be used to indicate the individual level of achievement of each student in relation to attainment of course objectives.
 - 2. During SY21-22, curriculum coordinators will work with teachers and other stakeholders to collaboratively create quarterly grading parameters to include percentages, appropriate short-term (formative) assignments and summative tasks by content area and/or grade level. Neither summative nor short-term assignment categories should exceed 70%.

3. Short-term assignments may include a variety of classwork such as independent work, individually graded group work, oral responses, and other tasks.
4. Summative tasks may involve examinations (e.g., tests or quizzes) and tasks/projects (e.g., longer-term assignments, essays, projects). Both short-term assignments and summative tasks should include a variety of types of work. Tasks will be graded on demonstration of performance objectives, quality of work, and completeness.
5. At the end of SY21-22, the parameters will be submitted for review to the Division of Academics Leadership Team. Once accepted, parameters will be reviewed by the Division of Academics Leadership Team annually. Parameters may or may not change annually but any changes will be made collaboratively with educators and the Division of Academics. Recommendations for changes to grading parameters will be subject to a comment period prior to review.
6. Extra credit is not offered in Grades 6-12. However, students may be provided with opportunities to recover credit and demonstrate mastery through other relevant coursework. Opportunities should be given to students who are not passing whenever possible.
7. Within the first five days of class, every teacher will distribute to their students an explanation of how students' grades will be calculated. This information will be made available to parents both in writing and through the learning management system. Prior to distribution to students, the administrator will review and approve the teacher's grading explanations.

B. Determining Final Grades and Credit – Middle and High School

1. Only the final grade and/or code will be retained on the Student Records Systems card.
2. Final grades will be determined by translating the letter grade for each marking period using the following quality points scale:

A = 4
B = 3
C = 2
D = 1
E = 0

- a. 1.0 credit courses

For reporting purposes, the quotient will be converted to a letter grade using the following scale:

- A = 3.50-4.00
- B = 2.50-3.49
- C = 1.50-2.49
- D = 0.75-1.49
- E = Below 0.75 (No Credit)

Note: The average for a D must be 0.75 (not .50) to 1.49 in order for credit to be awarded.

Example:

Marking Period Grade	Marking Period Grade
C=2	B=3
x2	x2
4	6

10 divided by 4 = 2.5 Final Grade B

- b. For 0.5 courses the quarter grade will be the final grade.
3. If a student retakes a course when credit was previously earned:
- a. The student may earn credit more than once for the same course only if the course is designated as such in the Catalog of Approved High School Courses.
 - b. If the course is not designated as eligible for additional credit in the Catalog of Approved High School Courses, the student may still retake the course. Both the final grades from taking the course originally and for retaking the course will be recorded on the transcript. Any course, original or retaken, taken in high school, will be included in the high school GPA.
- C. Non-traditional courses
- 1. Original credit – Original credit course grades earned will be reflected on the high school transcript and calculated in the cumulative GPA.
 - 2. Credit recovery (Review Credit in COMAR) – For credit recovery course grades, both the final grades from taking the course originally and for retaking the course will be included in the cumulative GPA if taken in high school. Both courses will be recorded on the transcript.
 - 3. Students retaking a non-traditional course to earn credit for a course in which they were previously enrolled will have both courses and final grades listed

on the official transcript. The new grade will not replace the grade earned on a previous attempt.

D. Implementation of Codes

Codes used for courses taken in middle school and high school

1. I (Incomplete) Code

- a. Incomplete codes will be issued only for marking period grades and only upon approval of the principal/designee when a student has been unable to complete required course work due to legal absences or other extenuating circumstances.
- b. Incomplete codes must be converted to a letter grade no later than two weeks after the issuance of the report card, except in unusual circumstances as approved by the principal/designee. At the end of the two weeks, the teacher will change the incomplete code to the appropriate grade and notify the student and parent.
- c. A student with an I code will not be academically eligible for extracurricular activities.
- d. If a student transfers into an HCPSS school with a code of I as a final grade, the student will receive no credit for that course and it will not be calculated into the cumulative GPA. If it is a marking period grade, it will be calculated into marking period GPAs in accordance with this policy.

2. N/A (Not Available) codes will be used when transfer students (in-county or from out-of-county) are missing marking period and/or assessment grades. Courses with N/A codes will receive credit and will be calculated into the cumulative GPA. The final grade will be the average of the remaining quarters and/or assessment grades. N/A codes may also be used as a place holder for non-traditional courses until the marking period and assessment grades are recorded at the end of the semester.

When the achievement of Individualized Education Program (IEP) goals requires a schedule change, N/A codes will be used for missing marking period and/or assessment grades in a new course.

If a student moves out of the state of Maryland within 14 school days of the last day of school (or end of second quarter) and is not beginning in their new school for the remainder of the year, a principal can allow the student to accept the grade at time of withdrawal for Q4 or Q2.

3. W (Withdrawal) Code

W codes indicate that a student withdrew from a course after the designated date for withdrawal (14 school days from the start of the course).

- a. If a student transfers between levels of the same course, a W code will not be assigned. The grade the student earned in the original course will be averaged into the new course. The new teacher may require make-up work.
- b. If a student transfers to a different course prior to the designated date for withdrawal, a W code will not be assigned. The student will not be required to make up work in the new course if the schedule change is made prior to the W date, if make-up work for the new course can be averaged into the first marking period grade.
- c. If a student withdraws from a course and transfers to a different course after the designated date for withdrawal, a code of W will be assigned in the withdrawn class and no credit will be awarded. The schedule change form will be placed in the student's cumulative record. The teacher of the new course may recommend work for the student in order to gain missing content, and it will be the teacher's decision if it will be included in the student's grade. The principal may permit a student to earn credit in the new course until the mid-point of the course (i.e., end of first or third marking period for 1.0 credit or more courses).
- d. Level changes will only be permitted until the mid-point of the course (i.e., end of third marking period for 1.0 credit courses).
- e. If an IEP team determines a student needs a change in schedule to make progress toward meeting their IEP goals, a code of W will be assigned in the withdrawn class. The student may earn credit in the new course, and the final grade will be calculated based on the grades earned in the new course. The schedule change form will be placed in the student's cumulative record.
- f. Students may enroll in a digital education course, with approval, after the posted withdrawal deadline if they are able to complete the course requirements by the course end date or school year, whichever is earlier.

4. X (Late enrollment) Code

X codes will be issued when a student enrolls in a course too late for credit to be granted.

- a. When a student withdraws from a course after the designated date for withdrawal and transfers to a different course (rather than another level

of the same course), an X code will be assigned in the new course for marking periods prior to and including the marking period in which the transfer occurred. An X code will also be assigned for the final grade on the report card and the transcript and no credit will be awarded.

- b. When a student transfers into the HCPSS more than 14 school days after the start of the course and before the second or fourth marking period begins, and enrolls in a course in which they were not enrolled in the previous school, X is assigned for all marking periods prior to and including the marking period in which the student transfers. An exception may be made as outlined in Section III.E.2. below.

E. Students Transferring into the HCPSS or into Alternative Education Placement

1. When a student transfers into the HCPSS from a system that does not use mid-term assessments, the code N/A will be entered and the final course grade will be calculated based on the remaining marking period grades and final assessment.
2. If a student transfers into the HCPSS (more than 14 school days after the start of the course and before the second or fourth marking period begins) and enrolls in a course in which they were not enrolled in the previous school, the principal or their designee may take extenuating circumstances into consideration when determining whether a code of X or N/A should be used. Make-up work for the purposes of gaining critical content may be given and averaged into grades at the discretion of the teacher. Students may also be enrolled in non-traditional courses to supplement work to be included in quarter, assessment, or final grades.
3. The grades for comparable courses for students who have transferred from another school will be averaged into the final grade.
4. Religion courses and final grades in those courses from parochial schools not satisfying Section III.E.3. above will be reflected on the transcript but will not be awarded credit.
5. Credit transfers for students assigned to alternative education placements will be reviewed by the Gateway Student Support Team (GSST) or Central Education Placement Team (CEPT) and approved by the principal.

F. Middle School Academic Intervention, Promotion, Retention and Accelerated Grade Placement

1. Academic Intervention
 - a. When a middle school student performs below grade/curriculum expectations, the school team, including the teacher, will, with the

knowledge and appropriate participation of parents, provide additional assistance and opportunities for the student to improve their performance.

Interventions may include the following:

- i. A conference with the student
- ii. Differentiated instruction delivered within the regular classroom/school day
- iii. A change in class/subject placement
- iv. The involvement of a multidisciplinary student support team (including IEP team for special education students)
- v. The involvement of support staff
- vi. Participation in supplemental academic activities (e.g., before/after school tutorials, mentoring)
- vii. Enrollment in summer school

- b. In addition, for students who perform below grade level in reading and/or mathematics, the school team will develop a plan to improve and monitor achievement.
- c. Grade level teams will review and modify student plans with the appropriate grade level teams for the following year.

2. Consideration for Promotion – Middle School Students

- a. The principal may, upon the recommendation of a school/grade team, promote a student who achieves at or above grade/curriculum expectations towards curriculum standards in English, mathematics, science, and social studies as measured by teacher-made or selected assessments and by teacher observations.
- b. A student receiving special education will be assessed based on the provisions of their Individualized Education Program (IEP)
- c. After consideration of all factors, including parent input, the principal will decide if promotion is appropriate. Parents may appeal a decision to promote to the Community Superintendent.

3. Consideration for Retention

- a. With input from the appropriate school/grade team, the principal will consider a student for retention when a student fails to meet standards appropriate for the grade level. The principal may also consider for retention a student who is recommended by a school/grade team or parent for other reasons. The principal must consider whether the needs

- of the student are best met through retention and offer the parent an opportunity to be included in the decision-making process.
- b. The principal will make a decision based on a number of factors, which may include, but are not limited to the following:
 - i. Academic achievement level
 - ii. Demonstrated progress in response to academic interventions
 - iii. Age of the student
 - iv. Previous retention(s)
 - v. Attendance record
 - vi. Parental concerns
 - vii. Developmental factors
 - viii. Health factors
 - ix. Emotional factors
 - x. Report Card
 - xi. IEP
 - xii. 504 Plan (see Policy 9060 - Rehabilitation Act of 1973 Compliance: Section 504)
 - c. The IEP team will consider retention of a diploma-bound student with an Individualized Education Program (IEP).
 - d. The provisions of this policy do not apply to a certificate-bound student with an Individualized Education Program (IEP).
 - e. Any student who is not passing in reading and/or mathematics at the end of 8th grade (as shown on the student's report card) will be required to participate in appropriate interventions, based on academic need as determined by the middle school principal. Interventions may include summer school, evening school, and other non-traditional course options and/or designated reading and/or mathematics intervention courses in 9th grade.
 - f. Parents may appeal a decision to retain to the Community Superintendent.
 - g. If a student is retained in the current grade, the instructional team for that grade must review any academic interventions provided the student during the current academic year and make revisions designed to accelerate the student's pace of learning for the following year.
4. Consideration for Accelerated Grade Placement
- a. A principal may, upon the recommendation of a school/grade team or parent, consider accelerating a student to an advanced grade when they consistently demonstrate the ability to achieve at a higher level than

expected in the essential curriculum as measured by quarterly, teacher made and other assessments, and by teacher observations.

- b. The principal will decide whether to move the student to an advanced grade based on a number of factors, which may include, but are not limited to the following:
 - i. Academic achievement level
 - ii. Age of the student
 - iii. Previous accelerations
 - iv. Attendance record
 - v. Parental concerns
 - vi. Developmental factors
 - vii. Health factors
 - viii. Emotional factors
 - ix. Report card
 - x. IEP
 - xii. 504 Plan (see Policy 9060 - Rehabilitation Act of 1973 Compliance: Section 504)
- c. Students will not be accelerated to advanced grades against the wishes of their parent/guardian.

G. High School Promotions

1. To be promoted to grade 10, students must have five credits including one English credit and one year of high school attendance.
2. To be promoted to grade 11, students must have ten credits including two English credits and two years of high school attendance.
3. To be promoted to grade 12, students must have fourteen credits including two English credits and three years of high school attendance.
4. Promotion of students will be considered and updated by high schools at the end of the first semester, the end of the school year and after summer school to account for completion of non-traditional coursework.

H. GPA

1. Courses carrying a designation of gifted and talented (GT), advanced placement (AP), and honors (H) will contribute to weighted GPA. Weighted courses will be indicated in the Catalog of Approved High School Courses. For transfer students, HCPSS will weight grades of courses designated GT, AP, and H taken outside HCPSS if the same courses are offered in the Catalog of Approved High School Courses. Students taking a dual enrollment course in a post-secondary institution for dual credit will receive the

weighting for the highest possible equivalent offered by HCPSS. GT and H designation are not available for some non-traditional courses.

2. Students must earn a grade of A, B, or C in a GT or AP course in order to earn the weighted designation of 1.0 additional quality point per credit. Students must earn a grade of A, B, or C in an H course in order to earn the weighted designation of .5 additional quality point per credit. The following chart summarizes quality points for weighted GPA purposes:

	AP and GT	Honors	Regular
A	5.0	4.5	4.0
B	4.0	3.5	3.0
C	3.0	2.5	2.0
D	1.0	1.0	1.0
E	0	0	0

3. Both an unweighted and weighted GPA are computed for each marking period, and cumulatively at the end of each year using the chart in Section III.H.2. Both an unweighted and weighted cumulative GPA will be on final report cards at the end of each school year.
4. Both an unweighted and weighted cumulative GPA will be calculated by October 1 of the senior year and will be based on credits earned in grades nine through eleven.
5. At graduation, an unweighted and weighted cumulative GPA will be calculated based on credits earned in grades nine through twelve.
6. GPAs from both October 1 and the end of the senior year will appear on the final high school transcript.
7. Weighted GPA will be used for academic eligibility for extracurricular activities, National Honor Society, honor roll, and for any other activity requiring the reporting of a grade point average.

I. High School Courses Taken in Middle School

1. Any high school course listed in the Middle School Course Catalog which is offered at the middle school is eligible for high school credit and will be treated as an equivalent.
2. Beginning with courses completed in the 2015-2016 school year, the student's course grade will be recorded on the high school transcript.
3. The student's grade will not be calculated into the high school grade point average.

4. If a student re-takes one of the high-school courses taken in middle school for which credit was earned:
 - a. The high school grade(s) will be calculated into the GPA, and
 - b. Only the first credit will be awarded.
5. If a student is receiving a full year of high school world language content within one middle school year, one high school credit will be awarded at the completion of that year. If a student is receiving the course content over two or three years, the high school credit will be awarded upon completion of the final year.

J. Non-traditional Courses

Non-traditional courses include, but are not limited to, digital education, credit recovery, or high school credit-bearing courses taught during summer or after regular school hours, or dual enrollment courses taught at a higher education institution. Courses eligible for dual enrollment credit taught in a high school building during the traditional school day may also be considered non-traditional and have a weighting structure that aligns with the institute of higher education partner's accreditation standards.

1. All non-traditional courses have teacher-facilitated instruction that meets the standards of the HCPSS curriculum.
2. All non-traditional courses have a defined period for completion that may vary from the traditional academic calendar.
3. For non-traditional courses taken outside of the regular school day, the attendance policy may be modified.

K. Summer School

1. Summer School is a continuation of the school year preceding enrollment in the course.
2. Students may enroll in an Innovative Pathways Summer School (formerly Comprehensive Summer School) course up until the third day of the course.
3. For non-traditional courses taken outside of the regular school day, the attendance policy may be modified.
4. Students who retake a course through summer school may be able to gain eligibility for fall extracurricular activities. The grade earned in summer school does not replace the recorded grade for the fourth quarter of a student's report card or transcript. The final grade earned in the summer

school class will be calculated in place of the student's fourth quarter grade in the course only for the purpose of meeting eligibility requirements.

L. Credit Recovery

1. Schools may enroll students in on-site credit recovery programs within the first 20 school days of the academic year. Transfer students may enroll in credit recovery courses up through the first 20 school days of the second semester start date.
2. Students may enroll in credit recovery, including the Innovative Pathways Evening Program (formerly Evening School) beyond the first 20 school days of the school year up through the posted registration deadlines and course availability.

IV. Reporting

- A. Teachers will grade, post, and return student work within three weeks of the due date, barring unusual circumstances and include written feedback when possible and appropriate.
1. Students and parents can expect updated grades every three weeks from the start of a marking period. The exception will be during the start of school when teachers will post updated grades by the fourth week of school (20 school days).
 2. Teachers should also notify parents of unsatisfactory progress throughout the marking period.
 3. Assignments or assessments that are unable to be sent home due to question security or copyright may be reviewed at school by students or parents, but may not be sent home.
- B. Final report cards for middle and high school students will be mailed to parents at the end of each school year.
- C. Non-traditional Reporting
1. Credit recovery course credit may be awarded for the completion of a course where the student was previously enrolled but did not earn credit (See Policy 8200 Digital Education).
 2. Non-traditional courses including but not limited to summer school, digital education, evening school and credit recovery course grades will be reflected on the high school transcript and calculated in the cumulative GPA.

3. For non-traditional courses where the student was previously enrolled but did not earn credit, both the original course grade and the non-traditional course grade will be included in the GPA and recorded on the high school transcript.
4. For non-traditional courses taught outside the traditional school day, marking period grades will be earned by semester. Quarter 1 and Quarter 2 will reflect the Semester 1 grade, and Quarter 3 and Quarter 4 will reflect the Semester 2 grade. An N/A code may be used Quarter 1 or Quarter 3 if applicable, which will be updated to reflect the Semester 1 grade at the end of Quarter 2 or Quarter 4. This grade change will not affect student's athletic eligibility for Quarter 1 or 3. If timing prohibits the entry of an exam grade, an N/A can be used and changed.
5. Final grades for non-traditional courses taught outside the traditional school day during the school year will be included in eligibility calculations for Quarters 2, 3 and 4. Final grades will be used.

V. Report Card Grade Change

- A. A change of a report card grade will be made for a sound educational purpose according to the following protocol:
 1. A teacher will not change a student's report card grade unless there are extenuating circumstances and the change is approved by the principal. The teacher will follow the procedures established by the HCPSS below in Section V.B.
 2. A principal may change a student's report card grade only after conferring with the teacher who assigned the grade. The principal will notify the teacher in writing if the grade is to be changed. The principal is responsible for implementing the procedures defined by the HCPSS below in Section V.B. for processing and recording a grade change and subsequent change to permanent records.
 3. Grade changes cannot exceed 45 school days following the last day of school in the marking period in which the change is to be made.
 4. For a grade change for the 4th marking period, final assessments or during summer school, the timeline would begin on the first day of school in the new school year.
- B. Procedures

Grade changes must be documented on the grade change form. Parents must be notified of the grade change by the teacher or the principal. The grade change form needs a signature from the teacher, the data clerk, and the principal. Copies

of the grade change form go into the student's cumulative record, to the teacher, and to the data clerk.

VI. Report Card Code Change

A change of a report card code will be made according to the following procedures:

- I (Incomplete) This code will be changed by following the guidelines described in Section III.D.1.b. of these procedures.
- P (Pass) This code will not be changed unless it was assigned due to an administrative error, in which case the principal is the only person authorized to change it.
- W (Withdrawal) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it.
- X (Late enrollment in class) This code will not be changed unless it was assigned in error, in which case the principal is the only person authorized to change it.

VII. History

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