



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- I. **PURPOSE:** To provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in all elementary schools and centers in the Prince George's County Public Schools.
- II. **INFORMATION:** COMAR (Code of Maryland Regulations) 13A.03.02.12D states that:
- (1) Each local school system shall develop a written policy on grading and reporting. The policy must include, but not be limited to, the following:
    - (a) Establishment of instructional objectives and standards of performance for each course;
    - (b) Factors to be used in determining grades;
    - (c) Reporting contacts between parent (guardian) and teacher; and
    - (d) Compliance with the student record requirements as set forth in COMAR 13A.08.02.
  - (2) Each local school system will file its policies on grading and reporting with the State Superintendent of Schools.
- III. **POLICY:** The Board of Education believes that all students can learn and achieve at high levels, that rigorous performance standards and achievement standards are essential components of developing and delivering quality instruction, and that regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students' learning. (Board Policy 5121)
- IV. **DEFINITIONS:**
- Lawful Absence:** Absence from school, including absence for any portion of the day, of students who are presently enrolled in public schools shall be considered lawful only under the following conditions:
- A. Death in the immediate family. Immediate family means a parent or guardian, brother, sister, grandparent, or anyone who has lived regularly in the household of the student.
  - B. Illness of the child. The principal shall require a physician's certificate from the parent/guardian of a child reported continuously absent for illness. A continuous absence is an absence of three (3) or more continuous days.
  - C. Court summons.
  - D. Hazardous weather conditions. Hazardous weather conditions shall be interpreted to mean weather conditions that would endanger health or safety of the student when in transit to and from school.



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- E. Work approved or sponsored by the school, the Prince George's County school system, or the State Department of Education, accepted by the Superintendent of Schools or the school principal, any persons duly authorized by the superintendent or principal, as reasons for excusing the student.
- F. Observance of a religious holiday.
- G. State emergency.
- H. Suspension.
- I. Lack of authorized transportation. This shall not include students denied authorized transportation for disciplinary reasons.
- J. Enrolled students who are not in compliance with immunization requirements are not withdrawn but excluded from school until they meet immunization requirements. The absences associated with the exclusion of these students from class will be excused absences for the duration of the exclusion. Because the absences are excused, the students are eligible to receive and complete schoolwork during the period of exclusion.
- K. 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.

Unlawful Absence - Unlawful absences and/or truancy is defined as the act of a student being absent from school for a day or any portion of a day or from an individual class or any portion of a class for any reason other than those defined as a lawful excuse for absence from school. This definition applies to students over 16 years of age as well as students under 16 years of age.

#### V. **PROCEDURES:**

- A. Rationale
  - 1. Grading and promotion within the Prince George's County Public School System will be based upon the degree of success an individual student has achieved in completing the educational program designed to meet his/her unique needs. Students will be graded in accordance with their achievement in meeting specified learning outcomes as reflected in the curricula. The bell curve will not be used as a basis for determining student grades.
  - 2. All students will be graded only on material or information based on learning outcomes and approved curricula.
  - 3. Every student will have the opportunity to earn grades that reflect his/her ability to demonstrate learning outcomes.
- B. Grading System



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

1. Grades
  - a. Grades will be used on report cards for all subjects.
  - b. The grades eligible for use on report cards are A, B, C, D, E, I, PR, IP, EM, ND with no plus or minus signs. Reading level grades are ABL (above grade level), OGL (on grade level), and BL (below grade level).
2. Guide for Determining Pupils' Grades
  - a. In reporting to parents/guardians, a grade is used to indicate the performance of each pupil in relation to the attainment of learning outcomes and approved curriculum.
  - b. A student enrolled for twenty-one (21) days or more after the start of the quarter must receive a grade for that grading period.
  - c. Interpretation of the meaning of grades as they appear on the report card is as follows:

#### Head Start and Pre-K, Kindergarten, and Grade 1

PR = Proficient -child can demonstrate indicator independently

90 - 100%

IP = In Process - child can reliably demonstrate indicator

80 - 89%

EM = Emerging -child demonstrates indicator with assistance

70 - 79%

ND = Needs Development-child does not demonstrate indicator

50 - 69%.

#### Grades 2-5

A = Excellent progress at the level of instruction indicated  
90 - 100%.

B = Above Average progress at the level of instruction indicated  
80 - 89%.

C = Average progress at the level of instruction indicated  
70 - 79%.

D = Below Average progress at the level of instruction indicated  
60 - 69%.

E = Unsatisfactory progress (failure) at the level of instruction indicated  
50- 59%. A grade of 0 (zero) can only



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

be used in the event that a student does not attempt to complete an assignment.

I = Incomplete. The “I” grade may be used for elementary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner.

#### Reading Level

ABL = Above Grade Level 80-100%

OGL = On Grade Level 60-79%

BL = Below Grade Level 0 - 59%

- d. A student will receive a “failing” grade for assignments, tests, or quizzes when the following occurs:
- (1) A student has cheated on a test, quiz, or assigned project.
  - (2) A student fails to produce work within an assigned timeframe.
  - (3) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.
  - (4) A student has been unlawfully absent.
  - (5) A student does not demonstrate satisfactory progress at the level of instruction indicated (below 60%).
  - (6) If a student does no work on the task/assessment, the teacher will assign a zero. If a teacher determines that the student did not attempt to meet the basic requirements of the task/assessment, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.
- e. Transfer Students
- (1) The grades of students who transfer into Prince George’s County Public Schools from an accredited/approved school will be averaged with grades earned in PGCPs for similar courses to determine a marking period grade.
  - (2) Students entering Prince George’s County Public Schools with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. Prince George’s County Public Schools’ system personnel can not change grades or official transcripts previously



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- earned at other accredited/approved schools or school systems.
- (3) Under the direction of IT, schools will update the records of each student who enter the school system without quarter grades as best they can with the available information. It will be the responsibility of the school to search for the information. After a thorough search if no information can be located then the final grade will be computed with the grades available.
  - (4) Students who transfer into Prince George's County Public Schools from non-accredited or unapproved schools will not be granted credit, unless they pass a subject area test administered through the Department of Testing. Counselors must contact the Testing staff to schedule tests. International student placement is evaluated only by the counselors of the International School Counseling Office (ISCO) for grade level and the awarding of high school credit.
  - (5) Home Schooling: A parent or guardian who desires to enroll a child in the Prince George's County Public Schools from home schooling must submit an Application for Admission to Prince George's County Public Schools (Form PS-48) to the Division of Student Services at least fifteen (15) days prior to starting public school (See Administrative Procedure 5113.5).

If necessary, questions about transfer students' grades will be referred to the Division of Academics/Accountability.

- f. Grading Factors for Core Content Area Teachers, Head Start, Pre-Kindergarten, Kindergarten, and First Grade (Refer to Attachment)
  - (1) By the end of the first ten (10) days of school, the teacher will communicate in writing the grading procedures, grading factors, and weight assigned to each factor to all students and parents.
  - (2) Teachers will maintain a record of each student's work, progress, and attendance on a daily basis in SchoolMax.
    - (a) In classes that meet 4-5 times per week, the classroom teacher must record in SchoolMax



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

a minimum of two grades per week in each subject for each student. If a class meets once a week then only one grade will be recorded.

In Head Start and Pre-Kindergarten the classroom teacher must record in his/her grade book a minimum of one grade per week in Language and Literacy, Mathematical Thinking, Scientific Thinking, Approaches to Learning, and Social Emotional Development.

- (b) In classes that meet less than four times per week, at least one grade per week will be recorded for each student.

In Head Start and Pre-Kindergarten at least two grades per month will be recorded for each student in Social Studies, Technology, The Arts, and Physical Development.

- (c) In both instances, more grades are highly recommended.

- (d) Teachers will return graded papers and assignments in order to provide on-going, timely feedback to student and parents.

- (3) Special Content Areas. (Art, Vocal and General Music, Instrumental Music, Physical Education, Dance, FLEX/ICAL) Refer to Attachment for grading policy and percentages for each special content area.
- (4) Social Skills and Work Habits are at the discretion of the teacher (grading factors are not included for these categories) and will not be included in the student's GPA nor will be considered for Honor Roll.
- (5) Students with Disabilities. Teachers will implement the accommodations and modifications that have been documented in the student's Individualized Education Program (IEP). Accommodations must be selected on the basis of the individual student's needs and must be used consistently for instruction and assessment (Maryland Accommodations Manual, MSDE). In the event a student with a disability is in jeopardy of failing a subject, an IEP



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

meeting must be held to review and revise the IEP accommodations and modifications as appropriate.

- (6) English Language Learners. Teachers will implement the accommodations that have been documented in the student's Accommodations Documentation for ELL Students. Accommodations must be selected on the basis of the individual student's English proficiency level and must be used consistently for daily instruction and local and state mandated assessments (Maryland Accommodations Manual, MSDE).
- (7) Factors used to determine student grades (K – 5)
  - (a) Class Work
  - (b) Homework
  - (c) Assessments

Factors used to determine grades Head Start/Pre-Kindergarten

- (a) Class Work
- (b) Assessments

Homework in Head Start/Pre-Kindergarten is dependent on adult support and should not be used to determine student grades.

Grading factors will not include systemic assessments that are a part of the benchmarking measures.

- (8) Teachers will grade and give a score for all student assignments in Grades 2-5, when appropriate, including class work, homework, written assignments, projects, and labs. For Grade 6, refer to Grading and Reporting for Secondary Schools (A.P. 5121.2). A score of 0 (zero) will be given to students who do not attempt to complete or fail to submit an assignment. On tests and quizzes, the student will receive the grade earned. This does not preclude teachers from giving daily markdowns to give students every opportunity to complete an assignment before giving a zero for the assignment.
- g. Grading – Lawful Absences (Refer to A.P. 5113)
- (1) Students who are considered lawfully absent (Refer to A.P. 5113) from a class will have the opportunity to make up missed assignments. The number of



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

days allowed to make up missed work will be equivalent to the number of days of lawful absences. This timeline will begin when the teacher provides the student with the assignments within 48 hours of the request. Students who fail to complete missed assignments within the allotted time as defined by the teacher, will receive a 0 (zero) for each assignment.

- (2) Teachers are required to provide make-up work within 48 hours of the day a student returns from a lawful absence, including suspensions and those who did not qualify for home instruction. In the event of an extended lawful absence (up to fifteen (15) school days), make-up work will be provided within 48 hours of return.
- (3) Students who are lawfully absent may not be penalized for work requested but not provided by the school for periods of such lawful absence.
- (4) If lawfully absent students return to school near the close of the marking period and do not have sufficient time as described in (1) above to make up the missed work, an "I" grade will be assigned. If a student fails to meet established deadlines for completion of assignments (see (1) above), all missing grades will be converted to 0 (zero) per assignment. The student's average for the previous marking period (the marking period in which the "I" grade was assigned) will be recalculated and changed on the report card by the next marking period. The Grade Change Authorization Form PS-140 must be used to authorize and document this change.
- (5) In the fourth marking period, if an "I" grade would otherwise have been assigned, teachers will use all existing grades to determine the student's fourth marking period grade. A request for an exception may be made to the principal.
- (6) If a student is present in class and does not work on the task/assessment within the timeframe as established by the teacher, the teacher may assign a zero. This does not preclude teachers from giving daily markdowns to give students every opportunity



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- to complete an assignment before giving a zero for the assignment.
- h. Grading – Unlawful Absences (Refer to A.P. 5113)
    - (1) In elementary schools, pupils with unlawful absences will receive a “failing” grade for any day(s) of such absence(s). The failing grades will be averaged with other daily grades.
    - (2) The school must document that, on at least one occasion, the school notified the pupil and parents or guardians of the following:
      - (a) Absences have been noted and recorded.
      - (b) An offer is made to explore and remediate the causes of unlawful absences.
      - (c) The school is not required to provide make-up work for unlawful absences.  
(Refer to A.P. 5113)
3. Determining Final Grades (Grades 2 – 5)
- a. All quarter grades will be given equal weight when computing final grades.
  - b. In averaging final course grades, the letter grades for all quarters are translated to the traditional four-point scale for students in Grades 2-5. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters. For any student who fails two of the four marking periods, the teacher must consider the numeric average to determine the final grade.

The grading scale for final grades is as follows:

3.5 – 4.0 or higher	A
2.5 – 3.4	B
1.5 – 2.4	C
0.6 – 1.4	D
0.0 – 0.5	E

For Grades 2-5 the Credit Value is as assigned for the following courses:

- (1) 1.0 credit courses include Mathematics, Reading/English Language Arts, Oral and Written Communication, Science, and Social Studies.
- (2) 0.5 credit courses include Art, General Music, Health, I-CAL, Instrumental Music, and Physical Education.



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- (3) Social Skills, Work Habits, and ESOL will each receive a zero (0.0) credit.
4. Honor Roll (Grades 2 – 5) - The purpose of the honor roll program is to recognize and honor elementary students who have attained outstanding academic success. The district-wide Honor Roll is designed to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects. All schools will implement this honor roll system that recognizes students for high academic achievement at the end of each marking period during the school year. Schools are required to recognize students for performance at two levels: Principal's Honor Roll and Honor Roll.

Students in Grades 2-5 who qualify for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in elementary schools. The following criteria will be used to identify students at each level:

- a. Principal's Honor Roll: Students with at least a 4.0 GPA with no grade on the report card below an "A".
  - b. Honor Roll: Students with at least a 3.0 GPA or higher with no grade lower than a "C".
- C. Reporting - Report cards for elementary schools will be distributed on a quarterly or nine (9)-week basis.
1. Report Card - the following information will appear on the elementary report card where applicable to the grade level:
    - a. School Name
    - b. Course Titles
    - c. Course Grades Earned
    - d. Student Grade Level
    - e. Absences from School
    - f. Tardiness from School
    - g. Teachers' Names
    - h. ESOL Courses
    - i. Comments

Head Start/Pre-Kindergarten report cards will be distributed quarterly. Montessori report cards will be distributed each semester.

2. Parent Conferences



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- a. By the end of the first grading period, teachers in elementary schools will identify those students whose progress suggests that a parent conference should be conducted in the best interest of the student and his/her achievement and school performance. Teachers will inform parents of the need for a conference. Report cards of these students may be withheld for no more than ten (10) days and may be released as soon as a conference date has been established. Report cards must be released on the eleventh (11) day.
- b. Parent conferences are encouraged at any time during the school year if the conference will enhance a parent's understanding of and support for their child's schoolwork and school performance.

Head Start/Pre-Kindergarten parent conferences should be scheduled at the end of the first grading quarter.

#### 3. Progress Reports

- a. Interim progress reports must be issued for all students at the middle of each quarter. Individual schools may decide to issue interim progress reports with even greater frequency on their own, but not using the SchoolMax system.

Progress reports do not have to be issued to Head Start and Pre-Kindergarten students.

ESOL elementary students will not receive a progress report grade in the *ESOL* course.

- b. Teachers must notify parents in writing when their child is in danger of failing at any time during the grading period, even if the Interim Progress Report period established by the school system has passed. Students will receive the grade earned, regardless of notification.

#### 4. Outstanding Obligations for Textbooks and Other Educational Materials - Report cards and final grades may not be withheld due to outstanding financial obligations. Administrative Procedure 6161.1, Issuance and Return of Textbooks and Other Education Materials (such as library obligations), provides guidance in the implementation of this procedure.

- D. Students Receiving Special Education Services - Federal law requires that an Individualized Education Program (IEP) be developed for all students who receive special education and related services. The IEP is developed



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

by the IEP Team. The IEP goals and objectives are based upon student needs and should be designed to allow the student to progress in the general education curriculum, as appropriate, with the identified supports and accommodations.

1. Students with disabilities who are working toward a diploma shall:
    - a. Have access to instructional and assessment accommodations in both general and special education settings, as specified on the IEP, to allow them to progress in the general education curriculum.
    - b. Receive grades based upon progress in the general curriculum, with accommodations, as identified on the IEP.
    - c. Receive the same report card as is used in general education.
    - d. Receive a report of progress related to IEP goals and objectives, in addition to the report card.
  2. General and special educators who co-teach will collaborate in grading students with disabilities under the Individuals with Disabilities Education Act (IDEA) in their classes.
  3. If the special educator or related service provider is the designated primary instructor for a subject, he or she will determine the grade in that subject area.
  4. Report cards for students enrolled in Diversified Occupations subjects must include, "Diversified Occupations" as part of the title of each subject.
  5. Students with disabilities, who are working toward a Maryland Certificate of Program Completion and are using extensive and substantial modifications to access the general curriculum, must have a written narrative to report student progress related to IEP goals and objectives quarterly. Students will receive a report of progress related to IEP goals and objectives, in addition to the report card. The written narrative of progress related to the IEP goals may be used as the report card comments where appropriate.
- E. Students Receiving English for Speakers of Other Languages (ESOL) Services.
1. Title III of the No Child Left Behind Act of 2001 requires that English Language Learners (ELLs) attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.
  2. Students receiving ESOL services will:



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- a. Have access to instructional adaptations/modifications and assessment accommodations in both the general education classroom and ESOL classroom, as specified in the Accommodations Documentation for ELL Students, to allow them to make academic progress in both settings;
  - b. Receive grades based on performance on activities and classroom assessments appropriate to the language proficiency level of the student;
  - c. Receive the same report card as is used in general education;
  - d. Receive a quarterly grade in the ESOL course, *ESOL*, and a minimum of three comments that reflect language progress.
  - e. Not receive progress report grades in the ESOL course, *ESOL*, if they are in elementary.
3. Elementary classroom teachers and ESOL teachers must collaborate throughout the quarter and determine instructional adaptations/modifications as appropriate.
  4. In the event that an ESOL student misses all or part of a content area due to ESOL instructional time, classroom and ESOL teachers must collaborate on an appropriate grade in that subject.
- F. Procedures for Appeal - Within five (5) school days upon receipt of a report card by the parent/guardian, report card grades may be appealed in writing. The steps of the appeal are as follows:
1. The parent/guardian will confer with the teacher and provide the reason(s) for appealing the grade. If the parent/guardian is dissatisfied with the resolution, they may appeal the teacher's decision to the principal or designee.
  2. The principal or designee will confer with the parent/guardian and teacher, make a decision, and provide a written response. This decision will be included in the cumulative folder.
  3. If the parent/guardian wishes to appeal the principal's decision, he/she will request a conference with the Area Executive Director. A further appeal may be made to the Office of the Deputy Superintendent and then to the Office of the Superintendent.
  4. Appeals of grades will be considered if they are based on one or more of the following reasons:
    - a. There is an allegation of an error in averaging or in data entry.
    - b. There is an allegation that factors other than those established at the beginning of the school year were used to determine the grade.
    - c. There is an allegation of personal teacher bias.



## ADMINISTRATIVE PROCEDURE

### GRADING AND REPORTING FOR ELEMENTARY SCHOOLS PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

5. At each level of appeal, the written decision must be provided to the parent, students, and teacher. The request and written decision also must be included in the cumulative folder.
6. At any level of the appeal, if a grade change is authorized, a Grade Change Authorization Form (Form PS-140) must be completed. (See Item G below.)

**SUMMARY OF ROUTING FOR AN APPEAL:** A student or parent/guardian should begin an appeal with the teacher. If there is no satisfactory resolution, the next level of appeal is the principal. If there is still not a satisfactory resolution, the next level of appeal is the Area Executive Director. The final level of appeal is the Office of the Superintendent.

- G. Authorization of Grade Change - The principal is responsible for following the standard procedure for the authorization and recording of all grade changes.
  1. A Grade Change Authorization Form (Form PS-140) will be used to authorize and record the specific reasons for requesting each grade change.
  2. Form PS-140 must be signed by the teacher of the subject for which the grade change is requested and by the school's principal.
  3. Upon effecting the grade change in the appropriate database, the authorized data entry person must sign the PS-140.
  4. If a grade change involves a final grade, the original grade as recorded on the PDS card and the final report card will be corrected. The new grade will be recorded on the documents, then initialed and dated by the principal.
  5. Form PS-140 must be filed in the student's cumulative record folder, with copies distributed as indicated on the form.

VI. **RELATED PROCEDURES AND INFORMATION:** Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5121.2, Grading and Reporting for Secondary Schools, Grade Six Through Grade Eight; Administrative Procedure 5121.3, Grading and Reporting for Secondary Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5125, Individual Student School-Based Records; Administrative Procedure 6161.1, Issuance and Return of Textbooks and Other Educational Materials; Administrative Procedure 10101, Code of Student Conduct; Student Records Guidelines Manual; Notification of Student Suspension; and Official Grade Appeals Form.



## ADMINISTRATIVE PROCEDURE

GRADING AND REPORTING FOR  
ELEMENTARY SCHOOLS  
PRE-KINDERGARTEN THROUGH GRADE FIVE

5121.1

Procedure No.

January 1, 2010

Date

- VII. **MAINTENANCE AND UPDATE OF THESE PROCEDURES:** The Division of Academics/Accountability will be responsible for updating these procedures as needed.
- VIII. **CANCELLATIONS AND SUPERSEDURES:** This Administrative Procedure cancels and supersedes Administrative Procedure 5121.1, dated September 1, 2009.
- IX. **EFFECTIVE DATE:** January 1, 2010.

Approved by:  
William R. Hite  
Superintendent of Schools

Attachment: Content Area Grading Factors

Distribution: Lists 1, 2, 3, 4, 5, 6, 10, 11, and 12