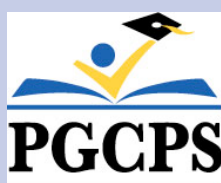


Administrative Procedure 5121.1

Grading and Reporting for Elementary Schools Early Childhood through Grade Five



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PREFACE TO ADMINISTRATIVE PROCEDURE 5121.1

The purpose of Administrative Procedure 5121.1 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in Prekindergarten, Kindergarten, and Grades 1 through 5 in all elementary schools and centers in the Prince George's County Public Schools. See Administrative Procedure 5121.2 for Grade 6.

COMAR (Code of Maryland Regulations) 13A.03.02.08 states that each local school system shall develop a written policy on grading and reporting.

Each local school system will file its grading and reporting policies with the State Superintendent of Schools. The following procedures have been developed according to COMAR regulations. (Board Policy 5121)

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)

Principals or their designees are responsible for reviewing procedures with staff and ensuring that grading and reporting policies are applied consistently within their school.

ADMINISTRATIVE PROCEDURE

DISTANCE LEARNING

Prince George's County Public Schools believes it is our responsibility to adapt our current grading policies to ensure equity for all students. Grading policies will be designed to incentivize student participation in learning activities while "doing no harm" to those students unable to fully participate in these activities. Student transcripts will contain a note that Distance Learning was the instructional model in the 2020-21 school year due to the impact of COVID-19.

The Distance Learning Plan, put in place during this public health emergency, is designed to keep students connected to school and to offer instruction in the critical content required to be successful in the next grade/course pathway.

Teacher gradebooks should reflect the percentages in this administrative procedure.

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.
2. Every student will have the opportunity to earn grades that reflect his/her ability to demonstrate learning outcomes and be graded only in accordance with their achievement on material or information based on specified learning outcomes and approved curricula.
3. The bell curve will not be used as a basis for determining student grades.
4. Grades will be based on summative assessments and the completion of formative and practice assignments.

COURSE OF STUDY SYLLABUS

At the beginning of a grade or a course of study, teachers shall provide access online or hard copy for students and parents/guardians to a written course outline, syllabus, or overview of grade/course expectations. Course outlines, syllabus or overviews of a grade/course expectations can be found on curriculum guides and curriculum staff portal sites.

GRADING ELEMENTS

The grades eligible for use on assignments, assessments, and report cards are A, B, C, D, E, I, P, F, PR, IP, EM, ND with no plus or minus signs. Reading level grades are ABL, OGL, and BL. Interpretation of grades is as follows:

1. Prekindergarten

Levels 1 - 4: developmental levels leading up to approximately three years of age;

Level 5: approximately three years of age;

Levels 6 - 7: progress toward entry to kindergarten;

Level 8: approximate entry to kindergarten;

Level 9: approximate end of kindergarten.

2. 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%

3. 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 below 60%

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.

P = Pass (credit bearing).

F = Fail (not credit bearing).

5. Reading Level

ABL = Above Grade Level

OGL = On Grade Level

BL = Below Grade Level

Below Grade Level (BGL), On Grade Level (OGL), and Above Grade Level (AGL) designations on report cards should be determined by weighing multiple forms of assessments; formative and summative. No one assessment is a complete picture of a student's current reading attainment. Factors to consider are available from the PGCPS Elementary Reading/English Language Arts Office.

6. Prekindergarten will use the Maryland Early Learning Assessment to determine progress toward the mastery of the skills, knowledge, and behaviors found in the Maryland Early Learning Standards (PreK Maryland College and Career Readiness Standards, Maryland Social Foundations Framework, State Curriculum). Data is analyzed for the Early Learning Assessment using the following rubric:

Levels 1 - 4: developmental levels leading up to approximately three years of age;

Level 5: approximately three years of age;

Levels 6 - 7: progress toward entry to kindergarten;

Level 8: approximate entry to kindergarten;

Level 9: approximate end of kindergarten

7. For Grade 6, refer to Grading and Reporting for Middle Schools (A.P. 5121.2).

GRADING CATEGORIES

General definitions for independent assignments, class work, and assessments are as follows. For all assignments, teachers should make a connection to previous or current content standards and provide feedback that is prompt, specific, understandable to the student, and formed to allow for self-adjustment on the student's part.

Independent Assignments have the following characteristics:

- Intended to be completed separately from the teacher (i.e. opportunities for independent practice);
- Aligned to a previously taught skill or concept and used for review, practice, enrichment, or completion of work. Students have the chance to apply what they learn in the classroom. Independent assignments usually reinforce previously taught skills and may prepare students for future lessons;
- In Elementary, no assignments will be required for submission on Mondays or the day following school being closed.

Class work has the following characteristics:

- Intended to be completed with the teacher available to observe, answer questions, and/or interact with students while completing work; or separately by the student during an independent module/break;
- Intended to involve interaction among students with their peers;
- Intended for the majority of the assignment to be completed during class time;
- Aligned to a previously taught skill or concept and/or used for review, practice, enrichment, completion of work or preparation for a future lesson; and
- Can be completed during or outside of school hours.

Assessments have the following characteristics:

- Intended to measure the successful acquisition of learning and/or mastery of a set of standards;
- Aligned to a previously taught skill or concept and used for review, practice, enrichment, or completion of work unless in the instance of diagnostics;
- Intended to be completed with or without teacher observation;
- Intended to allow students to demonstrate mastery in various modalities and formats; and
- Differentiated so that all students can experience success and work independently.

| Elementary Grades K-5 Grading Categories | | | |
|---|--------------------------------|-------------------|--------------------|
| Content Area | Independent Assignments | Class Work | Assessments |
| Dance Education | | 80 | 20 |
| English for Speakers of Other Languages (ESOL) | | 100 | |
| Health Education (Grades K-1) | 10 | 50 | 40 |
| Health Education | 15 | 60 | 25 |
| Immersion (Grades K-1) | 10 | 50 | 40 |
| Immersion (Grades 2-5) | 25 | 35 | 40 |
| Instrumental Music | 30 | 40 | 30 |
| Mathematics (Grades K-1) | 10 | 50 | 40 |
| Mathematics (Grades 2-5) | 25 | 35 | 40 |
| Media Arts | 10 | 70 | 20 |
| Montessori | | 100 | |
| Physical Education | 5 | 70 | 25 |
| Reading and Oral and Written Communication/ Literacy (Grades K-1) | 10 | 50 | 40 |
| Reading and Oral and Written Communication (Grades 2-5) | 25 | 35 | 40 |
| Science (Grades K-1) | 10 | 50 | 40 |
| Science (Grades 2-5) | 25 | 35 | 40 |
| Science, Technology, Engineering and Mathematics (STEM) | 10 | 50 | 40 |
| Social Studies (Grades K-1) | 10 | 50 | 40 |
| Social Studies (Grades 2-5) | 25 | 35 | 40 |
| Theatre Arts/Drama | | 85 | 15 |
| Visual Art K | 20 | 70 | 10 |
| Visual Art 1-5 | 30 | 50 | 20 |

| Elementary Grades K-5 Grading Categories | | | |
|--|--------------------------------|-------------------|--------------------|
| Content Area | Independent Assignments | Class Work | Assessments |
| Vocal and General Music K | | 90 | 10 |
| Vocal and General Music 1-5 | 10 | 60 | 30 |
| World Languages | 15 | 45 | 40 |
| Elementary Grades K-5 Grading Categories (CRI, Regional Schools, Regional Programs) | | | |
| Adapted Physical Education Alt | 5 | 70 | 25 |
| Art Alt | | 100 | |
| Health Alt | 5 | 70 | 25 |
| Literacy/Reading Alt | 5 | 70 | 25 |
| Mathematics Alt | 5 | 70 | 25 |
| Music Alt | | 100 | |
| Science Alt | 5 | 70 | 25 |
| Social Studies Alt | 5 | 70 | 25 |

REPORTING AND RECORDING GRADES

1. Reporting

- a. In reporting to parents/guardians, a grade is used to indicate the performance of each student in relation to the attainment of learning outcomes and approved curricula.
- b. Students and/or parents/guardians may request one additional opportunity to improve a score on a qualifying assessment, activity, or assignment that demonstrates knowledge of course content, skills, and standards. An assessment, activity or assignment is considered qualifying if the following criteria are met:
 - 1) The student completed and submitted the original assessment, activity, or assignment by the due date.
 - 2) The student participated in the teacher-facilitated re-teaching (before, during, or after school) within five school days following the return of the original graded work. The intention of re-teaching is to promote student learning of the material. Re-teaching may include but is not limited to feedback on the original task/assessment, additional tasks assigned by teacher, study packet, review session, whole or small-group instruction, computer tutorial, peer tutoring, or attending school or content-specific study sessions. The re-teaching does not have to be face-to-face.
 - 3) Within ten school days of receiving the returned original graded work, the student completed and resubmitted the new assessment, activity, or assignment.
 - 4) The higher grade shall be the grade of record.
 - 5) If the work is not eligible for reassessment, that must be identified in writing at the time of original assignment. Final research reports and projects that culminate a unit of study, or final semester or marking period exams may not be reassessed.
 - 6) Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.
- c. A grade for each subject will be recorded on the report card.
- d. By the end of the first ten (10) days of school, teachers will communicate in writing the grading

procedures, grading factors, and weight assigned to each factor to all students and parents (see attachment).

e. A student enrolled for twenty-one (21) days or more after the start of the quarter must receive a grade for that grading period.

f. Prekindergarten

1). Grading and reporting in prekindergarten is to provide parents and teachers with information that reflects the child's developmental progress and mastery of the indicators and objectives based on the Maryland state standards (PreK Maryland College and Career Readiness Standards, Maryland Social Foundations Framework, State Curriculum).

2). The Early Childhood Curriculum Instructional Map includes vertical alignments for Maryland College and Career Readiness Standards.

3). Documented formative assessment data should be compared to Maryland Early Learning Assessment observational rubrics to support teachers in identifying the level descriptor for each skill that is most consistent with the documentation and evidence collected. Developmentally appropriate data collection includes: observations, anecdotal notes, portfolios/ work samples (no worksheets), teacher checklists, and parent input/reports. This information is for classroom assessment purposes only to document student growth throughout the year. Documentation will be uploaded to a secure MSDE platform and used to share with the Early Childhood Office, Area Offices (as needed) school staff (principals, specialists, etc.) and parents. Ratings should be based on ongoing evidence collected over time and throughout the school day. Children should never receive a rating based on one piece of evidence.

4.) When displaying children's work, the display should include the developmental progression of the standard. All student work should be celebrated. Teacher feedback should not be present on student work as there is no scoring rubric in prekindergarten.

2. Recording

Teachers will maintain a record of each student's work, progress, and attendance on a daily basis.

a. Teachers and schools will maintain records of student progress. It is expected that teachers will enter the numeric grade for student work into their electronic grade book and return that work to students within ten business days of the due date. However, it is recognized that to provide meaningful feedback to students, teachers may not be able to read/review and post the grade within ten business days, and, on those assignments, teachers may provide written notice on the rubric or assignment with a projected date that grades will be returned to students. Make up work can not be submitted 5 school days prior to the end of the quarter to ensure teachers have time to grade all outstanding work.

b. Teachers will grade and give a score for all student assignments in grades 2-5, when appropriate, including class work, independent assignments, written assignments, projects, and labs. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student completed the entire assignment and made a good faith effort. Good faith effort is evidenced by the student displaying persistence, striving for accuracy, time on task, and/or trying an alternative method to solve a problem (which may not be accurate). It is also a display of thinking as a student works to sort through ideas, apply context or figure out how to solve problems. If a student does no work on an assignment, the teacher shall assign a grade of zero.

c. Principals (or their designees) are responsible to oversee the entry of numerical grades per week in SchoolMAX.

1) The classroom teacher must record in SchoolMAX a minimum of two numerical grades per week in each subject for each student. If a class meets once a week then only one grade will be recorded.

2) Grades must be recorded in each category quarterly (class work, independent assignments, and assessments).

d. Minimum number of grades per week exemptions: Due to limited time with students and the nature of the work assigned, the following subject areas are exempt from the minimum number of grades per week - Prekindergarten, Kindergarten, Elementary Physical Education, Elementary Arts (Music, Band, Orchestra, Visual Art, Dance, Drama, Media Arts) and Elementary ESOL classes.

e. Prekindergarten will not generate grades. Designated data collections strategies will be implemented. Refer to item #6 above under the previous section “Grading Elements.”

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

g. A student will receive a failing grade (“E”) 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%).

h. 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.

i. During Distance Learning, Reading Level, Social Skills, and Work Habits will each receive a default grade of NG (No Grade). Grading factors are not included for these categories and will not be included in the student’s GPA nor be considered for Honor Roll.

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

k. A change to the grade that occurs after the marking period ends but before the grading window closes shall be called a “grade override.” The grade resulting from the change shall be called the “new grade.” The grade initially recorded but later changed shall be called the “old grade.” In the event a student’s quarter grade needs to be adjusted, a teacher may override the calculated grade.

Grade Overrides Permissible - If the following conditions are met Grade Overrides are permissible: 1) The teacher has complied with grading and reporting procedures, and 2) The new grade more accurately reflects the student’s performance during the grading period than does the old grade, and 3) The teacher can support the change by producing upon request sufficient documentation to show the new grade more accurately reflects the student’s performance than the old grade. The teacher is required to retain and make available for inspection any and all documents and/or materials that the teacher contends support the grade override.

Grade Override Prohibition - Grade overrides may not be used to mitigate the result of a teacher’s failure to comply with grading and/or reporting procedures and/or a teacher’s failure to comply with grade change procedures.

3. Entry of Grades

Teachers must adhere to the grade reporting timeline as published annually.

a. All students in an assigned teacher’s course must receive a grade during the end of the quarter grading window if enrolled 21 or more days in the course.

b. Principals, or their designees, are responsible for ensuring that all grades are submitted prior to the

closing of the grading window.

c. Grade managers are responsible for identifying teachers who fail to post grades prior to and after the closing of the window. The grade manager must run a “Failure to Post” report and submit it to the Principal within 48 hours.

d. Principals, or their designees, are responsible for storing a “Failure to Post” report for a period of four years in the Principal’s office.

e. After the closing of the grading window but prior to the grade manager reporting that the grading file is “ready to print”, the grade manager must complete a Post-Cutoff-Date Correction entry for students whose grades were not reported during the grading window. The grade manager must collect documentation demonstrating how these grades were provided and include it when submitting the “failure to post” form.

f. After the grade manager has reported the grade file is “ready to print”, all subsequent grade changes must occur using the electronic PS-140 form.

GRADING - ABSENCES

Refer to Administrative Procedure 5113 Attendance.

DETERMINING FINAL GRADES (GRADES 2 – 5)

1. All quarter grades will be given equal weight when computing final grades.

2. In averaging final course grades, the letter grades for all quarters are translated to the traditional four-point scale for students. The average grade is computed by adding the numerical equivalents for all letter grades and dividing by the number of grading quarters.

3. The grading scale for final grades is as follows:

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

4. The credit value is as assigned for the following courses:

- 1.0 credit courses include Mathematics, Reading/English Language Arts, Oral and Written Communication, Science, and Social Studies.
- 0.5 credit courses include Art, General Music, Health, I-CAL, Instrumental Music, and Physical Education.
- Social Skills, Work Habits, and ESOL will each receive a zero (0.0) credit.

GRADE POINT AVERAGE (GPA) (GRADES 2 – 5)

The following numerical equivalents will be used in computing the GPA from report card letter grades in order to calculate honor roll:

| | | | | |
|----------|----------|----------|----------|----------|
| A = 4.00 | B = 3.00 | C = 2.00 | D = 1.00 | E = 0.00 |
|----------|----------|----------|----------|----------|

HONOR ROLL (GRADES 2 – 5)

1. 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.
2. 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.
 - b. Honor Roll: Students with at least a 3.0 GPA or higher.

PROGRESS REPORTS

1. Interim progress reports must be issued for all K-5 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.
2. Progress reports do not have to be issued to CRI and Pre-Kindergarten students.
3. ESOL elementary students will not receive a progress report grade in the ESOL course.
4. 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.

REPORT CARDS

1. Report cards for elementary schools will be distributed on a quarterly or nine (9) week basis.
2. Prekindergarten
 - a. report cards will be distributed twice a year. The report will contain work samples, to include a self portrait, name sampling, writing sample, art sample and the Early Learning Assessment report for prekindergarten students.
 - b. Teachers must submit reports to principals for review and approval prior to distributing. A copy of each child's report is to be maintained in the cumulative folder.
3. 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

PARENT CONFERENCES

1. By the end of the first grading period, teachers in elementary schools will identify those students whose progress suggests that a parent or guardian conference should be conducted in the best interest of the student and his/her achievement and school performance. Teachers will inform parents/guardians of the need for a conference.
2. Parent or guardian conferences are encouraged at any time during the school year if the conference will enhance the parent's or guardian's understanding of and support for their child's schoolwork and school performance.

OUTSTANDING OBLIGATIONS FOR TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS

The student is responsible for paying for any textbook assigned to him or her that is not returned or is damaged. Reimbursement fees for lost or damaged core textbooks collected by the school must be remitted to the Accounting Office of Prince George's County Public Schools. At the end of each school year, school staff will provide notification to the parent that an obligation is owed. For students who are on Free and Reduced Meals, parents may request a fee waiver for the maximum amount of 25% of the textbook cost. Report cards and final grades may not be withheld due to outstanding financial obligations. We strongly encourage all financial obligations to be fulfilled before a student's senior year.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

1. Federal law requires that an Individualized Education Program (IEP) be developed for all students who receive special education and related services. The IEP Team develops the IEP. 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.
2. Teachers will implement the accessibility features and accommodations that have been documented in the student's Individualized Education Program (IEP) for students with disabilities. Accommodations and Accessibility Features must be selected on the basis of the individual student's need and must be used consistently for daily classroom instruction, classroom assessments, and local and state assessments. The Maryland Assessment, Accessibility, and Accommodations Policy Manual provides guidance for selecting the appropriate accommodation. The student shall not receive a lower grade on class assignments, projects, tests and /or quizzes as result of receiving their approved accommodation and modification documented in the student's IEP. In the event a student with a disability is in jeopardy of failing a subject, an IEP meeting must be held to review and revise the IEP as appropriate.
3. There is no waiver for the physical education credit requirement. However, there are modifications one may make based on physical limitations or handicapping conditions. Students may participate in a modified program of physical education based upon individual needs. This requires an individual program be adapted to assist students with any modifications necessary. This program would have to be approved by the physical education teacher, supervisor, and Adapted Physical Education Office for these modifications to be developed.
4. Students with disabilities who are working toward a diploma will:
 - 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.
5. General and special educators who are teaching in a co-taught class will jointly determine the grades for students with disabilities in their classes under the Individuals with Disabilities Education Act (IDEA).
6. 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.
7. Students with significant cognitive disabilities, who are working toward a Maryland Certificate of Program Completion, shall be instructed, assessed and graded on alternate academic outcomes that are linked to the Maryland College and Career Ready State Standards requiring substantial adaptation and modification of grade-level content in the general education curriculum. Students will receive a report of progress related to IEP goals and objectives in addition to the report card.

STUDENTS RECEIVING ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) SERVICES

1. Title III of the Every Student Succeeds Act requires that English Learners (ELs) make progress with their English Language Proficiency, attain English proficiency, and meet the same challenging state academic content and student achievement standards as all children are expected to meet.
2. Teachers will implement the accommodations that have been documented in the student's Accommodations Documentation for ELs. 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).
3. Students receiving ESOL services will:
 - 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 EL 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. ELs cannot receive a failing grade based solely on their English proficiency;
 - 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; and
 - e. Not receive progress report grades in the ESOL course, ESOL, if they are in elementary.
4. Elementary classroom teachers and ESOL teachers must collaborate throughout the quarter and determine instructional adaptations/modifications as appropriate.
5. 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.

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 cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.
3. Transfer grades received in a numeric format only but where the grading scale is different from PGCPs will be converted to numeric grades with the above equivalencies. (For example, when a student arrives with a transfer

grade of 65 and the report card indicates that 65 is a failing grade (E/F), the student's grade is converted to 55 in PGCPS.)

4. Under the direction of the Office of Professional School Counseling, schools will update the records of each student who enters the school system without quarter grades as best they can with the available information. It will be the responsibility of the school registrar to request the student records including an official transcript from the sending school. The Professional School Counselor will then award grades based on the official transcript review. After a thorough search if no information can be located then the final grade will be computed with the grades available.
5. International student placement is evaluated only by the counselors of the International Student Admissions and Enrollment Office (ISAEO) for grade level and the awarding of credit.
6. A parent/guardian who desires to enroll a child in Prince George's County Public Schools from home schooling shall complete the Home Schooling Transfer Form and have the form endorsed by the Home Schooling Office. The parent/guardian will take the completed Home Schooling Transfer Form to enroll the student in public school. (See Administrative Procedure 5113.5).
7. Questions about transfer students' grades will be referred to the Office of Professional School Counselors.

PROCEDURES FOR APPEAL AUTHORIZATION OF GRADE CHANGE REFER TO A.P. 5116

In the third and fourth quarter of school year 2019-2020, a Distance Learning Plan was put in place during the COVID-19 public health emergency. Students in Grades 2-5 received either a grade of Pass (P*) or Incomplete (I*) for 4th quarter. Students who received an I* grade are encouraged to make up work by January 1, 2021 to earn a P* grade, allowing them to also receive an additional .17 quality points for their 2019-20 cumulative average.

Excluding the third and fourth quarter of school year 2019-2020, report card grades must be appealed in writing within five (5) school days upon receipt of a report card by the parent/guardian. Appeals and Grade Change Authorization are addressed in A.P. 5116; please refer to this procedure for details regarding these actions.

PRINTING AND REQUESTS FOR REPRINTS

The IT technician in each school will coordinate progress report and report card reprints with the Help Desk and the Help Desk will inform Student Applications. Requests for reprints must include the reason for the reprint, the area office for the school, and the preference for reprint by school or by grade level.

MONITORING AND COMPLIANCE

In an effort to ensure that the grading and reporting process applied consistently within schools, the following monitoring tools and processes will be utilized annually.

1. All staff members will review the grading and reporting procedures prior to students arrival at the beginning of each school year. A record containing staff signatures to signify completion of this task will be kept on file in the principal's office for four (4) years.
2. Principals, or their designee, will ensure that an electronic or hard copy of the course of study/syllabus is made available to parents/guardians by the end of the second week a class/course begins.
3. Principals, or their designee, are responsible for overseeing the entry of numerical grades per week in the electronic gradebook.
4. At the mid-way point and at the end of each quarter, Area Office staff will generate a report of all electronic

gradebooks with no grades in the classwork, independent assignments and/or assessment categories for principal and teacher notification and generate a report of all grades for compliance with this procedure.

5. Refer to Administrative Procedure 5113 for monitoring and accountability processes that will be utilized to ensure compliance with the Student Attendance, Absence and Truancy procedure.
6. Refer to Administrative Procedure 5116 for monitoring and accountability processes that will be utilized to ensure compliance with the Grade Change Authorization and Appeals procedure.

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 Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5121.3, Grading and Reporting for High Schools, Grade Nine Through Grade Twelve; Administrative Procedure 5125, Individual Student School-Based Records; Administrative Procedure 5116, Grade Change Authorization; Administrative Procedure 10101 Student Rights and Responsibilities Handbook; Student Records Guidelines Manual.

MAINTENANCE AND UPDATE OF THESE PROCEDURES

The Office of the Chief Academic Officer will be responsible for updating these procedures as needed.

CANCELLATIONS AND SUPERSEDURES

This Administrative Procedure cancels and supersedes Administrative Procedure 5121.1, August 31, 2020.

EFFECTIVE DATE

September 21, 2020