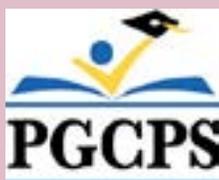


## **Administrative Procedure 5121.3**

# **Grading and Reporting for High Schools Grade Nine through Grade Twelve**



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## **PREFACE TO ADMINISTRATIVE PROCEDURE 5121.3**

The purpose of Administrative Procedure 5121.3 is to provide guidance to administrators and teachers in the implementation of the grading and reporting systems to be used in all high schools and centers in Prince George's County Public Schools (PGCPS).

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

## **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

1. Grades will be used on report cards for all courses taken for credit. The grades will be reported in a numeric scale from 0 to 100.
2. Final numeric grades will be converted to alpha grades. The grades eligible for use on report cards are A, B, C, D, E, F, I, N, P, UC, and W, with no plus or minus signs. Gradebook averages are rounded to the nearest whole number (ex. 82.4 = 82, 91.6 = 92). Interpretation of letter grades is as follows:
  - A = Excellent progress toward meeting course objectives and learning outcomes (90%-100%).
  - B = Above average progress toward meeting course objectives and learning outcomes (80%-89%).
  - C = Average progress toward meeting course objectives and learning outcomes (70%-79%).
  - D = Below Average progress toward meeting course objectives and learning outcomes (60%-69%).
  - E = Failure toward meeting course objectives and learning outcomes (0-59%).
  - I = Incomplete. The "I" grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work in a timely manner.
  - N = No Grade. The "N" grade may be used only for transfer students.
  - P = Pass (credit bearing).
  - F = Fail (not credit bearing).
  - UC = University or College grade pending.
  - W = Withdrawn. The Student Intervention Team agrees to allow a student to drop a course after twenty (20) school days from the start of a year-long course or ten (10) days in a semester course. If a student receives an "NA" or "W" in a college or online course, a "W" will be the grade earned in the high school course.
3. Factors used to determine student grades must include the following items (See Attachments):
  - a. Class Work
  - b. Independent Assignments
  - c. Assessment
4. 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.

## 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 Secondary, assignments are due on the next day of scheduled classes and should not be required for submission 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.

<b>High School Grades 9-12 Grading Categories</b>			
<b>Content Area</b>	<b>Independent Assignments</b>	<b>Class Work</b>	<b>Assessments</b>
Academic Resource	10	50	40
Advanced Placement	25	35	40
Advancement Via Individual Determination (AVID)	25	35	40
Aerospace Engineering and Aviation Technology (AEAT)	25	35	40

<b>High School Grades 9-12 Grading Categories</b>			
<b>Content Area</b>	<b>Independent Assignments</b>	<b>Class Work</b>	<b>Assessments</b>
Business Education	10	50	40
Dance Education	10	60	30
English for Speakers of Other Languages (ESOL)	25	35	40
Experiential Learning	10	50	40
Experiential Learning - Apprenticeship	10	50	40
Family and Consumer Sciences	10	50	40
Health Education	15	60	25
Hearing Resource	10	50	40
Immersion	25	35	40
International Baccalaureate	25	35	40
Instrumental Music	30	40	30
Mathematics	25	35	40
Media Arts Production	20	50	30
Military Science	10	50	40
Physical Education	5	70	25
Project Lead the Way (PLTW)	10	50	40
Reading/English Language Arts	25	35	40
Research Practicum (S/T and AEAT)	25	35	40
SAT Prep	25	35	40
Science	25	35	40
Science and Technology (S/T)	25	35	40
Science, Technology, Engineering and Mathematics (STEM)	25	35	40
Social Studies	25	35	40
Technical Academy	10	50	40
Technology Education	10	50	40
Theatre Arts/Drama	10	60	30
Visual Art	30	50	20
Vocal and General Music	10	60	30
World Languages	20	35	45

<b>High School Grades 9-12 Grading Categories</b>			
<b>Content Area</b>	<b>Independent Assignments</b>	<b>Class Work</b>	<b>Assessments</b>
<b>High School Grades 9-12 Grading Categories (CRI, Regional Schools, Regional Programs)</b>			
Academic Resource Support-Autism	10	50	40
Art Alt		100	
Career Research and Development Alt	5	70	25
English Alt	5	70	25
Financial Literacy-Alt	5	70	25
Health Alt	5	70	25
Independent Living Skills-Alt	5	70	25
Mathematics Alt	5	70	25
Music Alt		100	
Physical Education Alt	5	70	25
Science Alt	5	70	25
Social Studies Alt	5	70	25
Work Place Literacy-Alt	5	70	25

## **REPORTING AND RECORDING GRADES**

### 1. Reporting

- a. In reporting to parents/guardians, a numeric grade is used to indicate the performance of each student in relation to the attainment of learning outcomes and approved curricula. This grade is then converted to an alpha grade at the end of the four grading periods.
- 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. Within the first ten (10) days of each course, teachers must communicate in writing the school system's grading procedures, grading factors, and weight assigned to each factor to students and parents (See Attachment).
- d. A student enrolled in a course for twenty-one (21) days or more after the start of the course must receive a numeric grade for that grading period.

## 2. Recording

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

- a. Teachers and schools will maintain records of student progress. It is expected that teachers will enter graded 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 must assess a variety of student performances such as written assignments, independent assignments, projects, classroom participation/class work, quizzes, tests, and end of quarter/course examinations. 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).
  - 3) To generate the high school grade for Dual Enrollment, the PGCPS Teacher of Record inputs the grades into SchoolMAX. The expectation for a minimum number of grades per week is to be waived for the Dual Enrollment courses to ensure that the grades the students receive on the high school transcript and college transcript will be the same.
- d. Teachers must return graded papers and assignments in order to provide on-going, timely feedback to students and parents. A portfolio assessment of each student's work is recommended as additional documentation of student performance.
- e. A student will receive a zero when the following occurs:
  - 1) A student has cheated on a test, quiz, or assigned project.
  - 2) A student who has been lawfully absent fails to produce make-up work in a reasonable timeframe.
  - 3) A student has been unlawfully absent.
  - 4) A student does not turn in an assignment.
- f. Assignments done for practice should not be assessed in terms of a grade, but in terms of completeness.
- g. Formative assessments, in which the teacher is gauging progress towards a goal, should not be assessed in terms of a grade, but in terms of completeness.

- h. Grades will not include systemic assessments that are a part of benchmarking measures.
- i. 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.

- j. In the event of extenuating circumstances occurring at the end of the course, individual students may be exempted from final examinations upon the recommendation of the teacher and with the written approval of the Principal and the Instructional Director.

### 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 (9-12)**

- 1. For semester and year-long courses, all quarter grades will be given equal weight when computing final grades. In quarter-long courses, the final grade will be the same as the quarter grade.

2. In averaging grades, the numeric grades for all quarters are averaged. The average grade is computed by adding the numerical equivalents and dividing by the number of grading quarters.

## **GRADE POINT AVERAGE (GPA)**

1. The following numerical equivalents will be used in computing the GPA from report card letter grades:

Non-Honors	A = 4.00	B = 3.00	C = 2.00	D = 1.00	E = 0.00
Honors	A = 4.50	B = 3.50	C = 2.50	D = 1.50	E = 0.00

2. For additional weighting at the high school level, Advanced Placement (AP), International Baccalaureate (IB), dual credit, and select other courses are approved. Seminar courses will not receive weighted grades. Additional courses may be approved system-wide by the Chief Academic Officer. In computing the GPAs from report card letter grades, the following numerical equivalents will be used:

A = 5.00	B = 4.00	C = 3.00	D = 2.00	E = 0.00
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3. Weighted refers to courses receiving a numerical advantage in calculating GPA, an additional .5 or 1.0 points added to the grade value. Weighted credit will only be applied to courses that are eligible in PGCPS. Honors weight is effective school year 2016-2017 and after.

4. The following grades are not included in GPA calculations: “F”, “I”, “N”, “P”, “UC”, “W”.

5.. Three GPAs are computed for secondary students in Prince George’s County Public Schools.

a. A quarterly GPA will appear on each quarterly report card. It is derived by performing the following procedure:

- 1) The credit value of each course receiving an A, B, C, D, or E for the quarter will be divided by the number of quarterly grades that the course receives during the year (quarterly credit).
- 2) For each course receiving an A, B, C, D, or E, the quarterly credit will be multiplied by the grade points awarded for that course.
- 3) The sum of the products from (b) above will be divided by the sum of quarterly credits.

b. A final, end-of-year GPA will appear on the final report card, the student record card, and the computer printed student record card. It is derived by performing the following procedure:

- 1) The sum of the products of the quality points awarded in each attempted course is multiplied by the credit value in the same course.
- 2) The sum of those products is divided by the sum of the credits attempted.

c. A cumulative GPA is calculated for all courses bearing credit and appears on the computer printed student record card in the summary section, provided that the student’s history file is current. It is derived by performing the following procedure:

- 1) The sum of the products of the grade points awarded in each attempted course (receiving an A, B, C, D, or E) is multiplied by the credit value in the same course.
- 2) The sum of all credits is divided by the sum of all credits attempted. This includes foreign language and mathematics credits and grades awarded in middle school through the High School Credit for Middle School Coursework plan. It also includes day, evening, and summer school courses from initial entry into Grade 9 through dates of issuance of the computer printed student record card.

## **HONOR ROLL**

1. The purpose of the honor roll program is to recognize and honor secondary students who have attained outstanding academic success and to provide positive reinforcement that inspires all students to strive even harder and perform at their highest level in all subjects.

2. 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.
3. Students qualifying for each level of honor roll will be identified by the Department of Student Applications based on grades entered on student report cards in secondary 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. An interim progress report must be issued to all students at the middle of each quarter. Teachers may issue interim progress reports to indicate a significant change in student attainment of learning outcomes or to encourage students to continue their satisfactory progress. Further, individual schools may decide to issue interim progress reports with even greater frequency.
2. 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 secondary schools will be distributed on a quarterly basis regardless of the scheduling model used.
2. The following information will appear on the secondary report card:
  - a. School Name
  - b. Course Titles
  - c. Course Grades Earned
  - d. HSA Status
  - e. Student Grade Level
  - f. Absences from School
  - g. Tardiness from School
  - h. Teachers' Names
  - i. ESOL Courses
  - j. Comment
  - k. Service-Learning Hours Status

## **PARENT CONFERENCES**

1. By the end of the first grading period, teachers in secondary schools will identify those students whose progress suggests that a parent/guardian conference should be conducted in the best interest of the student and his or her achievement and school performance. Teachers will inform parents/guardians of the need for a conference.
2. Parent/guardian conferences are encouraged at any time during the school year if the conference will enhance the parent's/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 Individualized Education Program (IEP) teams develop IEPs for all students who receive special education and related services. The IEP goals and objectives are based on 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 used for daily instruction and local and state mandates. 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 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 on 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 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 EL 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).
3. Students receiving ESOL services will:
  - a. Have access to instructional 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.
4. Content area teachers and ESOL teachers must collaborate throughout the quarter and determine instructional modifications as appropriate.

## **TRANSFER STUDENTS**

1. Students must attend a PGCPS high school for one full semester preceding graduation to receive a high school diploma from the newly attended school. Exceptions may be made if this creates undue hardship for a transferring student or special education student in a state-approved, non-public program. The Chief Executive Officer or designee may arrange to have credits transferred back to a student's prior high school in order for the student to graduate from the prior high school. This option would have to be approved by the prior school or school system.
  2. Accredited/Approved School Transfers
    - a. The grades of students who transfer into PGCPS from an accredited/approved school will be averaged with grades earned in PGCPS for similar courses to determine a marking period grade.
    - b. Students entering PGCPS with quarter and final grades from an accredited/approved school will receive the grades as earned from the other school system. PGCPS system personnel cannot change grades or official transcripts previously earned at other accredited/approved schools or school systems.
    - c. 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 grades can be located then the student may be registered in accordance with Administrative Procedure 5111.
    - d. Transfer Students do not have grade entry through a grade change process. The transcript manager is responsible for entering final grade data received from the school counselor after he/she has identified the equivalent courses for our district on the pramming sheet. If the student transfers mid-year, the grade manager adds quarter grades for quarters that have already passed. If the transfer is mid-quarter, the classroom teacher in the same content area averages the grades from the sending school with the grades from the entering class. In all cases for transfer students, original records from the sending school must be filed in the student cumulative folder.
    - e. The N grade may be used for transfer students only when grades cannot be obtained. The enrollment
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date determines the action taken to enter grades for the transfer student (see chart below). For any student receiving a final grade of N, the Professional School Counselor must determine if the course should be repeated to meet graduation requirements. The final grade N has zero credit value.

Example of N for Year Long Course (numeric grades are examples).

	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Final Grade
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Progress Report	Quarter Grade	Progress Report	Quarter Grade	
Enrolls after 1st quarter and before 2nd quarter progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	75
Enrolls 2nd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	N
Enrolls 3rd quarter before progress report grades publish	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	(published from grade book)	81 (published from grade book)	N			
Enrolls 3rd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N			
Enrolls 4th quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N			
Enrolls 4th quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N			

Example of N for First Semester Course

Transfer student	Quarter 1		Quarter 2		Final Grade
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	
Enrolls 1st quarter before progress report grades publish	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	72
Enrolls 1st quarter after progress report grades publish	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 2nd quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 2nd quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

### Example of N for Second Semester Course

Transfer student	Quarter 3		Quarter 4		Final Grade
	Progress Report	Quarter Grade	Progress Report	Quarter Grade	
Enrolls 3rd quarter before progress report grades publish	(published from grade book)	62 (published from grade book)	(published from grade book)	81 (published from grade book)	72
Enrolls 3rd quarter after progress report grades publish	N (entered by Grade Manager)	N (overridden by teacher)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter before progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	(published from grade book)	81 (published from grade book)	N
Enrolls 4th quarter after progress report grades publish	N (entered by Grade Manager)	N (entered by Grade Manager)	N (entered by Grade Manager)	N (overridden by teacher)	N

e. Alpha grades of students who transfer into PGCPSS will be converted to the following numeric scale: A=95; B=85; C=75; D=65; E=55

f. Transfer grades received in a numeric format only but where the grading scale is different from PGCPSS 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 graded (E/F), the student's grade is converted to 55 in PGCPSS.)

### 3. Non-Accredited or Unapproved School Transfers

a. Students who transfer into PGCPSS from non-accredited or unapproved schools that do not hold a Certificate of Approval from the State Board of Education or private accreditation will not be granted credit unless they pass a subject area test administered through the Department of Testing, Research and Evaluation.

b. Professional School Counselors must contact the Department of Testing, Research and Evaluation staff to schedule tests.

4. International Transfers: Only the counselors of the International Student Admissions and Enrollment Office (ISAE) evaluate international student records for grade level and the awarding of high school credit.

5. 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)

6. Students who have taken online courses without pre-approval must provide evidence and a description of the online courses to the Professional School Counselor. The courses must be reviewed and approved by the Department of Curriculum and Instruction before credit can be granted to the student.

7. Questions about transfer students' grades should be referred to the Office of Professional School Counselors.

## DROPPED COURSES

1. A student may not withdraw from a course after twenty (20) school days in a year-long course (ten (10) school days in a semester course). Exceptional cases will be referred to the Student Intervention Team for review and final determination.

2. If a student drops a course within the first 20 school days in a year-long course (ten (10) school days in a semester course), there will be no record of the course or grade on any official school system documents.

3. In exceptional cases where the Student Intervention Team has determined that a student may withdraw from a

class after the twentieth (20th) school day (ten (10) school days in a semester course), the team will complete the Course Withdrawal Request Form, PS-141.

4. Grades from dropped courses transfer only to new courses of the same content area.

## **REPEATED COURSES**

1. Except in specific cases such as most electives, if a student repeats a high school credit-bearing course then the higher attempt will be the grade of record.
2. If a student repeats a course, school personnel must go into SchoolMAX and set the first course's earned credit to zero, attempted credit to zero, and the flag to exclude to "yes," then the first course is excluded from the GPA. The grade and the course remain on the transcript. The higher of the two grades will be the grade of record. (Note: If the second attempt is a lower grade than the first attempt, school personnel will change the credit back to the first attempt for the course and the flag for the second attempt to "Yes" so that it is excluded from the GPA.)
3. If a student has earned high school credit for a course taken and passed in middle school and/or high school, the course may not be repeated in high school without written consent from the parent or guardian. This written consent must be kept in the student's cumulative folder for future review if necessary.
4. This procedure does not require schools to accommodate students who desire to repeat courses during the school day. Courses may be repeated through the following extended learning options: credit recovery, Evening School, Summer School, Saturday School, and/or the educational online program. The principal or designee should work with the student and counselor to review all requests. The principal or designee must give final approval to any student who requests or is in need of a repeat class. Refer to Administrative Procedure 5182 Educational Online Program for additional information.

## **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 9-12 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 3 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 designees, 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 designees, 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. At the mid-way point and at the end of each quarter, Area Office staff will generate a report of all electronic gradebooks with the N grade to ensure final grade compliance with this procedure.
6. 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.
7. 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 5111.2 Admission of Students from Non-Approved or Non-Accredited Schools; Administrative Procedure 5113, Student Attendance, Absence, and Truancy; Administrative Procedure 5113.5, Home Schooling; Administrative Procedure 5116, Grade Change Authorization; Administrative Procedure 5121.1, Grading and Reporting for Elementary Schools, Early Childhood Through Grade Five; Administrative Procedure 5121.2, Grading and Reporting for Middle Schools, Grade Six Through Grade Eight; Administrative Procedure 5125, Individual Student School-Based Records; Administrative Procedure 5128, Selection of Valedictorians and Salutatorians; Administrative Procedure 5182, Educational Online Program; Administrative Procedure 6150, Student Enrollment in Courses and Educational Requirements and Options in Secondary Schools; Administrative Procedure 6155, Dual Enrollment Program; 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 5121.3, dated April 29, 2020.

## **EFFECTIVE DATE**

August 31, 2020