

I. Policy Statement

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

II. Purpose

The purpose of this policy is to provide guidelines to ensure that information on grading, reporting, promotion, retention, and homework is determined in a clear and consistent manner, and is reported to students and their families through regular and timely communication that accurately reflects the student's mastery of standards.

III. Definitions

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

- A. 504 Plan – A written document developed for an eligible student that allows the student to receive a free and appropriate public education in the least restrictive environment.
- B. Accelerated Grade Placement – The movement of a student out of the normal progression to an advanced grade.
- C. Assessment – An evaluation of what students know and/or can do.
- D. Comment – Written statement indicating student performance in subject areas, social and emotional learning behaviors, and/or personal work habits.
- E. Curriculum – The prescribed elements of programs and courses which state clearly and specifically what students are expected to know and be able to do, how well they will be able to do it, how they will meet the curriculum standards, and by what means they will be assessed.
- F. Curriculum Standards – The learning outcomes that students are expected to master, which reflect the best knowledge of the developmental needs of learners, and that comply with requirements from local policy and state law.

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- G. Individualized Education Program (IEP) – A written plan for a student with a disability that is developed, reviewed, and revised by the IEP team.
- H. Individualized Education Program (IEP) Team – A group of individuals responsible for identifying and evaluating students with disabilities. The IEP team develops, reviews, and/or revises an IEP for a student with a disability and determines placement.
- I. Grade – A measure of performance related to achievement of course standards.
- J. Homework – An assignment to be completed outside of class.
- K. Interim/Progress Report – A report reflecting the progress of a student through the date of issuance.
- L. Lawful (Excused) Absence – An absence for any portion of the day under the following conditions:
1. Death in the immediate family
 2. Illness of the student
 3. Pregnancy and parenting needs
 4. Court summons
 5. Hazardous weather conditions
 6. Work approved or sponsored by the school
 7. Observance of a religious holiday
 8. State emergency
 9. Suspension
 10. Lack of authorized transportation
 11. Other emergency or set of circumstances which, in the judgment of the Superintendent or designee, constitutes a good and sufficient cause for absence from school.
- M. Marking Period – A segment of the school year during which instruction is delivered, student pupil progress is monitored, and grades are given.
- N. Parent – Any one of the following, recognized as the adult(s) legally responsible for the student:
1. Biological Parent – A natural parent whose parental rights have not been terminated.
 2. Adoptive Parent – A person who has legally adopted the student and whose parental rights have not been terminated.
 3. Custodian – A person or agency appointed by the court as the legal custodian of the student and granted parental rights and responsibilities.

4. Guardian – A person who has been placed by the court in charge of the affairs of the student and granted parental rights and responsibilities.
 5. Caregiver – An adult resident of Howard County who exercises care, custody or control over the student, but who is neither the biological parent nor legal guardian, as long as the person satisfies the requirements of the Education Article, §7-101(c) (Informal Kinship Care).
 6. Foster Parent – An adult approved to care for a child who has been placed in the home by a state agency or a licensed child placement agency as provided by the Family Law Article, §5-507.
- O. Promotion – The normal progression of a student from one grade to the next based upon successful completion of coursework.
- P. Report Card – Document that records the student’s grades, attendance, comments and other information.
- Q. Retention – The act of continuing a student in a current grade based upon unsuccessful completion of coursework.
- R. School/Grade Team – A group composed of teachers, counselors, the school principal or other administrators, and other appropriate staff personnel.
- S. Social and Emotional Learning – The process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
- T. Special Education – Specially designed instruction, at no cost to parents, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.
- U. Unlawful (Unexcused) Absence – An absence, including absence for any portion of the day, for any reason other than those cited as lawful are presumed as unlawful and may constitute truancy.

IV. Standards

- A. Grading – The grading system is used to reflect student achievement of Prekindergarten-8 curriculum standards.
1. Academic Grades
Grades will be reported on interim/progress reports and on the report card. In Prekindergarten-8, grades are derived from a compilation of what students know and/or can do from that entire marking period.

- a. Grades in Prekindergarten-5 reflect curriculum standards with the following:
 - i. L – Limited or no progress toward meeting expectation of the curriculum standard (see comment).
 - ii. P – Making progress towards meeting the expectation of the curriculum standard.
 - iii. M – Meets expectation of the curriculum standard.
- b. Grades in 6-8 reflect curriculum standards with the following:
 - i. A (90-100%) - Outstanding level
 - ii. B (80-89%) - High level
 - iii. C (70-79%) - Satisfactory level
 - iv. D (60-69%) - Low level
 - v. E (59% or lower) – Failure

Percent scores are rounded to the nearest whole number. Anything below .5 rounds down, and anything .5 and above rounds up.
Ex.1: 89.49% rounds to 89. Ex. 2: 89.50% rounds to 90.

2. Learning Behaviors

Learning Behaviors in Prekindergarten-5 reflect curriculum standards, social and emotional learning standards, and personal work habits and are reported with the following:

- a. 1 – Meeting expectations consistently and independently.
- b. 2 – Progressing toward meeting expectations.
- c. 3 – Demonstrating limited or no progress towards meeting expectations.

3. Prekindergarten-8 Comments

Teachers may comment about performance on curriculum standards, social and emotional learning, and personal work habits in individual subject areas.

4. Instructional levels

- a. For K-5, the instructional text levels will be reported.
- b. For K-5, mathematics reporting will reflect mathematics course placement.
- c. For 6-8, course placement will be reported in English/language arts, mathematics, science and social studies.

5. Make-Up Work

- a. A student may make up and receive a recorded grade for work missed due to a lawful absence or field trip attendance. Students returning from lawful

- absences or field trips will have an equal number of days to complete make up work.
- b. A student may make up work but will not receive a recorded grade for work missed due to an unlawful absence.
 - c. For course content grades, students may redo make up work assignments to demonstrate a satisfactory level of mastery at a minimum.
6. Prompt feedback is essential for developing student understanding. The grading and return of student work will occur within three weeks, in class or in the learning management system.
 7. Student grades may not be subject to a reduction for lateness to class, absence, behavior or disciplinary action. Such actions could impact the final grade, however, in an indirect manner because of missed work and incomplete assignments.
 8. Grading of Homework
 - a. Homework is not graded in Prekindergarten-5 although feedback is given.
 - b. Homework may be graded in grades 6-8 but cannot exceed 10% of the total grade.
 9. Extra credit is not offered in Prekindergarten-8. However, students will be provided with opportunities to recover credit and demonstrate mastery through other relevant coursework, as appropriate.
 10. Grading of Group Assignments
 - a. The grade that each member of the group receives will reflect his or her own contributions to the group assignment.
 - b. Recognizing that it is unfair for students to be graded on the quality of work that is not their own, students will not be graded on the quality of the project as a whole.

B. Reporting

On a regular basis, school staff will communicate to the students and parents the level of the student's achievement in each subject area. Communication will take the following forms:

1. Report Cards
 - a. Report cards are issued at the conclusion of each marking period and will reflect all work completed during that marking period unless otherwise indicated by the teacher.
 - b. Parents will be informed of the report card distribution dates.

2. Interim/Progress Reports

- a. Interim/Progress Reports are issued at the midpoint of each marking period and reflect the student's progress from the beginning of the marking period through the date of issuance.
- b. Parents will be notified of interim report distribution dates.

3. Conferences

- a. Parent-teacher conference days are determined by the Board of Education and are identified on the school system calendar each year. These are opportunities for the parents to meet with each teacher to discuss the progress that the student is making and to discuss interventions or assistance being recommended to ensure the child achieves.
- b. Parents may contact the teacher or administrator to arrange additional conference times with a teacher or the administrator.
- c. Conferences may or may not include the student, at the parent's discretion.

4. Retention Notification

Parents will be notified in writing (by a letter to their home address) if a student is at risk of being retained in a grade. This notification may occur as early as the end of the second marking period but no later than the end of the third marking period.

C. Academic Intervention

When the performance of any K-8 student is below expectations, the teacher and/or grade level team will, with the knowledge and appropriate participation of parents, develop strategies and apply appropriate academic interventions to assist the student with achievement.

D. Promotion, Retention, and Accelerated Grade Placement

1. Promotion

- a. Students in prekindergarten will be promoted at the end of the school year. Students granted early admission to prekindergarten will be considered for promotion to kindergarten after successful completion of prekindergarten.
- b. Students in K-5 will be promoted on successful completion of the curriculum in language arts, mathematics, science, social studies, and health.
- c. Students in grades 6-8 will be promoted based on successful completion of the curriculum in English/language arts, mathematics, social studies, and science. Successful completion in grades 6-8 is achieved by the grade level of "C" or better in these. The principal may decide, upon recommendation of the

school/grade level team, to promote students who have not achieved these grades in these subjects.

2. Retention

a. For any K-8 student:

- i. The principal may decide, upon recommendation of the school/grade level team with parent input, to retain students based on academic performance.
- ii. A parent may request that a principal consider retention of a student.
- iii. The IEP team shall consider the possible retention of a diploma-bound special education student with an Individualized Education Program (IEP).
- iv. The provisions of this policy do not apply to a certificate-bound special education student with an Individualized Education Program (IEP).
- v. If a principal is considering retaining a student, s/he will notify the student's parents of their concerns by the first week of the 3rd marking period.

b. Students in grade K through grade 8 not meeting requirements for promotion will be considered for retention. A student considered for retention may be recommended to attend summer school.

c. Students entering grade 9 who are not meeting requirements in mathematics and language arts will be required to participate in appropriate interventions, based on academic need as determined by the middle school principal. Interventions may include summer school and/or designated reading and/or mathematics intervention courses in 9th grade.

3. Accelerated Grade Placement

a. A principal may, upon the recommendation of a school/grade team or parent, accelerate a student to an advanced full grade level when the student demonstrates the ability to achieve at a higher level than expected in the curriculum standards and as measured by quarterly, teacher made and other assessments, and by teacher observations.

b. The principal will decide whether to accelerate the student to an advanced full grade level based on a number of factors, which may include, but are not limited to the following:

- Academic achievement level
- Age of the student
- Previous accelerations
- Attendance record
- Parental concerns

- Social and emotional developmental learning
 - Health factors
 - Report card
 - IEP
 - 504 Plan
- c. Students will not be accelerated to advanced grades against the wishes of their parent.
- E. Homework
1. Homework will be purposeful, appropriate, informational, and flexible.
 - a. Purposeful: Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
 - b. Appropriate: Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations will be provided as outlined in students' IEPs and Section Plans on homework.
 - c. Informational: Homework enables parents to be included in their child's day-to-day school experiences.
 - d. Flexible: Assignments can be successfully completed within timeframes that have flexible deadlines when possible.
 2. Homework processes will be communicated with all stakeholders.
 - a. Each school year, schools will provide information to parents about the school's homework procedures.
 - b. Teachers are required to ensure that homework is accommodated/modified as necessary in accordance with students' IEPs and 504 Plans.
 - c. Teachers will provide feedback on homework assignments.
 - d. No mandatory homework assignments are to be given only electronically.
 - e. No mandatory homework assignments will require access to home-based internet or computers for either the completion or the submission of the work.
 - f. No homework assignments will be due on a day schools are closed due to inclement weather.
 - g. There will be no mandatory homework given over the summer for all grade levels, nor winter or spring breaks for students in grades Prekindergarten-8.
 - h. A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of days to complete make-up work.

3. Amount and Purpose of Homework

a. Grades Prekindergarten-Kindergarten

- i. Amount: No more than 20 minutes of homework per night will be assigned in total.
- ii. Purpose: Homework provides practice opportunities for skill development. There will be no assignments that must be submitted to the teacher.
- iii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than 20 minutes of homework each night.

b. Grades 1-2

- i. Amount: No more than 20 minutes of homework per night will be assigned.
- ii. Purpose: Homework provides practice opportunities for skill development.
- iii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than 20 minutes of homework each night.

c. Grades 3-5

- i. Amount: No more than 30 minutes required per night in grade 3; 40 minutes in grade 4; and 50 minutes in grade 5.
- ii. Purpose: Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.
- iii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than 30 minutes required per night in grade 3; 40 minutes in grade 4; and 50 minutes in grade 5.

d. Grades 6-8

- i. Amount: Five to seven hours of homework a week are suggested for middle school students across their class schedule. Each instructor assigns an average of, at most, one hour of homework per week.
- ii. Purpose of Homework: Homework reflects daily instruction, reinforces previously taught skills, prepares students for future lessons, and/or promotes creativity.
- iii. Teaching staff will be provided with opportunities to meet as teams to schedule assignments so that students do not regularly have more than one hour of homework each night.

V. Responsibilities

- A. Principals will communicate annually information regarding promotion, retention, and accelerated grade placement, and homework to all students, parents, and staff.
- B. The principal will make decisions regarding promotion, retention and accelerated grade placement, with input from the appropriate school/grade level team and based on a student's performance and academic progress over the entire school year.
- C. School staff will communicate information related to academic performance to parents and students and for developing, implementing, and monitoring strategies to improve achievement for students performing below grade level expectations.

VI. Delegation of Authority

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

VII. References

- A. Legal
 - Title 7-301 State Board of Education; Subtitle 3., Compulsory Attendance
 - State Bylaw COMAR 13A.08.01.02 Lawful Cause of Absence
 - Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
 - Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.
 - COMAR 13A.08.01.03
 - COMAR 13A.08.01.04
- B. Other Board Policies
 - 8000 Curriculum
 - 8020 Grading and Reporting: High School
 - 9010 Attendance
 - 9060 Rehabilitation Act of 1973 Compliance: Section 504
 - 9070 Academic Eligibility for High School Extracurricular Activities
- C. Relevant Data Sources
- D. Other

VIII. History

ADOPTED: June 27, 1991
REVIEWED: July 1, 2012
MODIFIED:
REVISED: June 10, 1999
May 25, 2000
June 14, 2001

July 13, 2001
January 27, 2005
August 23, 2018

EFFECTIVE: July 1, 2019

GRADING AND REPORTING:
PREKINDERGARTEN THROUGH GRADE 8

Effective: July 1, 2019

I. Dissemination

The principal is directed to inform all students, parents and staff of the provisions of this policy annually and at other times as appropriate. This includes, but is not limited to the following:

- A. Making announcements via the public address system at the beginning of the school year.
- B. Publishing the information in school newsletters and websites.
- C. Publishing the information in staff/student handbooks, etc.
- D. Posting the information on a bulletin board.
- E. Making the information available to new students and their parents through the registration process.

II. Grading

- A. Grades indicate students' progress on curriculum standards.
- B. Grades in Prekindergarten-5 are derived from a compilation of what students know and/or can do from the entire marking period.
 - 1. Evidence of what students know and/or can do includes the following:
 - a. Classwork
 - b. Tests and quizzes
 - c. Projects
 - d. Observations of students
 - 2. Student performance within curriculum standards is indicated by a teacher assessment of the evidence noting the following:
 - a. The "L" notation means that the student is making limited or no progress toward meeting expectations for the curriculum standard in the identified

- quarter. The “L” notation is accompanied with comments about the specific challenges or progress that has not been made.
- b. The “P” notation means that the student is making progress towards meeting the expectations for the curriculum standard in the identified quarter.
 - c. The “M” notation means that the student meets expectations for the curriculum standard in the identified quarter.
- C. Grades in 6-8 are derived from a compilation of what students know and/or can do from the entire marking period. These include the following:
1. Evidence of what students know and/or can do includes the following:
 - a. Tests and quizzes
 - b. Projects
 - c. Classwork
 - d. Homework (no more than 10%)
 2. Student performance within the curriculum standards is indicated by a teacher assessment of the evidence.
- D. Learning Behaviors
- In Prekindergarten-5, teachers will report on the learning and personal work habits of students.
- Behaviors will be assessed using the following rubric:
- a. 1 – Meeting expectations consistently and independently.
 - b. 2 – Progressing toward meeting expectations.
 - c. 3 – Demonstrating limited or no progress towards meeting expectations.
- E. Personal Work Habits
- In Prekindergarten-8, teachers will report on personal work habits.
- F. Comments
- Prekindergarten-8 teachers may comment on performance on curriculum standards, social and emotional learning, and personal work habits.

G. I (Incomplete) Codes

1. I codes will only be issued, upon approval of the principal/designee, when a student has not been able to complete required course work due to legal absences or other extenuating circumstances.
2. I codes will be converted to the appropriate letter grade no later than the end of the succeeding marking period, except in unusual circumstances as approved by the principal/designee.

H. Instructional Text Levels

K-5 teachers will report students' instructional text levels. This level indicates the books students work with during instruction.

I. Final Grades, 6-8

1. In computing numerical averages from letter grades, the following equivalents quality points will be used:
A = 4, B = 3, C = 2, D = 1, E = 0
2. Student grades will not be subject to a percentage grade reduction for lateness to class, absence, behavior or disciplinary action. Such actions could impact the final grade, however, in an indirect manner because of missed work and incomplete assignments.

III. Reporting

A. Interim/Progress Reports, Prekindergarten-8

1. At the midpoint of each marking period teachers have a responsibility to notify the parent in writing concerning student progress. All students will receive interim/progress reports.
2. Teachers will also notify the parent, when appropriate, of unsatisfactory progress throughout the marking period.

B. Report Cards, Prekindergarten-8

1. Report cards are distributed at the conclusion of each marking period.
2. Final report cards will be distributed at the end of the school year.

IV. Academic Intervention

When a K-8 student performs below grade/curriculum expectations, the teacher/grade level team will, with the knowledge and appropriate participation of parents, provide additional assistance and opportunities for the student to improve his/her performance.

- A. Interventions may include the following:
 - 1. Differentiated instruction delivered within the regular classroom/school day
 - 2. A change in class/subject placement
 - 3. The involvement of a multidisciplinary student support team (including IEP team for special education students)
 - 4. The involvement of support staff
 - 5. Participation in supplemental academic activities (e.g., before/after school tutorials, tutoring, instructional seminars, mentoring)
 - 6. Enrollment in summer school.
- B. In addition, for students who are receiving an intervention in reading and/or mathematics, the teacher and/or grade level team will develop a plan to improve and monitor achievement.
- C. Grade level teams will review and modify student plans with the appropriate grade level teams for the following year.

V. Promotion, Retention, and Accelerated Grade Placement

- A. Consideration for Promotion
 - 1. The principal will, promote a student who achieves curriculum expectations.
 - 2. A student receiving special education will be assessed based on the provisions of the student's Individualized Education Program (IEP).
 - 3. Parents may appeal a decision to promote to the appropriate Superintendent/Designee.
- B. Consideration for Retention
 - 1. With input from the appropriate school/grade team and parent input, the principal can retain a student who fails to meet curriculum standards. The principal may also retain a student who is recommended by a school/grade team or parent for other reasons. The principal will consider whether the needs of the student are best met through retention and offer the parent an opportunity to be included in the decision-making process.
 - 2. The principal will make a decision to retain based on a number of factors, which may include, but are not limited to the following:

- Academic achievement level
- Demonstrated progress in response to academic interventions
- Age of the student
- Previous retention(s)
- Attendance record
- Parental concerns
- Social and emotional developmental learning
- Health factors
- Report Card
- IEP
- 504 Plan

3. The IEP team will consider retention of a diploma-bound special education student with an IEP.
4. The provisions of this policy do not apply to a certificate-bound special education student with an IEP.
5. Students considered for retention may be recommended to attend summer school.
6. Students entering grade 9 who are not meeting requirements will be required to participate in appropriate interventions, based on academic need as determined by the middle school principal. Interventions may include summer school and/or designated reading and/or mathematics intervention courses in 9th grade.
7. Parents may appeal a decision regarding retention to the appropriate Superintendent/Designee.
8. If a student is retained in the current grade, the instructional team for that grade will review any academic interventions provided to the student during the current academic school year and make revisions designed to accelerate the student's pace of learning for the following year.

C. Consideration for Accelerated Grade Placement

1. A principal will, upon the recommendation of a school/grade team or parent, consider accelerating a student to an advanced full grade level when the student consistently demonstrates the ability to achieve at a higher level than expected in the curriculum standards as measured by quarterly, teacher-made and other assessments, and by teacher observations.
2. The principal will decide whether to move the student to an advanced full grade level based on a number of factors, which may include, but are not limited to the following:

- Academic achievement level
 - Age of the student
 - Previous accelerations
 - Attendance record
 - Parental concerns
 - Social and emotional developmental learning
 - Health factors
 - Report card
 - IEP
 - 504 Plan
3. Students will not be accelerated to advanced grades against the wishes of their parent.
 4. Parents may appeal a decision denying accelerated grade placement to the appropriate Superintendent/Designee.

VI. Homework

- A. Homework assignments may include the following but are not limited to:
 1. Reading assignments
 2. Tasks, problems, or prompts
 3. Work on larger, long-term projects
 4. Papers
 5. Studying
- B. Homework will be purposeful, appropriate, informational, and flexible.
 1. Purposeful: Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
 2. Appropriate: Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations will be provided as outlined in students' IEPs and Section 504 Plans on homework.
 3. Informational: Homework enables parents to be included in their child's day-to-day school experiences.
 4. Flexible: Assignments can be successfully completed within timeframes that have flexible deadlines when possible.
- C. Homework processes will be communicated with all stakeholders.
 1. Each school year principals will ensure that teachers provide information to parents about the school's homework procedures.
 2. Teachers are required to ensure that homework is accommodated/modified as necessary in accordance with students' IEPs and Section 504 Plans.

3. Teachers will provide feedback on homework assignments.
4. No mandatory homework assignments are to be given to students electronically only.
5. No homework assignments will be due on a day schools are closed due to inclement weather.
6. There will be no mandatory homework given over the summer for all grade levels, nor winter or spring breaks for students in grades Prekindergarten-8.
7. A student may make up and receive a recorded grade for homework not completed due to the observance of a religious holiday. Students returning from a religious holiday observance will have an equal number of days to complete make-up work.

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