

A. Grading Student Progress

1. Teachers will use MCCRS and Content Standards to develop a variety of instructional tasks and assessments that document mastery and application of skills, concepts, and processes. Teachers will evaluate individual assignments and grade according to the nature and complexity of the assignment, task or activity. Teachers have discretion to provide extra credit work.
2. Elementary teachers will provide and accept, when appropriate to the academic growth of the student, a retake summative assessment or resubmission of a summative assignment. Teachers will consider allowing students to resubmit assignments or demonstrate mastery of material with alternate assignments. Secondary teachers will, upon written request from a student, allow a student who scored a D or F at least one retake of all summative assessments (i.e., projects, tests and quizzes). For summative writing assignments, teachers should use discretion and consider allowing editing or partial rewrites for resubmission.
3. Teachers are encouraged, but not required, to consider a request for retakes for scores C or higher. The retake should occur within five instructional days unless otherwise approved by the teacher. At a minimum, the student will be credited the average of the first score and the resubmission and/or retake score. Retakes are not applicable for diagnostic assessments, research papers, midterms, and final exams. Teachers are not required to make any provisions for retakes if there is evidence of academic dishonesty with the original summative assessment. Guidelines for retakes will be documented in the course syllabus in secondary courses.
5. Teachers will frequently assess and maintain an accurate and precise record of grades that documents multiple opportunities for students to demonstrate learning throughout the marking period.
6. Teachers will provide instructional and assessment accommodations and modifications for students as documented by English Language Learner (ELL) plan, Individualized Education Program (IEP), or Section 504 plan.
7. Teacher will utilize grading practices that will support the Alternate Academic Achievement Standards for special education students working toward a Maryland High School Certificate.
8. Teachers will provide students and parents an overview in elementary classes or a course syllabus in secondary classes that includes, where applicable:
 - a. Content, skills, and concepts students are expected to acquire;
 - b. Grading/evaluation procedures;
 - c. Procedures parents can use to contact the teacher;
 - d. Materials students are expected to have in class daily;
 - e. Procedures to retake tests and resubmit assignments;
 - f. Procedures students and parents should follow for obtaining make-up work for absences; and
 - g. Homework that teachers will be assigning and the frequency, types, and purposes of

B. Homework

1. The first consideration for assigning high quality homework is the age and developmental readiness of students. All homework assignments shall be designed to meet one or more of the following:
 - a. Promote attainment of positive work habits and study skills
 - b. Practice material and skills previously taught
 - c. Prepare for future lessons
 - d. Study for assessments
 - e. Extend student understanding of concepts

- Homework assigned for practice or skill development should not be assigned as much weight as assignments completed at school. Teachers are responsible for evaluating the homework assigned. Teachers must maintain records to document student performance on homework assignments. Homework, if assigned and graded, may count up to 10% of the total points for the marking period. If due to time limitations, classwork is assigned for homework, the teacher will document the assignment under the homework category.

C. Reporting Student Progress

- At a minimum, teachers will provide the student with meaningful feedback on their progress in the course every week using the Student Information System.
- Students will be notified of a D or F by the mid-point of a marking period through an interim report. Teachers will provide a list of students who earned a D or F at the mid-point to the school counselors. Teachers are not required, but encouraged, to provide an interim report to all students.
- Formal grade reporting will accurately reflect what students know and are able to do in relation to grade level and/or course expectations outlined in the MCCRS and Content Standards. Grades will be reported according to the following:

Grade Level

K-2

Performance Key

- 4 – Thorough understanding
- 3 – Adequate understanding
- 2 – Partial understanding
- 1 – Minimal understanding

Learning Behaviors Key

- 4 – Independently exhibits behavior without teacher prompting
- 3 – Frequently exhibits behavior with minimal teacher prompting
- 2 – Inconsistently exhibits behavior and often requires teacher prompting
- 1 – Rarely exhibits behavior and frequently requires teacher prompting

*Performance code should be consistent with the standards for their grade level.

Maryland College and Career Ready Standards (MCCRS) is a standard based framework; therefore, the descriptors for letter grades have been changed to reflect the mastery level of students on grade level standards.

Grades 3 - 12

- A = Outstanding Mastery is evident (90 – 100%)
- B = Above Satisfactory Mastery is evident (80 – 89%)
- C = Satisfactory Mastery is evident (70 – 79%)
- D = Partial Mastery is evident (60 – 69%)
- F = Minimal or no evidence of Mastery (0-59%)
- I = Incomplete evidence of Mastery
- P = Pass

- Teachers will maintain appropriate and open communication with parents through the use of an electronic grading system, written notes, telephone conversations, email, and/or parent conferences. Parents who do not have access to the online grading system may request alternative arrangements for interim progress reports from the school.

D. Attendance

1. Active participation in the teaching and learning process and the intellectual exchange that occurs in the classroom make attendance an essential component of a quality educational experience.
2. Student participation in school or system-approved activities should be considered as an excused class absence with students responsible for making up missed assignments and/or assessments. Teachers should not penalize students for participating in approved activities.
3. Students are responsible for requesting and completing work missed due to absences. Students shall be permitted two (2) school days to complete work missed during each lawful absence. These make up days will begin the day after the student returns to school. This policy does not automatically extend due-dates for long-term assignments unless approved by the principal.
4. The ACPS will follow the college's attendance policy for early college and dual enrollment courses. Absences may adversely affect a student's grade in a course. If a student's absences endanger the progress in a course, the instructor may drop the student from the class roster.

E. Benchmark Assessments

1. Students will complete benchmark assessments in designated content areas. Assessments are intended to be one class period in length unless otherwise indicated. The benchmark assessments will be administered at the conclusion of a unit of study, not necessarily at the end of a marking period.
2. Students unable to complete a benchmark assessment due to an emergency situation are expected to make-up the assessment. Principals may waive a student's benchmark assessment because of extenuating circumstances.
3. If a benchmark is administered, teachers will:
 - a. Administer ACPS benchmark assessments consisting of a variety of question types similar to the state assessments.
 - b. Establish procedures to administer assessments and provide security for those assessments.
4. While benchmark assessments can be formative or summative in nature, they may be included in the marking period grade.

F. Course Grades/Credits –Secondary Schools only

1. All county schools will recognize previous grades and credits earned based upon established policies and regulations of Allegany County Public Schools.
2. Credit and grades for students transferring from an accredited school outside the county will be based upon the grading policy of the sending school.
3. The local superintendent or designee shall determine by an evaluation the placement of the student and any credits to be awarded toward high school graduation for students transferring from a non-accredited school. The evaluation may include administration of standardized tests and examinations and interviews with the student.
4. No grades or course credit will be awarded for after school or summer courses that are not in the Allegany County Program of Studies.

5. Grades for students transferring between ACPS approved programs (e.g., home and hospital, alternative program etc.) will be averaged into the grades previously and/or subsequently earned for the course.
6. Credit for a college course may be awarded if the course is part of an approved Program of Study as defined by the Maryland State Department of Education or the Allegany County Public Schools in cooperation with respective institutions of higher education.
7. Summer and evening high school grades for students enrolled in a regular day school program will be transferred and calculated into the student's GPA.
8. All students in Credit Recovery summer school must pass the course in order to receive course credit. In such cases, grading will be in accordance with section C.3 of this regulation.
9. Students who earn less than 60% in a marking period may file an appeal with their school administration to request the opportunity to complete or redo assignments to achieve a passing grade. The appeal must be made within five (5) days of the publication of report cards for the marking period. The appeal will be considered by the school administration. If the appeal is denied, the student may appeal to the Chief Academic Officer who will determine to grant or deny the appeal. If the appeal is granted, the student shall have fifteen (15) days to complete the assignments required.
10. Students who earn less than 70% in Algebra I may request the opportunity to complete assignments to achieve a C or higher. Approval will only be granted if the student successfully completes the assignments provided within 45 days of finishing the course.

G. Grade Calculations**Grades Pre-K – 5**

The Pre-K -5 grades are determined as described in section C.3 of this regulation.

Grades 6 – 12

The marking period grade calculation for Grades 6 – 12 is determined as described in the secondary course syllabus. The percentage will be calculated by the online grading program, rounded to a whole number, and then converted to a letter grade using the scale as described in section C.3 of this regulation.

Semester Grade

The semester grade is determined by taking the average of the two marking period grades. If semester exams are given, they may be included in the semester grade as provided in the syllabus. The percentage will be calculated by the online grading program, rounded to a whole number, and then converted to a letter grade using the scale as described in section C.3 of this regulation.

Final Grade (Grades 6 – 12 only)

The final grade in a yearlong course is determined by taking the average of the four marking period grades. AP final exams count as 10% of the final grade as provided in the syllabus. The percentage will be calculated by the online grading program, rounded to a whole number, and then convert to a letter grade using the scale as described in section C.3 of this regulation.

The final grade in a semester course (half credit) is determined by taking the average of the two (2) marking period grades. The percentage will be calculated by the online grading program, rounded to a whole number, and then converted to a letter grade using the scale as described in section C.3 of this regulation.

Board Reviewed 06/10/25	Superintendent Approved 06/10/25
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