

REGULATION ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: II, IN, JB-RA, IIH, IIH-RA

Responsible Office: DIVISION OF CURRICULUM AND INSTRUCTION, OFFICE OF SCHOOL PERFORMANCE, DIVISION OF ADVANCED STUDIES AND PROGRAMS, INSTRUCTIONAL DATA DIVISION

PLEASE NOTE: 2019-2020 second semester grading for AACPS students has been modified in accordance with the grading information at the end of this document.

GRADING

A. PURPOSE

The Board of Education is committed to maintaining rigorous performance, college and career readiness, and achievement of core standards for all students. It is also committed to providing a timely and fair process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

B. PROCEDURES

1. At the beginning of a grade or a course of study, teachers shall provide to students and make available to parents a written syllabus. All syllabuses shall be approved by the school principal. All syllabuses shall detail:
 - a. the content, skills and standards students are expected to master;
 - b. the grading/ processes to be applied consistently, including information regarding the weighting of various types of assignments (for example; tests, quizzes, homework and projects) and the consequences of work submitted after the due date;
 - c. the frequency and types of assessments;
 - d. the teacher's availability for reteaching and reassessment;
 - e. the types of activities which do not qualify for the opportunity for mastery provision of this regulation and the number of assessments, assignments, and activities that are eligible for the opportunity for mastery provision of this regulation;
 - f. the procedures parents can use to contact the teacher for missed and late assignments and the process for obtaining make-up work; and
 - g. the assessment criteria and rubrics for International Baccalaureate Programmes (Primary Years Programme, Middle Years Programme (MYP), and Diploma Programme), if applicable.

2. The syllabus shall also contain general information which supports student academic success, including:
 - a. the means by which parents shall receive student progress and grades;
 - b. the means by which notification shall be made should students be in danger of failing a marking period or dropping the equivalent of two letter grades; and
 - c. the materials students will need to be prepared for learning.
3. Teachers shall evaluate student progress to determine the degree of mastery of course content, skills, and standards. A grade, code, or percentage shall reflect student achievement and progress toward meeting course expectations.
 - a. Elementary School
 - i. Grades or codes are given to elementary students to document progress toward and mastery of skills, concepts, and standards. Guided practice, assigned before mastery is expected, shall not be graded.
 - ii. Grades shall be weighted differently according to the nature and complexity of the assignment, assessment, or activity.
 - iii. Assignments completed at home shall not be given as much weight as those completed at school.
 - iv. Prekindergarten and kindergarten Progress Reports are used to report student progress to parents. They are completed for the fall and spring parent-teacher conferences. When completing the Progress Report, a teacher shall use a check mark to indicate “consistently demonstrates,” “progressing,” and “need development” for each item observed.
 - v. In Grade 1, all teachers shall keep a record of each student’s performance in each area of the report card. These entries shall be representative of the student’s performance over time rather than the student’s performance on a single task.
 - vi. For Grades 2, 3, 4, and 5, the teacher shall make an entry every five to eight school days as an assessment of the student’s performance for each indicator in reading, writing, mathematics, social studies and science. Each entry shall be dated and a notation of the activity observed, evaluation, and/or task shall be included in the record.
 - vii. Teachers shall record accurate and current student progress on a regular basis to inform students and parents through the appropriate grade book format.
 - viii. For art, music, physical education and Triple E (if applicable), the appropriate teacher shall keep a record of at least three assessments during a marking period.

- ix. Teachers shall help prepare students for college and career readiness by providing opportunities for collaborative learning. However, teachers shall provide an individual grade for each student's work when the student is performing in a cooperative setting.

b. Middle School

- i. Grades are given to middle school students to document progress toward and mastery of course content, skills, and standards.
- ii. In the daily courses, each marking period shall have a minimum of nine separate evaluations or assessments of course content, skills, and standards mastery in addition to homework.
- iii. In A day/B day courses, each marking period shall have a minimum of seven separate evaluations or assessments of course content, skills, and standards mastery in addition to homework.
- iv. In three-day rotation courses, each marking period shall have a minimum of five separate evaluations or assessments of course content, skills, and standards mastery in addition to homework.
- v. All assignments shall have a due date. Assignments submitted after the due date shall be penalized on a sliding scale basis, as described in the syllabus, and determined by the course content team in advance. The outside date for late work to be submitted shall be five school days from the original due date.
- vi. Opportunity for Mastery
 - a) Students shall have one additional opportunity to improve their scores on each of at least three (3) but no more than five (5) of the total graded qualifying assessments, activities, or assignments which demonstrate knowledge of course content, skills, and standards and count toward a student's marking period grade. Syllabuses shall state the number of such eligible items for which students have the opportunity for mastery under this provision. Students may not use more than one of their opportunities for mastery on the same qualifying assessment, activity, or assignment.
 - b) Regardless of the initial grade the student received, to qualify for an opportunity for mastery under this provision, the student must:
 - i) have completed and submitted the original assessment, activity, or assignment by the due date. Teacher-facilitated reteaching (before, during, or after school) is recommended before a student uses one of his/her opportunities for mastery. However reteaching may not be feasible due to scheduling restraints or extenuating circumstances.

- ii) complete and submit the new assessment, activity, or assignment within ten school days of receiving the returned original graded work.
- c) Students may choose which assessments, activities, and assignments they re-take, in accord with the opportunity for mastery provision of this Regulation, except for the following which are not qualifying assessments, activities, or assignments:
 - i) Homework
 - ii) Quarterly Assessments
 - iii) Multi-component research projects or multi-component written papers (components of the project or paper that are graded separately may be a qualifying assignment)
 - iv) Assessments, activities, or assignments completed during the last week of the marking period.
- d) After an opportunity for mastery is graded, the higher grade shall be the grade of record.
 - (7) Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.
 - (8) Teachers shall use points to evaluate individual assignments. When work is returned to students, the points earned, along with the total possible points for the assignment, shall be written on the assignment.
 - (9) A student who exhibits academic dishonesty as determined by the teacher and administrator shall receive a zero on the particular assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.
 - (10) Teachers shall help prepare students for college and career readiness by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for each student's work when the student is performing in a cooperative setting.

c. High School

- (1) Grades are given to high school students to document progress toward and mastery of course content, skills, and standards.
- (2) All high school courses shall have a minimum of nine separate assignments or assessments, an average of one grade per week, for course content, skills, and mastery in addition to homework.
- (3) All assignments shall have a due date. Assignments submitted after the due date shall be penalized on a sliding scale basis, as described in the syllabus or course outline, and determined by the course content team in advance. The outside date for late work to be submitted shall be five school days from the original due date.
- (4) Opportunity for Mastery
 - i. Students shall have one additional opportunity to improve their scores on each of at least three (3) but no more than five (5) of the total graded qualifying assessments, activities, or assignments which demonstrate knowledge of course content, skills, and standards and count toward a student's marking period grade. Syllabuses shall state the number of such eligible items for which students have the opportunity for mastery under this provision. Students may not use more than one of their opportunities for mastery on the same qualifying assessment, activity, or assignment.
 - ii. Regardless of the initial grade the student received, to qualify for an opportunity for mastery under this provision, the student must:
 - a) have completed and submitted the original assessment, activity, or assignment by the due date. Teacher-facilitated reteaching (before, during, or after school) is recommended before a student uses one of his/her opportunities for mastery. However reteaching may not be feasible due to scheduling restraints or extenuating circumstances.
 - b) complete and submit the new assessment, activity, or assignment within ten school days of receiving the returned original graded work.
 - iii. Students may choose which assessments, activities, and assignments they re-take, in accord with the opportunity for mastery position of this Regulation, except for the following which are not qualifying assessments, activities, or

assignments:

- a) Homework
 - b) Quarterly Assessments
 - c) Multi-component research projects or multi-component written papers (components of the project or paper that are graded separately may be a qualifying assignment)
 - d) Assessments, activities, or assignments completed during the last week of the marking period.
- iv. After an opportunity for mastery is graded, the higher grade shall be the grade of record.
- (5) Teachers shall use points to evaluate individual assignments. When work is returned to students, the points earned, along with the total possible points for the assignment, shall be written on the assignment.
 - (6) Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made a good faith effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.
 - (7) A student who exhibits academic dishonesty, as determined by the teacher and administrator shall receive a zero on the particular assessment/assignment in question. Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and shall follow the progressive interventions and discipline as outlined in the Student Code of Conduct.
 - (8) Teachers shall prepare students for college and career readiness by providing opportunities for cooperative learning. However, teachers shall provide an individual grade for work performed in a cooperative setting.
4. Homework is an important and required component for student achievement. A teacher's evaluation of and feedback regarding homework shall be reflected in the grade or the code given.
- a. All homework assignments shall be designed to meet one or more of the following outcomes:
 - (1) To promote the attainment of positive work habits and study skills;
 - (2) To practice material and skills already taught;

- (3) To prepare for upcoming lessons;
 - (4) To study for upcoming assessments; and/or
 - (5) To extend student understanding of concepts.
- b. Students are expected to dedicate focused time outside of school hours toward the completion of homework. The following provides general guidelines on time allotments students in various grades and programs should devote to homework.
- (1) Prekindergarten and kindergarten - approximately 20 minutes per night on homework, two to three times per week.
 - (2) Grades 1 and 2 - approximately 30 minutes per night on homework, three to four times per week.
 - (3) Grades 3, 4 and 5 - approximately 45 minutes per night on homework, three to four times per week.
 - (4) Grades 6-8 - approximately 60 minutes per night on homework, four to five times per week.
 - (5) Grades 9-12 - approximately 90 minutes per night on homework, four to five times per week.
 - (a) Courses identified as Honors, Advanced Placement, International Baccalaureate Diploma Programme, Post AP, and Advanced Programs of Choice may require additional time commitments to meet homework expectations.
 - (b) In certain Honors, Advanced Placement, International Baccalaureate Diploma Programme, Post AP, and Advanced Programs of Choice, expectations may include pre-course assignments which may count as a homework grade toward the marking period grade.
- c. Parents shall not be expected to play a "formal teaching role" in homework. Parents can, however, support this aspect of their children's education by establishing regular times for homework completion and identifying specific places in the home where students can work with minimum distractions.
- d. Teachers shall provide feedback for the homework assigned. Some homework assignments may be evaluated for completeness, while others may be evaluated for accuracy. Teachers shall maintain precise records to document the grades earned for homework assignments.

- (1) In elementary school, homework is reflected in the code given for expected student behaviors.
 - (2) Middle school courses differ in design and content.
 - (a) Homework shall be assigned and evaluated in Language Arts, Mathematics, Science, Social Studies and World and Classical Languages courses. Homework grades shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
 - (b) In all other middle school courses, homework shall be assigned at the teacher's discretion. When a teacher chooses to count homework as a grade, homework shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
 - (3) High school courses differ in design and content.
 - (a) Homework shall be assigned and evaluated in English, Mathematics, Science, Social Studies and World and Classical Languages courses. Homework grades shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
 - (b) In all other high school courses, homework shall be assigned at the teacher's discretion. When a teacher chooses to count homework as a grade, homework shall count for 10% of the grade for the marking period, as determined by the content team and reflected in the course syllabus.
5. Teachers shall record accurate, current, and precise student progress on a regular basis to inform students and parents through the appropriate grade book format.
- a. Because parents are partners in the education of their children, communication between teachers and parents is vital to student success. Written notes, telephone conversations, e-mail messages, the online parent portal, and face-to-face conferences are all excellent means of maintaining timely, appropriate and open communication with parents.
 - b. Teachers shall maintain the appropriate grade book program provided by the Board of Education so that the school administration, as well as parents, may access current student data.
 - c. To allow for potential corrective action, teachers shall communicate with the parents of students who are in danger of failing or who are in danger of dropping the equivalent of 2 or more letter grades (20 percentage points or more) at any point during the marking period.

6. Teachers and schools shall maintain records of student progress. It is expected that teachers shall enter graded student work into their electronic grade book and return that work to students within a week of it being submitted to the teacher. However, it is recognized that to provide meaningful feedback to students on certain projects or lengthy papers teachers may not be able to read/review and post the grade within a week's time. In such cases the teacher will communicate with students and parents as to when these assignments will be graded and returned.
 - a. Elementary School
 - (1) The evaluation of student progress which culminates in a performance and/or achievement indicator on the report card is a continuous process, involving many evaluated activities. These activities parallel the learning experience in which each student is engaged.
 - (2) In prekindergarten and kindergarten, progress reports shall indicate “consistently demonstrates” (CD), “progressing in the development of skill” (PR), or “needs development” (ND), for specific skills in listening/speaking, reading, writing, math, science, social studies, technology, social emotional growth, and psycho-motor development.
 - (a) “Consistently demonstrates” (CD) means that the student exhibits the skills independently with minimal teacher intervention.
 - (b) “Progressing in the development of skill” (PR) means that the student exhibits the skills with teacher guidance and support.
 - (c) “Needs development” (ND) means that the student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at that grade level.
 - (3) In grade 1, report cards shall indicate “consistently demonstrates,” “progressing in the development of skill,” “emerging in the development of the skill”, or “needs development ” for specific skills in reading, writing, math, science, social studies, art, music, physical education, and expected student behaviors.
 - (a) “Consistently demonstrates” (CD) means that the student exhibits the skills independently with minimal teacher intervention. CD = 100% - 87%
 - (b) “Progressing in the development of skill” (PR) means that the student exhibits the skills with teacher guidance and support.

PR = 86% - 73%

- (c) “Emerging in the development of skill” (EM) means that the student exhibits the skill with consistent teacher assistance and support. EM = 72% - 60%
- (d) “Needs development” (ND) means that the student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at that grade level. ND = up to 59%
- (4) In grades 2- 5 , report cards shall indicate student achievement by a letter grade for reading, writing, math, science and social studies.
- A – Excellent = 100% - 90%
 - B – Good = 89% - 80%
 - C – Average = 79% - 70%
 - D – Below Average = 69% - 60%
 - E – Unsatisfactory = 59% or less
 - NG – No Grade

Each letter grade on the report card shall be based upon a compilation of the grades recorded during the marking period.

- (5) In grades 2 - 5, grading codes shall be given for:
- Art
 - Chorus
 - Instrumental Music
 - Music
 - Physical Education
 - Expected Student Behaviors
- (a) “Consistently demonstrates” (CD) means that the student exhibits the skills independently with minimal teacher intervention. CD = 100% - 87%
- (b) “Progressing in the development of skill” (PR) means that the student exhibits the skills with teacher guidance and support. PR = 86% - 73%
- (c) “Emerging in the development of skill” (EM) means that the student exhibits the skills with consistent teacher assistance and support. EM = 72% - 60%
- (d) “Needs development” (ND) means that the student has exhibited the skills in isolated or rare instances, or with a great deal of support. The performance is inconsistent and

below the normal range of expectancy for a student at that grade level. ND = up to 59%

Each grading code on the report card shall be representative of a student's performance over time rather than an average of the student's performance or the student's performance on a single task.

- (6) Quarterly assessments shall be counted in the designated content area(s) identified by the Division of Curriculum and Instruction. The Division of Curriculum and Instruction shall publish guidance regarding which quarterly assessments shall be factored in which designated content area as some quarterly assessments may cover more than one content area in one assessment.

b. Middle School

- (1) Teachers shall record the marking period grades for each student using the following process:
 - (a) The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up), and shall appear on the report card.
 - (b) A letter grade for the marking period shall be established using the following scale:
 - 100% - 90% = A
 - 89% - 80% = B
 - 79% - 70% = C
 - 69% - 60% = D
 - 59% or less = E
 - (c) Middle school students taking courses for high school credit shall take course assessments for those respective courses or a comparable assessment.
 - (d) Final middle school grades shall be determined by the duration of the course. The following is effective beginning in the 2016-2017 school year.
 - (i) Yearlong courses shall receive a final percentage grade determined by the average of the four marking period grades. Quarterly assessments shall count for 5% of the marking period grade in 6th and 7th grade and 10% of the marking period grade in 8th grade. The percentage and the letter grade shall appear on the report card as the final course grade.

- (ii) Single semester courses shall receive a final percentage grade determined by the average of the two marking period grades. Quarterly assessments shall count for 5% of the marking period grade in 6th and 7th grade and 10% of the marking period grade in 8th grade. The percentage and the letter grade shall appear on the report card as the final course grade.
 - (iii) Single marking period courses shall receive a final percentage grade equivalent to the percentage grade earned during that marking period. Quarterly assessments shall count for 5% of the marking period grade in 6th and 7th grade and 10% of the marking period grade in 8th grade. The percentage and the letter grade shall appear on the report card as the final course grade.
- (e) The final grade for the school year in middle school shall appear as both a percentage and a letter grade using the following scale:
- | | | |
|-------------|---|--|
| 100% - 90% | A | Excellent mastery of standards is evident. |
| 89% - 80% | B | Advanced mastery of standards is evident. |
| 79% - 70% | C | Acceptable, average mastery of standards is evident. |
| 69% - 60% | D | Partial mastery of standards is evident. |
| 59% or less | E | Minimal or no mastery of standards is evident. |
- (f) Teachers shall include comments to accompany the grades of D, E, NG, or U on the report card.
 - (g) Any student receiving an “E,” shall receive no credit toward graduation or promotion.
 - (h) A student with lawful absences near or at the end of a grading period may receive a temporary “NG” (No Grade). Students who receive an “NG” shall complete makeup work within two weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course.
(Administrative Regulation JB-RA).
- (2) If a teacher believes a student has stopped working during any grading period, the student's record shall be thoroughly evaluated to

determine whether a passing grade will be given. There must be thorough documentation, evidence of opportunity for parental input, and approval by the principal to override a numerical average.

- (3) If a teacher believes a student has made significant improvement during any grading period, but whose numeric average does not reflect that growth, the student's record shall be thoroughly evaluated to determine the grade given. There must be thorough documentation and approval by the principal to override a numerical average.

c. High School:

- (1) Teachers shall record the marking period grades for each student using the following process:

- (a) The marking period grades, based upon the final percentage of points earned divided by possible points, shall be calculated to the tenths place and then rounded to a whole number (.5 and higher rounds up).
- (b) The percentage grade for each marking period shall appear on the report card.
- (c) The final grade for each semester in high school shall appear on the report card as both a percentage and a letter grade using the following scale:

100% - 90%	A	Excellent mastery of standards is evident.
89% - 80%	B	Advanced mastery of standards is evident.
79% - 70%	C	Acceptable, average mastery of standards is evident.
69% - 60%	D	Partial mastery of standards is evident.
59% or less	E	Minimal or no mastery of standards is evident.

- (d) Only final letter grades shall appear on student transcripts.
- (e) Teachers shall include comments to accompany the grades of D, E, or U on the report card.
- (f) Any student receiving an "E," shall receive no credit toward graduation or promotion.

- (g) A student with lawful absences near or at the end of a grading period may receive a temporary “NG” (no grade). Students who receive an “NG” shall complete makeup work within two weeks beyond the end of a marking period or a reasonable amount of time as determined by the teacher and principal in order to receive credit for a course. (Administrative Regulation JB-RA).
 - (h) Any student receiving an “S” (Satisfactory) has satisfactorily completed the requirements for the course and shall receive credit, but the “S” shall not be calculated into the grade point average.
 - (i) Any student receiving a “U” (Unsatisfactory) has not met course requirements and the “U” shall not receive credit nor be calculated into the student’s grade point average (GPA).
 - (j) Any student receiving the grade “NG” (no grade) for:
 - (i) A marking period grade shall not have the marking period calculated into the semester average. The “NG” grade shall not be included in any marking period calculation for Honor Roll, GPA, or eligibility.
 - (ii) A final grade shall not receive credit for the course. The “NG” grade shall not be included in any semester or year-long calculation for Honor Roll, GPA, or eligibility.
- (2) Quarterly assessments shall count for 10% of each marking period’s grade. Each of the two marking period grades of a semester shall equal 50%. High school course final grades shall be determined by averaging two percentage grades.

For the purpose of determining a final course grade, the following percentage scale shall be used:

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% or less	E

- (3) If a student elects to opt out of the fourth marking period’s quarterly assessment in lieu of an AP or IB exam, the final semester grade shall be determined by averaging the two marking period percentage grades. The fourth marking period shall not include a 10% quarterly assessment grade in these instances. (See Section B.7.a.(3))

- (4) If a teacher believes a student has stopped working during any grading period, the student’s record shall be thoroughly evaluated to determine whether a passing grade shall be given. There must be thorough documentation, evidence of opportunity for parental input, and approval by the principal to override a numerical average.
- (5) If a teacher believes a student has made significant improvement during any grading period, but whose numeric average is not reflective of that growth, the student’s record shall be thoroughly evaluated to determine the grade given. There shall be thorough documentation and approval by the principal.
- (6) School staff shall calculate the Grade Point Average for high school students. The student transcript will reflect both a weighted and unweighted grade point average.
- (a) An additional .50 quality point shall be awarded to honors courses. No additional quality points shall be added for grades of D or E.
- (b) An additional 1.0 quality point shall be awarded to students in Advanced Placement, International Baccalaureate Diploma Programme, and Post AP courses who earn grades of A, B, or C. No additional quality points shall be added for grades of D or E.

Unweighted Courses	Honors Courses	AP, IB, and Post AP Courses
A = 4	$A = 4 + .50 = 4.50$	$A = 4 + 1 = 5$
B = 3	$B = 3 + .50 = 3.50$	$B = 3 + 1 = 4$
C = 2	$C = 2 + .50 = 2.50$	$C = 2 + 1 = 3$
D = 1	$D = 1 + 0 = 1.0$	$D = 1 + 0 = 1$
E = 0	$E = 0 + 0 = 0$	$E = 0 + 0 = 0$

- (c) A system of grading, including weighted grades for honors, Advanced Placement, International Baccalaureate Diploma Programme, and Post AP courses, shall be applied for all school system policies, regulations and procedures, such as ranking in class and extracurricular eligibility. This system shall be designated on all student transcripts.
- (d) The GPA is calculated by adding the point values of grades earned divided by the total number of courses taken. The following scale shall be used.
- 4.0 – 3.6 = A
 - 3.5 – 2.6 = B
 - 2.5 – 1.6 = C

- 1.5 - .6 = D
 - .5 or less = E
- (e) Grade Point Average calculation for “S” and “U” grades:
- (i) Some courses such as work-based learning, select independent study, special inclusion classes, and some alternative credit programs, etc., produce a grade of “S” (satisfactory) or “U” (unsatisfactory), instead of grades A-E.
 - (ii) The grade is recorded on the transcript as “S” or “U”. An “S” earns credit; a “U” does not. For calculation purposes when an “S” or “U” grade is used, there are no quality points issued, therefore, there is no credit attempted factored into the GPA calculation.
 - (iii) Department aides are not awarded credit and their grades are not used in GPA calculations.
- (f) Grade Point Average calculation for courses repeated:
- (i) Any course a student repeats for grade improvement or to build prerequisite skills, and for which credit has been previously granted, cannot receive credit again.
 - (ii) The highest grade earned for a repeated course shall be calculated into the GPA with the lower grade dropped from the transcript. For the purposes of cumulative Grade Point Average calculation, only those courses appearing on the transcript shall be factored into the calculation.
- (g) The honor roll is published for each grading period. Anne Arundel County Honor Roll certificates are awarded to students at the end of the semester or at the end of the school year, whichever is appropriate.
- (i) Superintendent’s Honor Roll
The Superintendent’s honor roll consists of students whose grades for both grading periods are all “A’s” or “S’s” for an entire semester.
 - (ii) Principal’s Honor Roll
The Principal’s honor roll consists of students who receive all “A’s” or “S’s” in a grading period.

(iii) Honor Roll

The honor roll consists of students who have a weighted GPA of 3.0 or greater and have no grades of “D”, “E”, “I”, or “U” during a grading period.

7. Procedures shall be established to regulate the credit earning process.

a. Quarterly Assessments

- (1) Quarterly assessments are required student evaluations that are given on a quarterly basis in all high school courses unless otherwise approved by the Assistant Superintendent for Curriculum and Instruction or the Assistant Superintendent for Curriculum and Instruction’s designee. Quarterly assessments shall be administered in accordance with Regulation IIH-RA – Quarterly Assessments.
- (2) Students unable to take a quarterly assessment due to an emergency situation shall, with the approval of the principal, be permitted to take a make-up assessment. In extenuating circumstances and solely at the discretion of the principal, a waiver of the quarterly assessment may be considered. In such a case, the grades shall be computed without the inclusion of a quarterly assessment grade.
- (3) Students enrolled in International Baccalaureate or Advanced Placement courses shall have the option of taking the appropriate exam for that course and being excused from the final exam with permission from the principal and parent or guardian. In such a case, the final grade shall be an average of the percentages from the last two marking periods.

b. Any middle school student taking a high school course prior to entering high school shall receive credit if the student meets the same requisites required of high school students for the same class..

Credit shall be awarded upon entering ninth grade. The grade for the course shall be calculated in the student’s GPA in the same manner as other high school courses, including courses with weighted grades.

- c. Summer and evening high school grades for students enrolled in a regular day school program shall be transferred and calculated into the student’s marking period GPA, as appropriate.
- d. Credit and grades for students transferring from an approved school outside the county shall be based upon the grading policy of the sending school.
- e. Students who transfer from a non-approved program may be awarded credit if approval is granted following review by the designated central office staff. Approved courses will receive credit and an unweighted grade of “S”

- (satisfactory.) These grades will not receive quality points and will not factor into the GPA calculations. .
- f. All county high schools shall award credit based upon the established policies and regulations of AACPS. This includes on-line and college courses which shall be approved by the principal prior to enrollment
 - g. No grade and course credit shall be awarded for after-school activities that are not in the Anne Arundel County Program of Studies.
 - h. With the prior approval of the school principal, students shall earn additional or alternative credit for courses or programs toward high school graduation, such as dual credit courses earned through the community college, AACPS approved on-line courses, or other pre-approved authorized programs, shall be consistent with the education goals and objectives of AACPS.
 - (1) Alternative credit may be applied only to the "elective" credits required for graduation.
 - (2) The grades for these alternative courses shall be "S" (Satisfactory) or "U" (Unsatisfactory) and shall not contribute to the GPA. Alternative credit programs shall be consistent with the educational goals and objectives of AACPS.
 - (3) Alternative credit experiences may provide up to four (4) elective credits toward graduation.
 - i. Credit for a college course may be awarded when the principal determines that the content of the proposed course is consistent with AACPS goals and objectives. The grades for these courses shall be "S" (satisfactory) or "U" (unsatisfactory).
 - j. Credits for internship/mentorship programs are awarded by the principal based upon successful completion of the program requirements.
 - k. Grades earned by students for course work completed while on home teaching, as determined by the home teacher, shall be factored into the marking period grade or semester grade proportionate to the amount of time spent in class and on home teaching.
8. Each high school shall annually designate a graduating valedictorian and salutatorian.
- a. The valedictorian at each high school is the graduate in a diploma program with the highest weighted GPA.
 - (1) For valedictorian determination, the highest weighted GPA shall be inclusive of the final grades prior to graduation.

- (2) All grades for AACPS approved courses that appear on the transcript, weighted (honors/AP/International Baccalaureate Diploma Programme/Post AP) or unweighted, assigned by AACPS, inclusive of summer school and evening school, that produce a letter grade of A, B, C, D, E shall be included in the GPA calculation.
 - (3) GPA shall be calculated to the thousandths place. Then GPA shall be rounded to the hundredths place (.005 and higher rounds up).
 - (4) Courses taken at colleges or universities, either during the school year or summer, shall not be included in the student's GPA calculation.
 - (5) In the event that there is more than one valedictorian, resulting from a tie in weighted GPA, there will be no salutatorian.
- b. The salutatorian of each high school is the graduate in a diploma program with the second highest weighted GPA.
- (1) For salutatorian determination, the second highest weighted GPA shall be inclusive of the final grades prior to graduation.
 - (2) All grades for AACPS approved courses that appear on the transcript, weighted (honors/AP/International Baccalaureate/Post AP) or unweighted, assigned by AACPS, inclusive of summer school and evening school, that produce a letter grade of A, B, C, D, E shall be included in the GPA calculation.
 - (3) GPA shall be calculated using the same method as for valedictorian.
 - (4) Courses taken at colleges or universities, either during the school year or summer shall not be included in the student's GPA calculation.
9. Each high school shall annually honor graduating students who qualify for Anne Arundel County Public School's cum laude honor.
- a. Students receiving the *summa cum laude* recognition, the highest honor, must have greater than or equal to a 4.3 weighted GPA after the student's 7th semester of high school in the student's senior year.
 - b. Students receiving the *magna cum laude* recognition, with great honor, must have greater than or equal to a 4.0, but less than a 4.3 weighted GPA after the student's 7th semester of high school in the students' senior year.
 - c. Students, receiving the *cum laude* recognition, with praise, must have greater than or equal to a 3.4 unweighted GPA after the student's 7th semester of high school in the student's senior year.

- d. All grades for Anne Arundel County Public Schools-approved courses that appear on the transcript, weighted (honors/AP/International Baccalaureate Diploma Programme) or unweighted, assigned by Anne Arundel County Public Schools, inclusive of summer school and evening school, that produce a letter grade of A, B, C, D, E shall be included in the GPA calculation.
- e. GPA shall be calculated to the thousandths place. Then GPA shall be rounded to the hundredths place (.005 and higher rounds up).
- f. Courses taken at colleges or universities (this includes dual credit courses), either during the school year or summer, shall not be included in the student's GPA calculation.

Regulation history: Developed by Superintendent 10/26/16
Reviewed by the Board of Education 11/16/16
Issued 1/18/17; Revised 8/23/17

Note Previous Regulation History: Replaced AR608/II-RA, originally adopted 04/03/02 and revised 09/03/03, 12/15/04, 02/01/06, and 09/06/06; II-RA issued 07/01/11, revised 06/27/12, 08/13/13, 11/04/15, 05/04/16

SECOND SEMESTER GRADING IN THE 2019-2020 SCHOOL YEAR

High School Students

- Student's final second semester grade in a course would be equivalent to or one grade higher than the third marking period letter grade. A student who engages in eLearning and earns a "satisfactory" designation in the fourth marking period would receive a final second semester grade one letter grade higher than their third marking period grade. A student who earns a "no grade" in the fourth marking period would receive the third marking period grade as the final grade for the second semester. Further, the student would have additional time to turn in work to achieve a "satisfactory" mark. Letter grades would be calculated into a student's GPA as they would in any other semester.

Middles School Students

- Middle school students in yearlong credit courses who engage in eLearning and earn a "satisfactory" designation in the fourth marking period would receive a final grade one letter grade higher than the average of their first three marking periods. A student who earns a "no grade" in the fourth marking period would receive the average of the first three marking periods as their final grade but would have additional time to turn in work to achieve a "satisfactory" mark.
- Middle school students in yearlong non-credit courses who engage in eLearning and earn a "satisfactory" designation in the fourth marking period would receive a final grade one letter grade higher than the average of their first three marking periods. A student who earns a "no grade" in the fourth marking period would receive the average of the first three marking periods as their final grade but would have additional time to turn in work to achieve a "satisfactory" mark.
- Middle school students in one-semester non-credit courses who engage in eLearning and earn a "satisfactory" designation in the fourth marking period would receive a final semester grade one letter grade higher than their third marking period grade. A student who earns a "no grade" in the fourth marking period would receive the third marking period grade as the semester grade but would have additional time to turn in work to achieve a "satisfactory" mark.

Elementary School Students

- Students in grades 2 through 5 will receive satisfactory/no-grade designations for the fourth marking period. Elementary students do not have their marking period grades combined into a final grade.
- Students in first grade would continue to be assessed using the current "Consistently Demonstrates," "Progressing," "Emerging," and "Needs Development" designations.
- Students in prekindergarten and kindergarten would continue to be assessed using the current "Consistently Demonstrates," "Progressing," and "Needs Development" designations.