REGULATION for Elementary School Grading Policy 617

I. REGULATION ELEMENTS

A. Notification/Dissemination

1. The principal will inform all students, parents, and staff of the provisions of the Elementary School Grading policy annually and at other times as appropriate.

B. Definitions

1. Formative Assessments – provides ongoing information about a student’s progress in learning (homework, quizzes, conferencing, logs, journals, drafts, observations, exit slips).

2. Summative Assessment - end of unit information determines what students have learned (end of unit tests, reading benchmarks, math critical content mastery assessments, performance tasks, projects, final writing pieces).

3. Diagnostic Assessment - Diagnostic assessments are sets of written questions (multiple choice or short answer) that assess a learner's current knowledge base or current views on a topic/issue to be studied in the course. A diagnostic assessment is a tool teachers can use to collect information about a student's strengths and weaknesses in a skill area. These assessments can be formal (e.g., standardized achievement test) or informal (e.g., work samples).

C. Grading

1. Standards

(a) QACPS aligns instruction to Maryland College and Career Readiness Standards. Standards are taught in a progression over the course of three trimesters and/or year long.

(i) At the end of the term, the following will be assessed based on individual student progress in these areas:

   a. progressing on the critical content of grade level standards
   b. knowledge, and skills
c. it will also focus on behaviors that support learning

(ii) Formative and summative assessments

a. These assessments will assess measure progress toward the grade level mastery of standards

(iii) Diagnostic assessments

a. These Diagnostic assessments will provide a beginning, middle and end of year snapshot of student performance towards grade level expectations in demonstrating proficiency with curriculum.

b. Students who are absent for a short or extended period of time will have the opportunity to make up formative, summative or any diagnostic assessment.

2. Determining Student Progress is based on the level of mastery using the rubric below:

(a) 4 = Exceeds Standards: Extends key concepts, processes, and skills; consistently works beyond stated grade level standards; consistently meets stated grade level standards and works beyond them

(b) 3 = Achieves Standards: Meets stated grade level standards; consistently grasps and applies key concepts, processes, and skills independently and successfully meets stated grade level standards

(c) 2 = Approaching Standards: Progressing towards stated grade-level standards understanding and application of key concepts, processes, and skills to meet stated grade-level standards

(d) 2+ = Approaching stated grade-level standards

(e) 2- = Progressing with support on stated grade-level standards

(f) 1 = Needs Support: Struggles to grasp key concepts, processes, and essential skills; is an area of concern that requires support

(g) N = Not assessed at this time

(h) * = With documented accommodations assistance

Parent Standard-Based Reporting

3. Teachers will assess student progress towards mastery of the standard on an ongoing basis through a variety of methods.

4. Attendance/Tardiness/Participation/Preparation/Compliance/Behavior:

(a) While there is no value assigned to these areas they may have impact on academic achievement.
5. Promotions

(a) To be promoted to the next grade level, students must demonstrate a 2 proficiency level in the grade level standards.

6. Retentions

(a) A student will not be retained without prior parent notification of the concern.
(b) Steps will be taken to address learning concerns through a multidisciplinary team meeting to include the parent.
(c) The process for consideration of retention should start in January of the current school year with a final determination occurring in May. A student is retained after parent notification of the concern, a multidisciplinary team meeting (including the parent), steps have been taken to address the learning concerns. This process begins in January with a final determination in May.

7. Accelerations

(a) To be accelerated to a grade level, QACPS will follow the Guidelines and Procedures for Academic Acceleration will be followed to give consideration for academic acceleration.

8. Reporting

(a) Interim Progress Reports Interim Report

(i) At the midpoint of each trimester term, an interim will be distributed serving as written notice to the parent concerning lack of student progress.
(ii) Teachers should also notify parents of unsatisfactory progress throughout the marking period.
(iii) Final report cards for elementary school students will be distributed to students and parents upon conclusion of the term and at the end of the school year.

9. Progress Report Score Grade Changing:

(a) A change of a report card or course letter grade will be made for a sound educational purpose according to the following protocol:

(i) The only school-based personnel authorized to make a grade change is the school’s principal/designee and the teacher of record.
(ii) The teacher of record will not change a student’s progress report value unless there are extenuating circumstances and the change is approved by the principal/designee.
(iii) The principal/designee may change a student’s progress report only after conferring with the teacher who assigned the value. The principal/designee
will notify the teacher in writing if the score is to be changed. The principal/designee is responsible for implementing the procedures defined by the QACPS for processing and recording a score change and subsequent change to permanent records.

(iv) In the event that the teacher is no longer employed by the district, the principal/designee is authorized to make changes to the report card grade.

(b) Procedures

(i) All grade changes must be completed within 45 days following the last day of the grading period.

(ii) For a change of the standards score grade following the final term (end of school year), the change period would begin on the first day of the new school year and extend 45 days into the marking period.

(iii) Grade changes must be documented on the Grade Change Form. Parents must be notified of the grade change by the teacher or the principal/designee.

(iv) The grade change form needs a signature from the teacher, and the principal/principal designee. Copies of the grade change form go into the student’s cumulative record, to the teacher, and to the principal/designee.

(v) The Grade Change Form will include the following information:

Name of teacher person requesting grade change;
Reason for grade change;
Signature of person approving the grade change;
Reason for approval;
Date of the approval; and
Signature of the Principal.

10. Grade Change Validity Audit

(a) Each principal/designee will submit an executive summary of all standards-based scores, changes and copies of each Grade Change Form to the Office of the Assistant Superintendent up to the 45th day after the term in question.

(b) The Assistant Superintendent/Designee will review each standards-based score change for validity and generate a guidance document for each Elementary School Principal informing them of any violations.

(c) In the event of a violation, the Assistant Superintendent has the authority to overturn the score change and return it back to its original score, prior to the change.

II. IMPLEMENTATION

The Superintendent directs QACPS staff to implement this regulation.
III. EFFECTIVE DATE

Date: April 19, 2023

Patricia W. Saelens, Ed.D.
Superintendent, Queen Anne’s County Public Schools

HISTORY:

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