The Implementing Procedures for the Middle School Grading Policy were developed with the input of a broad-based representation of stakeholder groups, including teachers, parents, and administrators. The following procedures were developed to provide consistency and alignment with our performance-based instructional program, reference the most current educational research and communicate student progress toward mastery of learning objectives in a clear and meaningful way.

A. Assessment of Student Learning and Assignment of Grades- Definitions

1. Teachers will assess student progress toward mastery of learning objectives on an ongoing basis through a variety of methods and share progress with parents and students in a clear and timely manner. In order to maintain consistent grading practices across middle school programs, teachers will adhere to the following definitions for the grading categories. Grades will be provided for Mastery Assessment Tasks and Progress Assessment Tasks.

   o Mastery Assessments: Provides timely feedback after the instructional process for the purpose of demonstrating the level of mastery of the skills being assessed. These could include, but are not limited to major projects, performances, unit tests, chapter tests, and if applicable, midterm and final exams.

   o Progress Assessments: These assessments for learning are assignments and assessments given at a point in time when the students are progressing towards mastery. Progress assignments should vary in type. These could include, but are not limited to, class work, brief progress checks, and quizzes. Progress assessments are intended to be summative in nature only on a smaller scale to the mastery assessments.
- **Formative Assessments**: This is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes, and thus shall not be graded. These could include, but are not limited to warm-ups, independent practice on daily assignments, exit tickets, and reflections.

**B. Reflection of Mastery**

1. All grades shall reflect student progress toward mastery of the prescribed standards, objectives and content of the course. Grades assigned to each task/assessment will be reflected in the notes section of the gradebook if the original grade is 40% or lower or retaken. However, a final grade for the objective will not be lower than a 40%. Each attempt to mastery will be recorded in the notes section. Grades in coursework will not reflect student behavior or teacher expectations. These may be reported separately from measures of student academic performance.

2. The grade earned on each task should be accurately reflected in the teacher’s grade book. All grade books will be kept using the district’s approved grade book program and will be divided into the following categories. Each teacher shall use the grade percentage breakdown as outlined below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Type of Task</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>Mastery Assessments</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Progress Assessments</td>
<td>50%</td>
</tr>
</tbody>
</table>

**C. Minimum Grades**

The **MINIMUM** requirements for the number of graded assessment tasks that contribute to progress reporting cycle grades are as follows:

<table>
<thead>
<tr>
<th>Courses That Meet Daily</th>
<th>Courses Following A/B Day Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Interim Report for each Quarter</td>
<td>By Interim Report for each Quarter</td>
</tr>
<tr>
<td>Mastery Assessments</td>
<td>1</td>
</tr>
<tr>
<td>Progress Assessments</td>
<td>4</td>
</tr>
<tr>
<td><strong>By Progress Report for each Quarter</strong></td>
<td><strong>By Progress Report for each Quarter</strong></td>
</tr>
<tr>
<td>Mastery Assessments</td>
<td>3</td>
</tr>
<tr>
<td>Progress Assessments</td>
<td>8</td>
</tr>
</tbody>
</table>
a. Students will receive quarterly reports cards with an interim report provided midway through each quarter. The student will receive a final grade for the course on their quarter four progress report.

b. For Unified Arts classes that are half year only, the second report card will reflect their final grade for the class.

D. Extra Credit
   a. Extra credit points/grades will not be given. Rewarding extra credit skew the meaning of a student’s grade by rewarding extra effort as opposed to achieving proficiency.

E. Retakes/Revisions
   a. Mastery assessments are not eligible to be retaken/revised. However, if a student demonstrates mastery of previous standards on subsequent Mastery Assessments, teachers will have the discretion to change the Mastery Assessment grade throughout the year if the students’ performance reflects mastery of the standard.

   b. A Progress Assessment can be redone one time up until the Mastery Assessment. There is no threshold for the grade the student may earn for the resubmission of the progress assessment.

F. Missing/Late Assignments
   a. In the event that a student does no work on the task/assignment or fails to turn in the task/assignment, “NTI” will be assigned (NTI = Not Turned In). The “NTI” will be a grade of a 40% if the student does not turn in the work. Late work will be accepted with the following consideration:

      • Grades reflect the mastery of standards and course objectives not behavior. Work accepted after the due date is not subjected to a lower grade due to lateness. Once the Mastery Assessment is taken for those standards, any work not received will remain the grade of NTI, with the value of 40%.

G. Rounding Grades
   a. Only end of course grades will be rounded to the nearest whole percentage. For example, 78.4% rounds down to 78%, while a 79.5% rounds up to an 80%.

H. Parent Reporting and Communication
a. When a student’s progress (grade) falls below 70% direct parental contact is required by the teacher. Teachers are required to document the contact.

I. Teacher Grade Books
a. In order to provide timely feedback, Teachers must input graded assignments into the gradebook within one week of submission.

J. Excused Absences, Tardiness, and Suspension
a. All assignments will be allowed to be made up in accordance to the Middle School Attendance Policy.

K. Classes earning High School Credit
a. Any class (Spanish I, Algebra) where the student earns high school credit will follow the high school grading procedures for that course.
b. Students must pass the final exam to obtain credit for that course.

Approval Acknowledged By:

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Dr. Carol A. Williamson, Superintendent
Board of Education of Queen Anne’s County