

Grading and Reporting
Frequently Asked Questions

1. Since behavior is no longer part of the achievement grade, how do I hold students accountable?

All revised report cards for grades 1-12 now include a section that will allow teachers to provide students with a grade in the areas of conduct, work completion, working with the teacher, and working with the student. Teachers should use the BCPS Skills and Conduct Indicators Rubric to provide a score between 0-3. The rubric will be included in the report card each quarter. In addition, comments regarding those scores can be made in the “Non-Graded” area of the BCPS LMS Grade Book.

2. Does attendance count?

Yes. Attendance is a critical component of student success. Attendance and lateness will be included on the report card. Missed work as a result of an absence should be made up by the student to support growth and learning. Teachers should work together to decide parameters and timelines regarding turning in make-up work.

3. Does effort count?

Yes. Effort is included in the Skills and Conduct portion of the report card. Teachers should use the BCPS Skills and Conduct Indicator Rubric to indicate a student’s level of effort.

4. Should homework be given? Will homework be checked? Can homework be graded?

Yes, yes, and yes! Students should receive homework as it is an opportunity for them to practice. Homework should reinforce, refine, and clarify their understanding of skills and concepts. In addition, teachers should check homework, and feedback should be given to students. Similar to other forms of formative assessment, homework provides an opportunity for teachers to determine a student’s level of proficiency in relationship to the standard or course expectations. If homework is given as practice, a “score” and/or a comment should go in the “Non-Graded” portion of the BCPS LMS Grade Book. Sometimes, students are assigned culminating projects or lengthy written assignments as homework after instruction has been provided. Those assignments, as culminating events, can be included in the body of evidence that makes up a student’s achievement grade. Again, the purpose of the homework is what is important. Practice should be treated formatively, and students should get feedback. If instruction and feedback have been provided, and expectations/rubrics provided for a culminating project or event aligned to standards have been provided, the assignment can be included in the body of evidence.

5. Do only “tests” go in the grade book?

*No. Rule 5210 defines Body of Evidence as including “assessment products such as unit assessments, end-of-course assessments, homework, assignments, presentations, products, observations, and/or performance tasks such as discussion, recitation, simulation, construction, movement, procedure, or demonstration of skill.” A teacher should determine if a piece of evidence is part of the body of evidence based on how the results of the assignment are being used. Again, if it isn’t practice (during instruction), and takes place after instruction and feedback, and is aligned to the standards or course expectations, then it is considered summative in nature, and can be included in the body of evidence. The “Graded” areas of the grade book **should not** be solely comprised of traditional “tests.”*

6. Can students redo whatever assignments they want whenever they want?

No. As explained in the manual under the roles and responsibilities of the teacher, teachers should work as a team to set parameters and guidelines regarding multiple opportunities to demonstrate learning. Those guidelines should be clear to students and their families.

Example

Regardless of a score, students will have the option to redo assignments. In order to submit a redo, a student must first:

- 1. Complete a redo request form, identifying the assignment, and the new learning that will occur.*
- 2. Work with the teacher to clarify the portion(s) of the assignment that will be redone.*
- 3. Obtain a deadline for completion and teacher signature for approval.*

7. Do all schools have to use the same grading scale?

No; however, there are only two choices. This year schools will be able to choose between a 0-100 point grading scale or an equal-interval 50-100 point grading scale. The advantage to the 50-100 point grading scale is that the range for a failing grade is the same as the range for all other letter grades, 10 points.

8. Where can I find additional information and research to develop my understanding, and to use with parents and families?

Additional information, research, copies of the report cards, and a video can be found on the public Web site (www.bcps.org/academics/grading/). In addition, there is an internal, intranet Web site that can be accessed from the left navigation bar of the intranet homepage under Grading and Reporting.

9. Can someone clarify the new terms used in effective grading practices?

Yes. A “score” is a mark a student receives that goes in the BCPS LMS Grade Book. A score can go into a graded or a non-graded category. A “grade” is the letter or number indicating an achievement level or level of performance on a report card.