TALBOT COUNTY
PUBLIC SCHOOLS
EASTON, MD 21601

POLICY CODE
9.25-AR
ENDORSED: 08/10/94
REVISED: 07/14/10
REVISED: 08/10/16
REVISED: 06/21/17
REVISED: 08/14/19

STUDENT PROGRESS REPORTS TO PARENTS – AR

I. GENERAL INFORMATION

A. It is the responsibility of the principal to review reports cards or in some manner become cognizant of unsatisfactory student performance that could affect grade placement or graduation status of students.

B. The following essential data will be included on report cards:
- Student's name
- Grade placement
- The individual student's subjects/courses
- Alpha, or numeric grades for each subject/course
- Teacher comments
- Attendance data
- Means of indicating promotion or retention in grade
- A legend or descriptor to explain marks or grade assigned
- By law, a statement regarding IEP goals must be included on each report card. That statement shall read, "If your child has an IEP, progress on goals is attached."
- Other statements with Superintendent approval

C. Computer generated report cards will be issued in grades PK-12 and will include a bank of approved comments from which teachers may select. Teachers are encouraged to utilize available comments to communicate with parents, or in grades PK-5 record comments in the appropriate text box. Comments will be compatible with the instructional process. Report card comments are viewed as a supplement to, not a replacement for, other teacher-parent contacts such as notes, telephone calls, and personal conferences.

Grades on the interim report or report card that are less than satisfactory will require at least one comment or explanation.

D. Report dates for Interims and Report Cards will be determined annually and placed on the County Calendar.

E. Written reports and conferences on student progress will be made available to non-custodial parents on request, unless forbidden by a court order on file in the principal's office.

F. Progress on IEP goals will be attached to the report as appropriate.

II. REPORTING PUPIL PROGRESS

A. There will be four (4) marking periods per year, approximately 45 days in length. Report cards will be issued following each marking period.

B. Interim Reports will be issued at the midpoint of each marking period. An Interim will be issued for each student, and indicate the student's grade at the time of issuance. Comments will be used to further enhance communication.

C. Standard reporting dates will be established and communicated to parents at the start of each school year.

D. Student progress in pre-kindergarten through second grade is both academic and developmental. Student progress is evaluated through analysis of work samples, anecdotal observations, and on demand assessments.

Report cards codes and definitions that may be used are as follows:

Pre-Kindergarten, Kindergarten and Grades 1-2

1 Student does not demonstrate the skill, knowledge or behavior
2 Student's skill, knowledge or behavior is emerging
3 Student's skill, knowledge or behavior is approaching proficiency
4 Student's skill, knowledge or behavior is proficient

E. Letter grades will be used for interim and marking period reports for all courses in which a student is enrolled in grades 3-12. The letter grade will reflect the level of student achievement as outlined below:

Standard of Learning	Percentage Range	Grade
Excellent Learning	90% - 100%	A
Mastery Learning	80% - 89%	B
Acceptable Learning	70% - 79%	C
Minimal Learning	60% - 69%	D
Unsatisfactory Learning	59% and below	F

The following codes may be used to report progress:

I – Incomplete NM – No Mark

WF – Withdrawn-Failed (after the 2nd week)	S – Satisfactory U – Unsatisfactory

Note:

a. For calculating high school Grade Point Average (GPA) Codes F and WF count as course attempts.

b. For students with disabilities who audit a course the word "Audit" will be used in place of a grade.

c. Code I must be changed to a final grade (or other code) before the next reporting period, or for end of year, by July 1. The principal may approve an extension due to prolonged illness or other EXCUSED circumstance.

F. Transfer Students

A grade will be determined by using Talbot County Public Schools' grading guidelines when the student has been present for more than half the course.

When the student is present less than half the course a NM may be used or the transfer grade will be transposed in the gradebook using the following scale.

A – 95%	D – 65%
B – 85%	F – 55%
C – 75%	

Where applicable these percentages will be averaged with those earned in Talbot County Public Schools to produce the final grade for the course. Any unit in which the student fully participates should be counted.

III. CRITERIA FOR DETERMING GRADES

A. Grades will cumulate by the quarter.

B. Summative scores will be averaged and count 70% of the reported grade. (See also Policy Code 9.38-AR).

C. Formative data will be averaged and count 30% of the reported grade Student work counted as a part of the formative data must be specified in advance by the teacher. Formative data should indicate student readiness for summative assessment. Nightly homework and class participation are not to be included as formative data.

D. Example:

- Average of summative grades (percentages earned on summative assessments and major projects that are counted like a summative, inclusive of any extension points):

79, 68, 83 = 230/3 = 76.6%

- Average of formative data: 71%

- 76.6% * .70=53.6 summatives
- 71% * .30=21.3 formatives
- 53.6+21.3=74.9% (C) average

E. High school courses must include a cumulative exam or other culminating assessment (project, paper, performance).

Countywide finals shall count 20% of the final grade. If there is no countywide final exam, the culminating assessment may count no more than 20% of the final grade, and must be specified in advance by the teacher.

The average of the summative and formative grades (as described above) will count 80% of the FINAL grade for the course.

F. The final grade for the course should, as accurately as possible, describe the standard of learning achieved by the student. (Excellent, Mastery, Acceptable, Minimal Unsatisfactory). For grades 3 through 12, the final course grade will be determined by translating the letter grade for each marking period and exam (where applicable) using the following quality point scale:

A 4.0 B 3.0 C 2.0 D 1.0 F 0.0

The final course grade will reflect the following grade point range scale:

<u>Grade Point Range Scale</u>

A 3.50 to 4.00 B 2.50 to 3.49 C 1.50 to 2.49

D 0.60 to 1.49 F Less than 0.60

And be calculated based on the appropriate formula outlined below:
Middle School

- In a yearlong class, the final grade is calculated by multiplying the marking period grade by 25% and adding the product of each.

Example

5=
5=
5=

Course Grade

High School

- In a one semester class, the final grade is calculated by multiplying the two marking period grades by 40% each and the final exam grade by 20% and adding the product of each.

Example

0=
0=
Exam 0=

Course Grade

- In a yearlong class, the final grade is calculated by multiplying each marking period by 20% and the final exam by 20% and adding the product of each.

Example

0=
0=
0=
0=
Exam 0=

Course Grade

- In a quarter class, the final grade is calculated by multiplying the marking period grade by 80% and the final exam by 20% and adding the product of each.

0=
Exam 0=

Course Grade

IV. GRADE MODIFICATIONS

A. There may be rare instances when, in the teacher's or principal's professional judgement, that a grade needs to be modified after the official store process. In those instances, the teacher may request the principal to authorize the modification of the stored grade or the principal may request to the Assistant Superintendent for Instruction to modify the stored grade. All requests for grade changes must be completed 45 school days following the last day of the grading period. For a change in grade for the fourth marking period, the timeline begins on the first day of school in the new school year.

B. The following procedure are to be used for grade modifications after the official store date:

- Staff person (teacher or principal) requesting a grade modification, must complete the *TCPS Grade Modification Request Form*.
- The completed form must be submitted to the appropriate person. If a teacher is completing the form, it is to be submitted to the school principal. If the principal is completing the form, it is to be submitted to the assistant superintendent for instruction.
- Once the completed form is submitted and reviewed by the appropriate person, a decision will be rendered and the requesting person will be notified of approval or denial of the request.
- If the request is approved, the *TCPS Grade Modification Form* will be sent to the county technology department for processing in the TCPS Student Information System.
- Once the approved request is processed, and the grade has been modified, the technology staff person completing the process will document the date and time the modification was completed.
- All *TCPS Grade Modification Forms* will be maintained in the office of the Assistant Superintendent for Instruction.

C. Grade changes will be audited on a yearly basis by a team consisting of the Supervisor of Student Services, the Assistant Superintendent, and the Senior IT Computer Technician

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