

BOARD OF EDUCATION OF HARFORD COUNTY

INFORMATIONAL REPORT

GRADING AND REPORTING AD HOC COMMITTEE REPORT

JUNE 9, 2008

Background Information:

The policies and administrative guidelines of Harford County Public Schools are reviewed periodically to identify and provide needed revisions. The policies and guidelines for grading and the reporting of grades is an essential aspect of teaching and learning; therefore, the General Curriculum Committee on June 7, 2006 issued a charge and established the Grading and Reporting Ad Hoc Committee for Review of the Policies and Administrative Procedures for Grading and Reporting. The eight components of the committee's charge and committee membership are listed in Attachment A.

On March 19, 2007, the Harford County Board of Education received a report from members of the Grading and Reporting Ad Hoc Committee regarding the committee's charge, status of the work in progress, and overview of future plans. The BOE also received information regarding a presentation provided to the ad hoc committee by Mrs. Sharon Cox, a member of the Montgomery County Board of Education. Upon recommendation of the ad hoc committee, Mrs. Cox was contacted, and attended the May 7, 2007 BOE meeting, to share the presentation "Grading and Reporting: Lessons One Board Learned in Moving from Policy to Practice." Mrs. Cox presented an overview of the five-year history of the work completed in Montgomery County to reform grading policies and guidelines.

On October 22, 2007, the Harford County Board of Education received an informational report that provided an overview and update regarding the work and progress of the Grading and Reporting Ad Hoc Committee. Dr. Gerald Scarborough shared that four committee subgroups were formed to review and revise the guideline documents found in the HCPS *Administrative Guideline* manual. The topics and tasks of the subcommittees are listed below:

- Explanation of Letter Grades – Grades 3 through 12
- Non-Graded Learning Skills
- Grades – Classroom Assessments/Tasks
- Grades – Marking Period

Dr. Scarborough also reported that the ad hoc committee members identified the need to establish philosophical statements to serve as guidelines for making future decisions related to reviewing, editing or creating documents, as well as deleting existing documents associated with grading and the reporting of grades.

The Grading and Reporting Ad Hoc Committee has met on a monthly basis since reporting to the BOE on March 19, 2007. Committee members focused their attention on reviewing the professional literature associated with grading and reporting, as well as reviewing grading and reporting procedures listed in the HCPS *Administrative Handbook* and the HCPS *Policy Manual*. Attachment B, entitled “HCPS Document Titles and Topics Related to Grading and Reporting,” provides a list of these documents. Upon completion of the review, the committee members acknowledged the need to revise and align the essential documents, as well as create grading and reporting guidelines and policies.

Discussion:

Each of the four subcommittees reviewed HCPS grading and reporting policies and/or administrative procedures and created enhanced versions of the original documents to establish more equitable and uniform policies and guidelines for determining and reporting grades. The products of the subcommittees were reviewed and discussed by all members of the ad hoc committee. The full committee provided edits and came to group consensus that the products could be utilized in draft form to obtain stakeholder input during the 2008-2009 school year.

The ad hoc committee created a draft policy document for the HCPS *Policy Manual* entitled “Grading and Reporting,” as well as four draft procedure documents. The draft HCPS *Administrative Handbook* procedure documents are as follows:

- Explanation of Letter Grades – Grades 3 through 12
- Learning Skills
- Grading for Students with IEP, 504, and ELL Plans
- Calculating Grades

The following section of this report includes each of the five documents identified above and accompanying information, which provides the rationale for the document and the implications for students, teachers, and parents if the policy or procedure becomes an established procedure or policy of HCPS.

Grading and Reporting Policy

POLICY TITLE: Grading and Reporting		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Curriculum and Instruction		

The Board of Education believes that the process of grading and reporting student progress is directly related to effective teaching and learning. As such, the Board of Education directs that all administrative procedures regarding grading and reporting reflect the following beliefs:

- Grades indicate the degree of mastery of Harford County Public Schools curriculum content standards, as demonstrated by student performance.
- Grades are an essential component of instructional decision-making for teachers and administrators.
- Grades allow students and parents to monitor student progress toward achieving mastery of established standards.
- Student Learning Skills that support learning, such as student behavior, work habits, and attitudes, will be reported separately.
- Grades and grading practices utilized by teachers will be consistent within each classroom, within each school, and throughout the school system.

Grading and Reporting Policy

Rationale

There is a need to establish for Harford County Public Schools a policy to guide the development of grading and reporting procedures. The five existing HCPS policy statements do not provide guidance for most of the grading and reporting procedures that have been created over the years. Adopting a grading and reporting policy would provide clear guidance for grading and the reporting of grades.

Implications

Students

- Provides clear guidelines
- Establishes grades as an indicator of curriculum content standards mastery and that Learning Skills are not a part of the grade
- Ensures consistency of grading from teacher to teacher and school to school

Teachers

- Establishes that grades indicate the degree of curriculum content standards mastery as demonstrated by student performance
- Upholds that grades are an essential component of instructional decision-making
- Provides guidelines to ensure equitable grading practices from teacher to teacher and from school to school

Parents

- Communicates the HCPS grading beliefs
- Differentiates between degree of content mastery and Learning Skills
- Allows parents to monitor what students know and are able to do

School System

- Identifies specific professional development for instructional personnel
- Creates the necessity to align decisions, products, and guidelines related to the procedures and policies of grading and the reporting of grades
- Indicates grades reflect what students know and are able to accomplish

Grading and Reporting Procedure

PROCEDURE TITLE: Explanation of Letter Grades – Grades 3 through 12		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Curriculum and Instruction		

Grades reflect student performance aligned to state and local content standards. In grades three through twelve, students will receive letter grades which reflect a summary judgment of mastery of identified content standards. The letter grades will consist of A, B, C, D, and E. The following criteria are to be used to award each letter grade:

“A” Work

- The student has demonstrated mastery of identified content standards at a highly proficient level.

“B” Work

- The student has demonstrated mastery of identified content standards at a proficient level.

“C” Work

- The student has demonstrated mastery of identified content standards at a satisfactory level.

“D” Work

- The student has demonstrated mastery of identified content standards at a minimal level.

“E” Work

- The student has failed to demonstrate mastery of identified content standards.

Explanation of Letter Grades – Grades 3 through 12

Rationale

There is a need to establish a consistent definition of grades for teachers, students, parents and all stakeholders to report the level of student content standard mastery.

Implications

Students

- Provides clear and consistent expectations
- Establishes connection between student performance and the grade
- Enhances opportunities to improve student engagement and achievement due to consistency of goals and expectations
- Increases the possibility that changing the grading system may have a negative impact on students' grades until there is understanding and acceptance

Teachers

- Provides clear and consistent expectations
- Establishes a possible paradigm shift
- Provides opportunities for collegial discussions of grading definitions
- Changes instructional practices to align with standards based teaching

Parents

- Provides clear and consistent expectations
- Establishes opportunities for informing parents of proposed changes and providing opportunities for dialogue and collection of input for the BOE

School System

- Provides clear and consistent expectations
- Establishes what evidence should/should not be included in determining a grade
- Determines systemic accountability measures to ensure consistency among schools

Grading and Reporting Procedure

PROCEDURE TITLE: Learning Skills		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Curriculum and Instruction		

In order to master curriculum-identified grade level and/or course content standards, students should possess a variety of Learning Skills that, though essential for student success, are not reflected in student grades. The degree to which individual students exhibit these skills will be reported on a regular basis.

The Learning Skills to be reported are defined as:

- **Self-directed Learner** – the ability to be responsible for one’s own learning
- **Community Contributor** – the understanding that it is essential for human beings to work together
- **Complex Thinker** – the ability to demonstrate critical and creative thinking to solve problems
- **Quality Producer** – the ability to recognize and produce quality performances and products
- **Effective Communicator** – the ability to communicate information with logic and coherence

Procedures for reporting Learning Skills:

1. A standardized rubric of characteristics of identified Learning Skills will be utilized to determine the degree to which these skills are attained. The rubric, “Rubric of Learning Skills: K-12,” is designed to provide guidance to teachers when considering student performance.
2. Teacher observation of the characteristics of identified Learning Skills will be the basis by which students are evaluated.
3. Learning Skill indicators will be reported quarterly on the report card.

OR

Procedures for reporting Learning Skills:

1. Using the report card comments, organized by the defined Learning Skills above, teachers will supply relevant feedback to the students work habits and attitudes in class.
2. Comments will be reported quarterly on the report card in accordance with procedures outlined in the HCPS *Administrative Handbook*.

Rubric of Learning Skills: K-12

Skill 1: Self-Directed Learner: The ability to be responsible for one's own learning.				
Indicators	4 <i>Excellent</i>	3 <i>Good</i>	2 <i>Needs Improvement</i>	1 <i>Unacceptable</i>
Sets and monitors learning goals	<i>Consistently:</i> <ul style="list-style-type: none"> • sets challenging and achievable learning goals • checks on progress and learning experiences • resolves problems that may be interfering with learning 	<i>Usually:</i> <ul style="list-style-type: none"> • sets challenging and achievable learning goals • checks on progress and learning experiences • resolves problems that may be interfering with learning 	<i>Sometimes:</i> <ul style="list-style-type: none"> • sets challenging and achievable learning goals with moderate assistance • checks on progress and learning experiences with moderate assistance • resolves problems that may be interfering with learning 	<i>Rarely:</i> <ul style="list-style-type: none"> • sets challenging and achievable learning goals even with ongoing assistance • checks on progress and learning experiences even with ongoing assistance • resolves problems that may be interfering with learning
Plans and manages time and resources to achieve goals	<ul style="list-style-type: none"> • manages time and resources in an efficient manner to achieve goals • uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> • manages time and resources in an efficient manner to achieve goals • uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> • manages resources and time with moderate assistance to achieve goals • uses a variety of credible and relevant resources 	<ul style="list-style-type: none"> • manages time and resources even with ongoing assistance to achieve goals • uses a variety of credible and relevant resources

Skill 2: Community Contributor: The ability to understand that it is essential for human beings to work together.				
Indicators	4 <i>Excellent</i>	3 <i>Good</i>	2 <i>Needs Improvement</i>	1 <i>Unacceptable</i>
Respects people's feelings, ideas, abilities and cultural diversity	<i>Consistently:</i> <ul style="list-style-type: none"> • considers other points of view and uses appropriate verbal and non-verbal responses that 	<i>Usually:</i> <ul style="list-style-type: none"> • considers other points of view and uses appropriate verbal and non-verbal responses that 	<i>Sometimes:</i> <ul style="list-style-type: none"> • considers other points of view and uses appropriate verbal and non-verbal responses that 	<i>Rarely:</i> <ul style="list-style-type: none"> • considers other points of view and uses appropriate verbal and non-verbal responses that

	show respect	show respect	show respect	show respect
Works cooperatively	<ul style="list-style-type: none"> • makes positive contributions toward achievement of the group's goals 	<ul style="list-style-type: none"> • makes positive contributions toward achievement of the group's goals 	<ul style="list-style-type: none"> • makes positive contributions toward achievement of the group's goals 	<ul style="list-style-type: none"> • makes positive contributions toward achievement of the group's goals
Understands and follows rules of behavior	<ul style="list-style-type: none"> • follows class/school rules 	<ul style="list-style-type: none"> • follows class/school rules 	<ul style="list-style-type: none"> • follows class/school rules 	<ul style="list-style-type: none"> • follows class/school rules

Skill 3: Complex Thinker: The ability to demonstrate critical and creative thinking to solve problems.				
Indicators	4 <i>Excellent</i>	3 <i>Good</i>	2 <i>Needs Improvement</i>	1 <i>Unacceptable</i>
Applies prior learning experiences to new situations	<i>Consistently:</i> <ul style="list-style-type: none"> • demonstrates use of prior knowledge and considers multiple perspectives to acquire new knowledge or develop new skills 	<i>Usually:</i> <ul style="list-style-type: none"> • demonstrates use of prior knowledge and considers multiple perspectives to acquire new knowledge or develop new skills 	<i>Sometimes:</i> <ul style="list-style-type: none"> • demonstrates use of prior knowledge and considers multiple perspectives to acquire new knowledge or develop new skills 	<i>Rarely:</i> <ul style="list-style-type: none"> • demonstrates use of prior knowledge and considers multiple perspectives to acquire new knowledge or develop new skills
Generates new and creative ideas	<ul style="list-style-type: none"> • applies creative thinking to generate ideas and approaches to solving problems 	<ul style="list-style-type: none"> • applies creative thinking to generate ideas and approaches to solving problems 	<ul style="list-style-type: none"> • applies creative thinking to generate ideas and approaches to solving problems with moderate assistance 	<ul style="list-style-type: none"> • applies creative thinking to generate ideas and approaches to solving problems with ongoing assistance
Evaluates the effectiveness of a solution and makes adjustments as needed	<ul style="list-style-type: none"> • applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient 	<ul style="list-style-type: none"> • applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient 	<ul style="list-style-type: none"> • applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient 	<ul style="list-style-type: none"> • applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient

Skill #4: Quality Producer: The ability to recognize and produce quality performances and products.				
Indicators	4 Excellent	3 Good	2 Needs Improvement	1 Unacceptable
Recognizes and understands quality performances and products	<p><i>Consistently:</i></p> <ul style="list-style-type: none"> identifies and describes the criteria and performance standards of products and performances demonstrates clear understanding of the learning goals and task requirements 	<p><i>Usually:</i></p> <ul style="list-style-type: none"> identifies and describes the criteria and performance standards of products and performances demonstrates understanding of the learning goals and task requirements 	<p><i>Sometimes:</i></p> <ul style="list-style-type: none"> identifies and describes the criteria and performance standards of products and performances demonstrates understanding of the learning goals and task requirements 	<p><i>Rarely:</i></p> <ul style="list-style-type: none"> identifies and describes the criteria and performance standards of products and performances demonstrates understanding of the learning goals and task requirements
Perseveres to the completion of quality work	<ul style="list-style-type: none"> demonstrates knowledge and skills necessary for producing quality products and performances remains on task and perseveres to the completion of quality work 	<ul style="list-style-type: none"> demonstrates knowledge and skills necessary for producing quality products and performances remains on task and perseveres to the completion of quality work 	<ul style="list-style-type: none"> demonstrates knowledge and skills necessary for producing quality products and performances remains on task and perseveres to the completion of quality work 	<ul style="list-style-type: none"> demonstrates knowledge and skills necessary for producing quality products and performances remains on task and perseveres to the completion of quality work

Skill #5: Effective Communicator: The ability to communicate information with logic and coherence				
Indicator	4 Excellent	3 Good	2 Needs Improvement	1 Unacceptable
Communicates information with logic and coherence	<p><i>Consistently:</i></p> <ul style="list-style-type: none"> communicates information with logic and coherence for its intended purpose 	<p><i>Usually:</i></p> <ul style="list-style-type: none"> communicates information with logic and coherence for its intended purpose 	<p><i>Sometimes:</i></p> <ul style="list-style-type: none"> communicates information with logic and coherence for its intended purpose 	<p><i>Rarely:</i></p> <ul style="list-style-type: none"> communicates information with logic and coherence for its intended purpose

Learning Skills

Rationale

Learning Skills are being separated from grades because they are not a measure of what students know and are able to do in relation to course standards and outcomes. Learning Skills are however, essential to being a successful and productive member of society.

Implications

Students

- Creates the need for educating students on the meanings of Learning Skills and the reporting of Learning Skills
- May effect eligibility to participate in extracurricular activities
- Reflects student performance aligned with state and local content standards, not extraneous influences, e.g. extra credit, behavior, etc.

Teachers

- Establishes the need to define the meaning of Learning Skills scores
- Replaces teacher comments with Learning Skills scores
- May require additional time to document and manage student records
- Identifies a shift in thinking about how grades are calculated

Parents

- Reflects student performance aligned with state and local content standards, not extraneous influences, e.g. extra credit, behavior, etc.
- Provides an overview and purpose of Learning Skills scores

School System

- Provides professional development for instructional staff
- Meets with parents to explain the changes in how grades will be calculated
- Creates a plan for administrative and supervisory personnel to support the grading and reporting dialogue

Grading and Reporting Procedure

PROCEDURE TITLE: Grading for Students with IEP, 504, and ELL Plans		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Curriculum and Instruction		

Students receiving services for limited English proficiency, special education, or 504 disabilities will be afforded all accommodations and modifications, as documented by English Language Learner (ELL) plans, Individualized Education Programs (IEPs), or Section 504 plans. Students who plan to earn a high school diploma are held to grade-level state content standards.

Definitions (Source: *Maryland Accommodations Manual*, pages 2-6, 2-7)

Students with Disabilities (SWD)

“Students with a disability” is a student, 3 years old through the end of the school year in which the student turns 21 years old, evaluated in accordance with COMAR 13A.06 who because of the impairment, needs special education and related services.

Section 504 Students

Students who have a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such impairment according to Section 504 regulation, at 34 C.F.R. 104.3(j)(2)(i).

ELLs

Students who have a primary or home language other than English and who may have a limited or no age-appropriate ability to understand, speak, read, or write English. ELL students have traditionally been known as Limited English Proficient (LEP) students and are served with English for Speakers of Other Languages (ESOL) classes or services.

Accommodation

An accommodation is a change in the course, test preparation, location, timing, scheduling, expectations, student response, and/or other attribute which *provides access* for a student with a disability to participate in a course, standard, or test. Simply put, accommodations are “outside the body,” that is physical or environmental changes around the student. Accommodations are typically good teaching strategies.

Modification

A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response, and/or other attribute which provide access for a student with a disability to participate in a course, standard, or test, but which *does fundamentally alter or lower* the standard or expectation of the course, standard, or test.

Grading Guidelines

All students with current IEP, 504, ELL services are graded based on the following:

- **504**

Students who qualify for 504 plans have both a disability and a substantial limitation on a major life activity caused by that disability. 504 students require accommodations, not modified cognitive materials, i.e., lowered levels of learning. These students are graded according to the same content standards criteria as their non-disabled peers.

- **IEP**

Students with IEPs (SWD) receive grades, as well as progress reports related to IEP goal achievement. Students pursuing a high school diploma are graded according to grade level content standards with all IEP accommodations provided.

Students pursuing a certificate of attendance receive grades, as well as progress reports, related to IEP goal achievement. The IEP team determines the basis for grades.

- **ELL**

ELL students working towards a high school diploma are graded according to grade level content standards with designated accommodations in place. ELL students receive grades, as well as a supplemental progress report. Exceptions to graded report cards are made in consultation with teachers in conjunction with review of assessments for determining English language proficiency and generally do not exceed two instructional grading quarters.

Grading for Students with IEP, 504, and ELL Plans

Rationale

Students receiving services for limited English proficiency, special education, or 504 disabilities must be afforded all accommodations and modifications as outlined by their ELL plans, their Individualized Education Programs (IEPs), or their Section 504 plans. Procedures for grading these students must consider these accommodations and modifications. This consideration will keep HCPS in compliance with federal and state laws, including IDEA, COMAR, NCLB, and ADA.

Implications

Students

- Increases the likelihood of obtaining a high school diploma
- Increases the short-term possibility of lower grades
- Creates the need for an understanding of modifications/accommodations

Teachers

- Ensures understanding of clear and objective expectations of students with and without accommodations
- Produces the need for staff development to address accommodation vs. modification, as well as how to construct plans that are aligned with the expectations of grading

Parents

- Ensures understanding of the nature of and implications for their child's needs and abilities
- Produces the need for parent information meetings about procedures, documents, and the impact of accommodations/modifications on grading

School System

- Produces the need for staff development to address accommodations vs. modifications
- Facilitates consistency in the interpretation and meaning of grades at all levels

Grading and Reporting Procedure

PROCEDURE TITLE: Calculating Grades		
ADOPTION/EFFECTIVE DATE:	MOST RECENTLY AMENDED:	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Curriculum and Instruction		

Computation of a Quarterly Report Card Grade

I. Quarterly report card grades will be calculated using the following values:

<u>4-Point Scale Grading</u>	<u>Grade Point Range</u>	<u>Percentage Grading</u>
4 = A	3.6 → 4.0 = A	90-100 = A
3 = B	2.6 → 3.5 = B	80-89.9 = B
2 = C	1.6 → 2.5 = C	70-79.9 = C
1 = D	0.6 → 1.5 = D	60-69.9 = D
0 = E	0.0 → 0.5 = E	50-59.9 = E

1. Grades will reflect student achievement of course outcomes.
2. Students will have multiple opportunities to demonstrate mastery. “Multiple opportunities” may include re-testing and alternative measures of assessment.
3. **The grade of Incomplete (I)** may be recorded for those students who have not completed the prescribed work by the end of the grading period. No credit will be awarded for a grade of I.

II. The following guidelines will be used to determine the quarterly grade:

Tests and Summative Projects/Performances (50 – 60% of quarter grade)
 Quizzes and Classwork (30 – 40% of quarter grade)
 Homework (0 – 10% of quarter grade)

III. Final report card grades will be calculated as follows:

<u>Year Calculation</u>	<u>Semester Calculation</u>
Quarter 1: 20%	Quarter 1. 40%
Quarter 2: 20%	Quarter 2. 40%
Quarter 3: 20%	Final Exam: 20%
Quarter 4: 20%	
Final Exam: 20%	

1. The minimum passing grade for a course is 0.6 Grade Points or 60%.
2. Mid-term assessments will be included in the second quarter grade.
3. Final exams will be cumulative.

Calculating Grades

Rationale

There is a need to provide a uniform, fair, and equitable method for calculating report card grades, as well as establish for grade book categories

Implications

Students

- Provides the opportunity to discuss how the use of Incomplete (I) will affect honor roll, GPA, and class rank
- Changes the perception and importance of the final examination if the final examination grade is weighted at 1/5 rather than 1/9

Teachers

- Identifies test development issues associated with creating cumulative final exams
- Raises the issue of system-wide established categories for electronic grade books
- Promotes the understanding of the use of the “zero” and the “incomplete” (I) in grade calculations
- Promotes the need for multiple opportunities to demonstrate mastery

Parents

- Produces need for parent information meetings about grade calculations
- Provides clear understanding of quarter, semester, and final grades

School System

- Creates a paradigm shift
- Establishes that work habits and attitudes are not part of the grade calculation

FUTURE ACTIONS

The Grading and Reporting Planning Committee

The Grading and Reporting Ad Hoc Committee completed its charge and produced five documents. The members of the ad hoc committee are thanked for the work completed and the committee will not meet again. However, the Grading and Reporting Planning Committee will be formed to manage future grading and reporting activities which will include, but not be limited to, the following:

- Provide guidelines for school grading and reporting study groups
- Develop understanding with stakeholder groups as to why HCPS is exploring grading and reporting
- Establish a timeline for grading and reporting activities
- Obtain and manage feedback from stakeholder groups
- Modify products of the Grading and Reporting Ad Hoc Committee to reflect stakeholder input
- Organize the distribution and implementation of professional development plans and materials for the work groups during the 2008-2009 school year
- Organize the distribution and implementation of professional development plans and materials for 2009-2010 school year to include all faculty members at each school
- Serve as points of contact for questions and inquiries

The Grading and Reporting Planning Committee will meet a minimum of five times during the 2008-2009 school year and will include a representative from each of the groups listed below:

- An elementary instructional facilitator
- A secondary instructional facilitator
- An elementary school teacher
- A middle school teacher
- A high school teacher
- Two members from the Grading and Reporting Ad Hoc Committee
- A member of the Office of Accountability
- A parent

The Grading and Reporting Study Groups

A Grading and Reporting Study Group will be established in each school to become familiar with the report of the *Ad Hoc Committee for Review of the Policies and Procedures for Grading and Reporting*. Study Group members will review and discuss the following professional development materials:

- *Grading and Reporting in Standards-Based Schools: A Professional Development DVD* by Rick Stiggins and Ken O'Connor
- *A Repair Kit for Grading: 15 Fixes for Broken Grades* by Ken O'Connor
- *Classroom Assessment for Student Learning: Doing It Right—Using It Well* by Rick Stiggins

Study Group members will also be asked to:

- Discuss the relevance, meaning, and application of the key ideas and concepts of the materials and to provide recommendations for Harford County Public Schools
- Review the policy and procedure documents created by the ad hoc committee and provide the Grading and Reporting Planning Committee with constructive input
- Develop a professional development plan for the 2009-2010 school year to guide the faculty in a review of the professional development materials and the products of the ad hoc committee

Conclusion

The Grading and Reporting Ad Hoc Committee reviewed current practices, existing documents, and studied the research to identify current and future needs related to procedures, guidelines, and policies for grading and the reporting of grades in Harford County Public Schools. As the topic of grading and the reporting of grades are addressed in the future by HCPS, attention should be directed to the following:

- The adoption of a policy statement(s) to guide the development of all policy and procedure documents related to grading and the reporting of grades to ensure that all students are evaluated on what they know and are able to do in a fair and equitable manner.
- The opportunity should be provided to all stakeholder groups to review, analyze, and share information about grading and the reporting of grades.
- Action should be taken on the five products of the Grading and Reporting Ad Hoc Committee prior to the 2010-2011 school year.
- Policies and/or procedure documents should be revised or created for each of the six existing HCPS policy statements, the fifteen existing HCPS grading procedure documents, and the additional topics identified in Attachment C.

**Harford County Public Schools
General Curriculum Committee**

**Charge to the
Ad Hoc Committee for Review of the Policies and Administrative Procedures for
Grading and Reporting**

General Responsibilities

1. Review and assess the existing procedures for grading and assessment identified in the Harford County Public Schools *Administrative Handbook* and the *Policy Manual*.
2. In relationship to the designated procedures and policies, study and analyze the present and future needs related to procedures, guidelines, and policies for grading and reporting for Harford County Public Schools.
3. Identify needed revisions, additions, and/or deletions to the established policies, guidelines, and procedures and provide an accompanying rationale.
4. Create recommended revisions and/or additions to the policies, guidelines, and procedures.
5. Provide opportunities for input and feedback from instructional staff, schools, parents, advisory committees, higher education, the business community, and other stakeholders.
6. Prepare a presentation of the findings for the General Curriculum Committee.
7. Identify a strategy for implementing the recommendations.
8. Identify a process/strategy for evaluating the use and effectiveness of the recommendations.

GRADING AND REPORTING AD HOC COMMITTEE MEMBERSHIP 2006-08	
Assistant Superintendent for Curriculum and Instruction	Gerald Scarborough
Assistant Supervisor of Special Education (1)	Kathy Bailey
Business Community (1)	Richard Bock
Central Office Supervisory Personnel (2)	Susan Garrett Sarah Morris
Coordinator of Accelerated Learning Programs	Eric Cromwell
Coordinator of Early Childhood Education	Ginny Smith
Education Evaluator (1)	Eileen Watson
Elementary Instructional Facilitator	Deborah Freels* (MNES)
Elementary School Assistant Principal (1)	Patricia Chenworth (GLES)
Elementary School Principal (1)	Linda Chamberlin (FLES)
Elementary Teacher (4)	Jeff Gilbert, (MEES, PE) Kimberly Miller, (EES, Fifth Grade) Stuart Richardson (H/WES, Fifth Grade) Patti Sauers (HES, First Grade)
Executive Director of Elementary Education	Patricia Skebeck
Executive Director of Secondary Education	David Volrath
High School Assistant Principal	Dwayne "Buzz" Williams* (CMWHS)
High School Principal (1)	Patricia Walling (HdGHS)
High School Teacher (3)	Brenda Tackett (BAHS, mathematics) Amy Woolf (EHS, science)
Middle School Assistant Principal (1)	Sean Abel (BAMS)
Middle School Principal (1)	Joe Mascari (MMS)
Middle School Teacher (3)	Michael Cuneo (SMS, social studies) Vernelle Hawkins (MMS, science) Angela Jones (NHMS, music)
Parent Representative	Deb Merlock
President of the Harford County Education Association	John Jones
Program Analyst	Lorrie Flores
Supervisor of the Office of Accountability	Carolyn Wood
Supervisor of the Office of School Counseling	Cydney Wentzel
Teacher Specialist	Alberta Porter (GLES)

*Co-chair

Attachment B

HCPS DOCUMENT TITLES AND TOPICS RELATED TO GRADING AND REPORTING

Policy Statement Topics from the HCPS *Policy Manual*

Homework

Final Examinations

Report Cards and Marking System

Student Promotions

Minimum Reading Level

Graduation Requirements

Procedure Topics from the HCPS *Administrative Handbook*

Policy for Instructional Grouping

Sharing Test Results with Parents

Reporting Pupil Achievement and Progress—Grades 1-12

Reporting Pupil Progress—Elementary

Conference Guidelines

Kindergarten Guidelines

Grading and Reporting in Secondary Schools

Pupil Promotion, Advancement, and Retention

Regulations and Procedures to be Used in the Consideration of Elementary Pupil Retention

Regulations and Procedures to be Used in the Consideration of Middle School Student Retention

Promotion/Retention Schedule—Middle Schools

Pupil Promotion, Advancement, and Retention—High Schools

Homework

Conferences with Parents

Guidelines for Final Examinations

Additional Grading and Reporting Topics

Establish:

- Categories for grade book
- Minimum criteria for passing a class
- Criteria for Edline updating
- Guidelines for class ranking
- Guidelines for weighted grade point averages for honors courses and advanced level courses
- Guidelines for middle and high school honor rolls
- Policy or guidelines for Honors courses
- Policy to connect assessments to grades

Review:

- Requirements for graduation
- Policy for acceleration and/or skipping a grade level
- Regulations and procedures for retention and promotion
- Guidelines for wavier of four-year full-time attendance: senior year; early graduation
- Guidelines for interim reports

Determine the role of:

- High school credit for middle school courses
- Extra credit
- Protocols for make-up work

Set guidelines for:

- Due dates and late assignments
- Loss of credit

Develop the criteria for:

- Academic integrity
- High school class status: freshmen; sophomore; junior; senior

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