



DPMMS Grading and Reporting Handbook 2024-2025

Introduction

This grading and reporting handbook was created to support teachers in applying the BCPS Grading and Reporting Policy that was introduced in the 2016-2017 and the updates that were released in July 2024. The expectations provided support consistency across grade levels and content areas. The desired goal is to provide transparency and accuracy in reporting each student's progress toward meeting grade level standards to both parents and students.

For more detailed information about specific scenarios and questions, teachers should consult with Department Chairs or the Resource Teacher, Christina Shoul at cshoul@bcps.org.

BCPS Grade Scales

- a. BCPS will use a 100-point grading scale.

The default grading scale in Schoology is 100-point and should not be changed. It works based on percentages from "total points possible "

Teachers are not to award scores lower than 50%. If a student receives a 0%-49%, the teacher must enter a grade of 50%. Teachers will need to calculate the percentage and enter the point equivalent of 50%.

The Schoology gradebook will NOT stop a teacher from entering a score lower than 50%, so teachers must review gradebooks and round the grade manually.

General

a. Marking Periods

The 2023-2024 School Year contains four Marking Periods (MP). Interim grade reports with student achievement grades will be sent to **all** DPMMS students at the midpoint of each Marking Period. (*See Appendix A for Marking Period dates.*)

b. Updating Schoology Gradebook

Teachers will update all practice and graded assignments in their Schoology Gradebooks by the 1st and 15th of each month.

All assignments *Incomplete* (I) assignments must be converted to *Missing* (M) by

- 1.) the end of the unit or,
- 2.) one week prior to the end of the posted BCPS marking period, whichever comes first.

Student work submission, including redo's and revisions, will end one week before the end of the posted BCPS marking period. (*More information on Gradebook Codes and when to use them are included in Section II, d.*)

Part I: Student Achievement and Conduct/Skills Grades

A. Student Achievement Grades

Student Achievement Grades (A-E scale) will be calculated using a student's performance on **graded** assignments that measure students' growth toward meeting grade-level standards. Assignments contributing to this Marking Period grade will create a "Body of Evidence" of student work. ***The Body of Evidence will consist exclusively of assignments that evaluate student attainment of the standards.***

i. Participation Grade

Participation grades will **not** be assigned as part of the Marking Period grade in: **ELA, Social Studies, Math, and Science** courses. Student grades will reflect their mastery of content and grade level standards (*BCPS Grading and Reporting Manual, p. 16*).

For courses that require performance or required interaction such as: **Art, Music, Theater, Mass Communication, and World Languages**, student grades must be based on performance levels related to content-specific standards and expectations. Class participation in these courses will be considered as evidence of student performance level, not willingness to attempt an activity. This evidence of performance level ("student participation") will be graded and factored into a marking period (MP) achievement grade.

B. BCPS Conduct and Skills Rubric

The BCPS Conduct and Skills Rubric on the student report card reflects the student's level of meeting BCPS student expectations in the four areas of:

1. *classroom conduct,*
2. *work completion,*
3. *working with adults, and*
4. *working with peers.*

Teachers are expected to use the following qualifiers--***consistently, sometimes, rarely, and never***--to describe the quality of student conduct during the marking period. It is recommended that classroom procedures and expectations reflect the qualifier "*consistently*" in each category in order to support student's progress toward meeting grade-level standards.

***Important technical note:** the numeric values (3, 2, 1, or 0) must be entered in the Student Information System (SIS) through BCPS One BEFORE the achievement grades are finalized. If the teacher does not change the rating in SIS, the program defaults to the rating of a "3" (*consistently*) in each category.

Part II: Grading Categories: calculating student achievement grades

A. Default Gradebook Grade Scales and Categories Grade Categories

All grade books will include the grade scale below, as they are set in Schoology at the BCPS system level. BCPS uses the 100-point grade scale. Final Grade Settings must always be the "BCPS 100 point scale." Categories will be set with the following defaults: Major (30%), Minor (70%), and Practice (0%). DPMMS will use the default weights assigned by BCPS.

B. DPMMS Grading Categories and Weights

DPMMS teachers in the following departments will use the BCPS default category weights in Schoology grade book: *ELA, Science, Social Studies, Math, and Visual and Performing Arts*. DPMMS teachers in these departments will change the title of the following default categories: “Minor” becomes “Learning Check” (70%). The Major category title and Practice category title will remain the same.

DPMMS teachers in *World Languages and Physical Education* will enter their performance categories in the titles of their assignments (see Part IV: *Setting up your Gradebook in Schoology through BCPS One for technical set-up requirements*).

Teachers will explain these categories to students and families in the first two weeks of the 2022-2023 school year.

i. **Practice category (0%; formative assessments)**

Practice assignments do **not** contribute to the student’s Marking Period Achievement Grade. *Practice* assignments are used to inform teacher instructional decisions.

Teachers will record Practice assignments that target specific skills and standards in their Schoology Gradebook. The Schoology gradebook will reflect student work on these *Practice* assignments. **Note:** completion of Practice assignments may be noted as a score. For instance, 2=attempted completely, 1=attempted partially, IN=not attempted.

Suggested assignment for Practice assignments:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Practice during first instruction • Classwork • “Do Now”/Warm Up • Homework that is used to plan for instruction | <ul style="list-style-type: none"> • Class Discussion • Class Notes • Formative Assessment |
|---|---|

C. **Graded Category [70 % Learning Check/30 % Major]**

Graded assignments contribute to the student’s Marking Period Achievement Grade (“letter grade”). Point values for graded assignments may be determined by teachers based upon the importance of an assignment in relation to the skill and/or standard being assessed. Higher point values carry more weight, suggest more instructional time, and more feedback between teacher and student.

Graded assignments will fall into two sub-categories:

Graded	
Learning Checks (70% of grade)	Major Assessments (30% of grade)
Any <i>graded</i> assignment used to evaluate learning or skill development after a period of instruction during which the student has received feedback. Learning Checks may be eligible for revision or redo’s based on teacher determination.	Any <i>graded</i> assessment used to evaluate learning or skill development over an extended time. Major assessments may not be re-done for an improved grade. A student’s MP grade may not drop more than one letter grade based on any one major graded assessment.
<i>Suggested assignment types for Learning Checks:</i> <ul style="list-style-type: none"> • Quiz • Writing assignments, such as lab write-up, claim statements, summarization • Cornell notes 	<i>Suggested assignment types for Major Assessments:</i> <ul style="list-style-type: none"> • Projects that require multiple standards • Presentations

- | | |
|---|---|
| <ul style="list-style-type: none"> • Graphic organizers • Models • Graded Homework (used to evaluate learning or skill development) • Performance • Collaborative Discussion • Student-led presentation or lesson | <ul style="list-style-type: none"> • County-wide assessments • Tests • Speeches • Final Exams |
|---|---|

D. **Naming Assignments**

All assignments will be named consistently in Schoology Gradebook to support transparent communication between the student, teacher, and families.

Choose the category: *Practice, Learning Check, or Major* category. For the Assignment Name, record the assignment type (eg., *classwork, lab reports, discussions, warm-up*) and note the topic (eg., *rational expressions, molecules, transition statements*). Double check that the “50 point grading scale” is selected.

The screenshot shows the 'Create Assignment' form in Schoology. Annotations with blue boxes and arrows highlight specific fields:

- Record Assignment Type and Topic:** Points to the 'Name' field, which contains 'Cornell Notes: Atoms'.
- Choose Category:** Points to the 'Category' dropdown menu, which is set to 'Targeted Practice'.
- Select 100 Point Grading Scale:** Points to the 'Scale/Rubric' dropdown menu, which is set to 'BCPS 50 Point Grading...'.

Other visible fields include 'Due date' (9/07/18, 11:59PM), 'Description' (with a rich text editor), and 'Options' (with various icons). 'Create' and 'Cancel' buttons are at the bottom.

E. **Using Secondary Grade Codes in Gradebook:**

The consequence for a student not turning in an assignment should be to require the student to complete the assignment. The teacher may enter and (I) for Incomplete or Insufficient evidence in the gradebook and then require the student to complete the work. If the student does not complete the work (M) for missing may be used. Teachers are not required to provide students absent for unlawful reasons with make-up work or redo's.

The following codes may be used to note specific circumstances in the LMS Gradebook. These codes must be typed as listed below in order for Gradebook to calculate a grade.

The following assignment codes can be used within the gradebook in Schoology.

Low Score (LS) for Major Assignments and Minor Assignments	Lowest Score (LS) code is no longer functional in Schoology . If a student has attempted a task/assignment and has earned below 50% of the possible points, the teacher should award 50% of the total possible points and make a notation in the gradebook.
Incomplete (I)	Incomplete (I) code has no impact on the overall calculated grade. This code may be used when a student is absent or has attempted, but not completed the assignment.
Missing (M)	Missing (M) code calculates as a 0 for the assignment. This code may be used when a student is absent. This code may also be used if a student has not attempted an assignment. The Missing (M) code should only be entered after the due date of the assignment has passed. Missing work may be submitted if it is submitted prior to the end of the marking period. A comment will be added to these assignments as they calculate to a zero (following the guidance above).
Exempt (E)	Excused (E) has no impact on the overall calculated grade. This code may be used when a student is not required to complete an assignment. A comment will be added to these assignments. Schools should have consistent procedures to identify when assignments should be excused.

F. **Grade Comments**

It is best practice for teachers to include a comment, when necessary, to support a student's grade score or code entered into the gradebook.

Suggested grade comments include:

- Attempted, but incomplete; due (date)
- Not attempted
- Absent, excused; due (date)
- Absent, unexcused; due (date)
- Original score: # out of ____
- See me regarding _____
- Coach class recommended
- LS, score ____ out of ____
- Eligible for redo/revision, due (date)
- Need to complete _____
- Did not turn in
- Late, submitted on (date)
- Academic dishonesty
- Completed/corrected in coach class
- Submitted on paper [use when digital assignments expected]
- Incomplete (IN) + reason+ due date

Part III: Re-teaching and Re-assessment.

A. Multiple Opportunities to Demonstrate Mastery

Best practices for student learning include multiple opportunities to demonstrate mastery of content. Teachers are expected to provide opportunities for re-teaching or re-learning for all students, regardless of the student grade on the first attempt at the assignment. The student is expected to have made a reasonable attempt at the assignment in order to take advantage of re-teaching or re-learning.

Teachers and grade level content planning teams should determine assignments that are eligible to be redone when they plan the unit. These assignments should be clearly communicated to the students by the teacher, including posting them to the Schoology Calendar.

Teachers will include information about DPMMS re-teaching and re-assessment expectations in their class syllabus at the beginning of the year.

DPMMS observes the following guidelines for a Learning Check (70%) or Practice (0%) assignment to be redone:

1. The assignment was submitted by the deadline and shows a reasonable effort.
2. The teacher will provide students with feedback and additional opportunities to learn before the student re-submits the assignment.
3. Major assignments may not be redone. This includes end-of-unit and end-of-semester assignments in all classes.
4. Teachers are not required to provide make-up work or redo opportunities to students who are absent for unlawful reasons. (BCPS Rule 5120)

Unlawful Absences include, but are not limited to:

- Not attending virtual learning without providing an written explanation
- Not signing out in the chat once a class session has ended.

5. Teachers may request that students turn in all Practice assignments associated with the Learning Check to be redone before offering the redo opportunity. While it is encouraged that *relearning* activities occur during the school day, the identified relearning may be completed at home in preparation for reassessment during the school day.
6. Redo opportunities may be completed in coach class (after-school), during lunch, or other teacher determined times. They will not be sent home to be completed.

B. *Timing and Number of Reassessment Opportunities per Assignment*

A maximum of **two** reassessment opportunities on pre-identified Learning Checks will be provided. This includes the expectation that the student has completed relearning activities between **each** reassessment.

Re-assessments must be completed before the end of the unit in which they occurred

C. *Additional Notes about Reassessment (deadlines, parent involvement, communication)*

Teachers will post and review reassessment deadlines with students in two ways: on the Schoology Calendar and classroom posted deadlines.

Students are required to submit a reassessment request form ("4R" form) that includes evidence of their new learning before completing the reassessment. While a parent or guardian signature is not required, it is encouraged in order to maintain the home-school connection. A student may not be denied a reassessment opportunity due to a lack of parent or guardian signature.

Part IV: Updating Gradebook Settings in Schoology

For each course, check that your Gradebook settings match the settings below.

DEER PARK MIDDLE MAGNET Professional Learning ... Grade Setup

Categories ? ☒ Weight Categories

Category	Weight	%
Major	30	30.00%
Minor	70	70.00%
Practice	0	0.00%

Rubrics

- Numeric
- BCPS 100 Point Grading Scale
- BCPS 50 Point Grading Scale
- BCPS Primary Achievement Scale

Copy Settings

Do not "Copy Settings" from one course to another. This will duplicate existing settings in the other course.

Choose the 100 Point Grade Scale.

Save Changes

At the bottom of the page, select "Save Changes."

Part V: Homework

a. Purpose of Homework:

- To practice or prepare for instruction Practice):** this type of homework is recorded in the gradebook using the "Practice" category. Teachers will use this type of homework to inform instructional decisions and provide feedback to the students, but not grade the work for accuracy or quality.
- To evaluate for learning (Learning Check):** This type of homework is used to collect evidence of skill or understanding after classroom instruction, practice, and feedback to the students; this homework may be graded to evaluate learning and will be included in the marking period grade. For instance, these homework assignments may include:
 - "the continuation of an ongoing assignment that occurs both in school AND at home, applying taught skills and concepts.
 - "the demonstration or check of understanding or skill after instruction, practice, and feedback."

Note: Point values for homework that evaluates learning should reflect the Body of Evidence from the unit plan.

b. Homework Considerations:

- Not all students may have internet access.
- Not all students may have a device on which to access online content.
- If a student receives accommodations, modifications, and/or supplementary aids and services, consider if the assignment meets those requirements.

Part VI: Insufficient Evidence of Learning

All DPPMS students will receive grade updates at the midpoint of the marking period in the form of an interim report.

If the student has not provided adequate evidence of mastering the assessed grade-level standards at the mid-point of the marking period, the teacher will:

- Notify the department chair, grade level administrator, and grade level school counselor of the child's first and last name, course title, and section number.
- Contact the student's parent or guardian regarding the student's insufficient progress in order to communicate the assignments that need to be completed to meet grade-level standards for the marking period. **Note:** it is recommended that the teachers notify parents/guardians of concerns as they arise and not wait until an interim is posted for the first contact home.

If the student has not provided sufficient evidence of learning in two or more classes, the school counselor and/or grade level administrator will contact the student's parent or guardian to schedule a meeting with the student's teachers to review the required steps for the student to make progress toward grade level expectations.

If a student does not submit adequate evidence of mastering the assessed, grade-level standards by the end of the marking period, one of two options may be pursued:

- a. The teacher, in consultation with the department chair, school counselor, and the grade level administrator may calculate "a final grade... based on the work that was submitted." (*BCPS Grading and Reporting Manual, 2017* update, p. 26) Consideration must be given to the demonstrated level of student performance and attainment of the targeted, grade-level standards when assigning a grade.
- b. The principal may approve the assignment of the marking period grading code, *I*, insufficient evidence. The student will have two weeks to complete the assigned work in order to reflect mastery of the grade level standard at which point a new achievement grade will be assigned. The teacher must manually enter the *I* as a marking period grade. If the assigned work is not submitted within the two-week window, the quarter grade will be converted to an E.

Both Options A and B must involve multiple contacts prior to the end of the marking period between the parent, the teacher, the school, and the student.

Appendix B: "4R"-Reflect, Relearn, Request, Redo

Reflect → **Relearn** → **Request** → **Redo**

1. Reflect

Grade: _____ **out of** _____. **Indicate why you received this grade.**

_____ I need to focus more during class activities and discussions.



_____ I need to review my work at home in the evening & check for understanding.

_____ I need to be willing to ask questions if I do not fully understand something.

_____ I need to submit scored assignments in a timely manner, so that I can receive feedback that I can learn from.

_____ Other: _____

2. Relearn

List 2 actions you took to improve your understanding.

1. _____

2. _____

3. Request to Redo

I request the opportunity to redo this assignment. I have worked hard to improve my understanding of this concept/skill/process.

→ Student Signature: _____ Date: _____

→ Parent/Guardian Signature: _____ Date: _____

I will
redo
the

assignment on:

a. _____ or b. _____

*****Keep the original assignment stapled to this sheet!*****



We do not learn from experience...we learn from reflecting on experience. -John Dewey