



## Academy for College and Career Exploration Grading Policy

### Grading Philosophy

ACCE is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes. Students' grades are a reflection of **mastery of content and effort**. While specific procedures for grades may differ in each class, these are the general guidelines for grading at ACCE.

### Assessment - 70%

Assessments are assignments that measure students' mastery of a standard. These assessments include tests, quizzes, essays, projects, demonstrations, oral presentations, labs, exit tickets, homework, etc. A student should be provided multiple modes of demonstrating progress and/or mastery of a grade level content standard. Any assignment that is graded for accuracy must be entered as an assessment. Assessments should be differentiated to meet the needs of students. Providing multiple modes of demonstrating mastery is required. **Assessments must also be differentiated between summative and formative types. Formative assessments are to be conducted every two weeks and will equal 50% of a student's overall grade. Summative assessments will make up 20% of a student's overall grade.**

**Formative assessment types will be created within content teams for each course prior to the start of each unit. Through PDSA cycles teachers will identify growth and mastery benchmarks aligned to grade level content standards.**

Formative assessments, at the end of each lesson will gauge students' progression towards the content based standard. Students who have not mastered the standard(s) will have an opportunity to be reassessed  
*Assignments graded for completion and not accuracy are to be entered in the student engagement category.*

### Student Engagement/PRACTICE - 30%

Assignments that allow **PRACTICE** with teachers, peers, and/or independently. Students must understand that while this is a lower percentage, it is essential to prepare for assessments. This includes tasks previously referred to as homework, classwork, participation, etc. Practice outside of school time should be assigned as opportunities to make up missed classwork or engage with additional practice with a skill or standard. Practice assignments completed outside of school time may be entered as a practice grade if it is a continuation of a task that began during instruction. **There must be one PRACTICE grade per week throughout the grading term. All practice tasks averaged together will make up 30% of a student's overall grade.** Also, teachers may create different ways to remaster assessments and/or make-up assignments.

### **Reassessment Policy**

We understand that students may demonstrate improved content mastery within the course of a grading term. With the teacher's agreement, a student may take an assignment that covers the same content that was covered in a prior assignment, and that grade can replace the previous grade. The format must be changed from the prior exam, and the reassessment must occur in the same quarter, prior to the midterm or final examination.

Students who do not demonstrate mastery of 80% on any formative assessment must be given an opportunity to reassess. Reassessments should happen within two weeks of the original assessment.

1. If a student who fails to demonstrate mastery with less than an 80% on a formative assessment reassesses and earns a higher grade, the higher grade replaces the previously recorded lower grade;
2. Since a teacher should only provide opportunities for students to reassess on non-proficient skills or tasks, the reassessment grade should never result in a lower final grade on the assignment.
3. Before an assessment is given in the first place, teachers should make clear what the reassessment plan is. Then, before the assessment is given again,
  1. A teacher will require a student to complete engagement tasks that are directly correlated with the assessment before a reassessment for the summative is administered;

--or--

- b. A teacher may require students to complete a relearning plan (detailing the steps that a student will need to undertake to demonstrate proficiency on the assessment) before a reassessment is administered. The relearning plan can include a requirement for coach class. This must be addressed before the assessment is given.

### **Tracking Student Progress**

All teachers will use Infinite Campus as their official gradebook and, with the exception of resource classes or when assignments take more than a week to complete, will enter at least one grade per week in the following categories: assessment and classwork/participation (practice) - 2 total grades per week.

Parents and students can track grades using the Infinite Campus Parent Portal, which can be accessed by receiving an access code from the main office and visiting [www.baltimorecitypublicschools/campus-portal](http://www.baltimorecitypublicschools/campus-portal).

If a child is failing or in danger of failing your class, parents should be contacted. This can be done via TALKING POINTS, phone call, letter, etc. Communication data will be tracked in TALKING POINTS. If a teacher does not use talking points they will be required to keep their own communication log.

### **Make-up Work Due to Absence**

Teachers will provide makeup work within three (3) school days of the student's last absence, and students must turn in assignments within seven (7) school days after they are provided by the teacher. The time allowed for makeup work may be extended on a case-by-case basis for extenuating circumstances determined by the teacher.

### Grade Calculations

Grades are calculated in the following manner:

	Grade Calculation
Year-long Course	Term 1: Quarter 1 Grade=40%, Quarter 2 Grade=40%, Mid-Term Exam=20% Term 2: Quarter 3 Grade=40%, Quarter 4 Grade=40%, Final Exam=20%  Each Term=50% of Final Grade
Semester Course	Quarter 1 Grade=40%, Quarter 2 Grade=40%, Final Exam =20%
Courses Without Exams	The Grade of Each Term is Weighted Evenly

*Failing Grades:* If a student receives an F as a marking period grade, the numerical equivalent of that grade cannot be lower than a 50 when used to calculate the student's final grade. If a student failed a marking period by earning a 50-59, that score should remain unchanged when calculating the student's final grade. A student's overall course grade may be less than a 50 as final examination grades ranging zero to 100 are included in the final grade calculation.

### Grading Scales

#### *Grades 6-12*

97-100	A+		77-79	C+
93-96	A		73-76	C
90-92	A-		70-72	C-
87-89	B+		67-69	D+
83-86	B		63-66	D
80-82	B-		60-62	D-
			59 and below	F

b. INC = Incomplete. The "INC" grade may be used temporarily for secondary students who have been lawfully absent from school and have not had an opportunity to make up missed work prior to the end of a marking period.

c. W = Withdrawn. A "W" will be issued when a student is withdrawn from a course (Semester or Full Year) prior to completion of the course.

d. L = Late Enrollment. An “L” will be issued when students enroll in a course near the end of a marking period, without available equivalent grades from a prior school to inform the calculation of the marking period grade.

e. PASS= Pass. A “PASS” will be issued when:

- i. credit is awarded through credit by exam;
- ii. credit is awarded for coursework from non-accredited schools;
- iii. credit is awarded for home school instruction prior to enrollment in City Schools; or may also be used for English Language learners (ELs) in the beginning stages of English language acquisition (WIDA levels 1-1.7, verified in the online student information system) when English proficiency limits accuracy of earned letter grade.

### Calculation of GPA (High School Only)

Final grades are used to calculate students’ GPA. The table below represents the GPA equivalent of all letter grades on the standard course scale. This GPA is to be used for calculating class rank and will appear on students’ transcripts. Grades are rounded to the nearest percentage point.

Grade Range (numbers represent percentages)	Letter Grade	Standard	Honors	IB/AP/Dual Enrollment Weight
97-100	A+	4	5	5.5
93-96	A	4	5	5.5
90-92	A-	4	5	5.5
87-89	B+	3	4	4.5
83-86	B	3	4	4.5
80-82	B-	3	4	4.5
77-79	C+	2	3	3.5
73-76	C	2	3	3.5
70-72	C-	2	3	3.5
67-69	D+	1	2	2.5
63-66	D	1	2	2.5
60-62	D-	1	2	2.5
59 and below	F	0	0	0