

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS  
Board of Education  
Upper Marlboro, Maryland

5121  
Policy No.

BOARD OF EDUCATION POLICY

STUDENTS

Grading and Reporting for Elementary and Secondary Students

**I. POLICY STATEMENT**

- A. The Prince George's County Board of Education (Board) believes that all students can learn and achieve at high levels, that rigorous performance standards and achievement standards are essential components of developing and delivering quality instruction, and that regular assessment is an important component of an effective teaching and learning environment and an important tool in measuring students' learning.
- B. The Board is committed to ensuring that grading, reporting and the process for grade changes are applied consistently in all and across all Prince George's County Public Schools (PGCPS) schools.
- C. The Board is also committed to student progress being reported in a manner that is understandable to students and their parents/guardians and relevant for instructional purposes.

**II. PURPOSE**

The purpose of this policy is to provide guidelines for standardized grading processes, reporting of grades to parents/guardians and students, and grade change authorization.

**III. DEFINITIONS**

- A. *Curriculum* – The specific blueprint for learning that is derived from content and performance standards.
- B. *Course expectations* – Written statements of skills and knowledge that the student should attain by the end of a middle or high school course and that have been made available to the student and the student's parents/guardians.
- C. *Grade(s)* – *Grades* represent a student's performance based on course of study expectations. Performance is based upon assessments, class work, and independent

work.

#### IV. **STANDARDS**

- A. The Superintendent/designee shall develop and implement grading and reporting practices that include the following:
1. Grades have consistent meaning within and among the schools to reduce performance variability and promote accountability.
  2. Grades are an accurate reflection of student achievement compared to grade level or course expectations outlined in the curriculum as demonstrated on class work, independent assignments, and multiple and varied assessment measures.
  3. Students shall have the opportunity to earn grades that reflect their ability to demonstrate learning outcomes and be graded in accordance with their achievement on material or information based on specified learning outcomes and approved curricula.
  4. Students shall have equitable access to academic resources and opportunities, and educational rigor that they need throughout their educational career to maximize academic success and fair grading practices.
  5. At the beginning of each course, students and parents/guardians shall be provided a written course outline, syllabus, or overview of course expectations along with grading procedures, grading categories, and weight assigned to each category.
  6. Students and parents/guardians shall be provided with an explanation of weights of honors, Advanced Placement, International Baccalaureate, and dual enrollment courses.
  7. Students and parents/guardians shall be provided information about how attendance factors into the student's grade.
  8. Students and parents/guardians should be informed about the student's progress throughout the grading period and progress should be reported formally at least every nine (9) weeks.
- B. The Superintendent/designee shall develop a process for changing a student's grade, which includes:
1. A timeline for grade changes;
  2. Names of staff positions authorized to make grade changes;

3. Documentation that is required to be maintained to support final grade changes;
  4. The auditing of the validity of the grade changes each year; and
  5. Appeal procedures for parents/guardians.
- C. The Superintendent/designee shall provide a copy of this policy to the State Superintendent of Schools.
- D. The Superintendent shall submit a copy of the grade change validity audit to the Board and the State Superintendent of Schools.

**V. IMPLEMENTATION RESPONSIBILITIES**

The Board directs the Superintendent to develop an administrative procedure to address grading and reporting and an administrative procedure to address grade changing.

**VI. REFERENCES**

- A. Legal  
 COMAR 13A.03.02.07 Notice to Parents or Guardians and Students  
 COMAR 13A.03.02.08 Grading and Reporting  
 COMAR 13A.05.01.09(B) Report of Progress
- B. Other Board Policies  
 Board Policy 0101 – Educational Equity  
 Board Policy 5113 – Student Attendance, Absence, and Truancy  
 Board Policy 5117 – Supplemental Learning Opportunities and Promotion and Retention
- C. Superintendent’s Administrative Procedures  
 Administrative Procedure 5113 – Student Attendance, Absence and Truancy  
 Administrative Procedure 5116 – Grade Change Authorization and Appeals  
 Administrative Procedure 5121.1 – Grading and Reporting for Elementary Schools, Early Childhood through Grade 5  
 Administrative Procedure 5121.2 – Grading and Reporting for Middle Schools, Grade 6 through Grade 8  
 Administrative Procedure 5121.3 – Grading and Reporting for High Schools, Grade 9 through Grade 12  
 Administrative Procedure 5123.2 – General Procedures Pertaining to Promotion, Retention, and Acceleration of Students  
 Administrative Procedure 6186 – International High Schools: Admission, Grading

and Reporting

**VII. HISTORY**

Policy Adopted  
10/24/2006

Policy Amended  
01/16/2008

Policy Amended  
02/07/2008

Policy Amended  
10/24/2024