

BCPS Grading and Reporting Expectations for Parents and Guardians

Updated 9/30/26

Grading and Reporting Procedures

- Teachers use the achievement scales to determine how students perform in relationship to the expectations of grade level standards based on a comprehensive body of evidence.
- There are three major categories for assignments. The weighted percentage is determined at the school level and may differ for some courses within the range indicated:

Major Assignments 30-40%	Evaluates learning at the end of the unit or topic of instruction, assessing multiple standards of core content. Major assignments are not eligible for a redo of the assignment. Includes projects, extended labs, culminating performances, research reports, unit tests, presentations, performance-based assessments, and extended essays Major Assignments may be scored in the following ways: • The student earns a grade above 50%, and the calculated grade is recorded in the grade book. • The student earns a grade below 50%, and the calculated grade is recorded as a 50% in the grade book. The teacher will record the original grade in the comments field of the assignment. • Students may earn a grade less than 50% based on: ○ If the student does not attempt any work on the assignment, the student will earn a code of Missing (M) in the gradebook which equals a grade of 0%. The teacher will provide a comment about the missing assignment (M) in the gradebook. ○ If a teacher or parent / guardian recognizes a pattern of unattempted assignments, they should initiate communication to share concerns.
Minor Assignments 60-70%	Evaluates a shorter period of instruction at the conclusion of the learning cycle which may take place in one day or over multiple days. Minor assignments are eligible for a redo of the assignment and must be completed based on the school grading timeline. Includes traditional classwork, discussions, quizzes, brief constructed responses, and homework assigned after instruction, practice, and feedback. Minor assignments are scored based on the calculated grade earned and recorded in the gradebook.

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Updated 9/30/26

	○ If the student does not attempt any work on the assignment, the student will earn a code of Missing (M) in the gradebook which equals a grade of 0%. The teacher will provide a comment about the missing assignment (M) in the gradebook. ○ If a teacher or parent / guardian recognizes a pattern of unattempted assignments, they should initiate communication to share concerns.
Practice 0%	Provides opportunities for students to learn, apply, and receive feedback on new concepts, skills, or strategies taught during initial or guided instruction. Practice assignments are scored based on the calculated grade earned and recorded in the gradebook. Practice items are not included in determining the overall calculation of the grade.

- Student grades are based solely on a comprehensive body of student work aligned to course or grade level standards. Classroom conduct, attendance, and work completion are reported separately using the [BCPS Skills and Conduct Indicators](#).
- Students will receive meaning feedback on assignments to provide opportunities for continued growth and development. Assignments are to be recorded in the gradebook and returned to students within two weeks.
- In accordance with [Superintendent's Rule 5120: Grading and Reporting](#), teachers are not required to provide make-up work to students absent for unlawful reasons but may do so at their discretion and in accordance with their school's established procedures.
- Schools will communicate procedures for make-up assignments / assessments in alignment with [Superintendent's Rule 5210: Grading and Reporting](#).

Implementation of Assignment Codes in the Grade Book in the Learning Management System

The following assignment codes may be used in the gradebook in Schoology:

A	Absent	Absent (A) has no impact on the overall calculated grade. This code may be used when a student is absent.
E	Exempt	Exempt (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 exempted.

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Updated 9/30/26

I	Incomplete	Incomplete (I) code has no impact on the overall calculated grade. This code may be used when a student has attempted, but not completed the assignment.
M	Missing	Missing (M) is counted as a 0% for the assignment grade. This code may be used when a student does not attempt any work on the task/assessment.
L	Late	Late (L) is used to indicate that a scored assignment was turned in after the due date.

Communicating Student Progress and Grades

- Parents / guardians can view student grades and status of assignments in Schoology throughout the marking period. The Schoology Parent Email Digest is emailed weekly to parents / guardians, which includes current overall marking period grades and assignments from that week.
- If a student has a marked decline in achievement (a decrease of two or more letter grades or failing grade) from the prior marking period, the teacher must inform the parent / guardian of the grade decline.
- Conferences are encouraged when a student is in danger of failing a course or has a marked decline in letter grades compared to the previous marking period. A teacher or parent / guardian can initiate communication to schedule a conference.

BCPS PreK3 – Grade 3 Achievement Scale

The BCPS PreK 3 – Grade 3 achievement scale is designed to recognize student development during early childhood through grade 3. As students progress through grade level standards, expectations for development and application of skills become more rigorous with a greater emphasis on higher levels of cognitive demand.

BCPS PreK3 – Grade 3 Achievement Scale

CD	Consistently Demonstrating	The student acquires and applies the grade level concept or skill consistently with minimal teacher support.
P	Progressing	The student acquires and applies the grade level concept or skill frequently and needs additional teacher support at times.
N	Needs Development	The student acquires and applies the grade level concept or skill rarely or does so with much teacher support. Additional practice is needed.

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Updated 9/30/26

NA	Not Applicable	The knowledge, skills, and practices embodied in the grade-level standards were neither taught nor evaluated this marking period. The box will appear gray.
NG	No Grade	Grades KG-3 Level 1 or Level 2 English Language Learners and will not receive a grade this marking period.

BCPS Grades 4 – 12 Achievement Scale

The BCPS Grades 4 – 12 Achievement Scale is designed to provide students with equitable, accurate, specific, and timely feedback aligned to grade level or course standards for assignments, assessments, and grades.

A	90-100	Outstanding	Students performing at this level demonstrate a distinguished command of the knowledge, skills, and practices embodied by the standards assessed at their grade level.
B	80-89	Above Average	Students performing at this level demonstrate a strong command of the knowledge, skills, and practices embodied by the standards assessed at their grade level.
C	70-79	Average	Students performing at this level demonstrate a developing command of the knowledge, skills, and practices embodied by the standards assessed at their grade level.
D	60-69	Below Average	Students performing at this level demonstrate a beginning command of the knowledge, skills, or practices embodied by the standards assessed at their grade level.
E	50-59	Failing (No Credit Awarded)	Students performing at this level demonstrate limited to no evidence of the knowledge, skills, and practices embodied by the standards assessed at their grade level.
NG		No Grade	Grades 4-5 Level 1 or Level 2 Multilingual Learners may receive an NG for up to the first two marking periods of enrollment. Grades 6-12 proficiency levels 1 – 2.5 Multilingual Learners may receive an NG for the first marking period of enrollment.
P/F		Pass/Fail	Students in grades 6-12 in a Critical Reading course will be graded as pass (P) or fail (F). Students in grades 4-12 receiving special education services and are non-diploma bound will be graded as pass (P) or fail (F). Grades 6-12 proficiency levels 1 – 2.5 Multilingual Learners may receive a pass (P) or fail (F) in the second marking period after enrollment.

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Students with Disabilities – Special Education IEP

School staff will use the same report cards with students with disabilities as they do with all other students. Students with disabilities will also receive quarterly IEP progress reports.

High School and Middle School:

- All students with disabilities who are non-diploma bound will be graded as pass or fail.
- All diploma-bound students will be graded on the standards aligned to the course or grade level.

Elementary School:

- All diploma-bound elementary school students will be graded on the standards for their grade level.
- All students in Grades 4–5 with disabilities who are non-diploma bound will be graded as pass or fail.
- All students in Grades 1–3 with disabilities who are non-diploma bound will be graded as consistently demonstrating (CD), progressing (P), or needs development (N).

Multilingual Learners (MLs)

Teachers of all content areas must provide assessment and instructional accommodations for Multilingual Learners. Accommodations are determined and recorded within the first 45 days of each school year or 30 days of student enrollment if the student enters after October. Accommodations do not change the learning goals/grade-level standards for the student but allow the student to participate in and demonstrate mastery of the standards.