

November 3, 2016

Dear CHS Parents/Guardians,

I am writing to inform you of changes recently made to the BCPS grading policy. Throughout the first quarter, BCPS has received feedback from teachers, students, administrators, families, and other stakeholders on the Grading and Reporting Procedures Manual. As a result of the feedback, an addendum to the manual has been developed for the second quarter. I believe that the enhancements that have been made are better for our students, families, and teachers, so we are excited to begin implementing these changes immediately at CHS. Teachers received this information earlier in the week and have provided input about how they can best support our students through this process as we move into the second quarter.

On the reverse side of this letter, you will find the addendum to the Grading and Reporting Procedures Manual. There are two changes listed (#2 and #3) that I want to make sure all students and parents understand as we begin to incorporate these items into our grading practices.

* **Item #2:** Teachers will now weight the summative (*for-grade*) portion of their grade books to ensure that 2/3 of the graded assignments for a course are minor summative assessments and 1/3 of the graded assignments are major summative assessments. This will ensure that end-of-quarter grades are based on a body of evidence, not just a few high-stakes assessments.

* **Item #3:** Teachers and students will follow a school-wide redo policy, rather than practices developed within individual department or content teams. This enhancement will help students and parents by eliminating confusion. The school-wide practice at CHS is as follows:

CHS School-wide Redo Practices (Effective Q2)

-For assignments eligible for redo, students will have 2 weeks from the date the grade is entered into the LMS gradebook to make up the work.

-For any one assignment that is eligible for redo, each student may redo it one time only.

-For any one course, a student may not redo more than 50% of summative assignments per quarter without the permission of the teacher.

Our belief is that these two enhancements to the manual will provide students with more consistency and will more accurately reflect the spirit of the new BCPS grading policy.

As we begin the second quarter, I would like to thank all CHS stakeholders for their input and feedback, and I look forward to a successful close to the first semester as we work together to ensure that our students receive the academic supports they deserve.

Sincerely,

Matthew N. Ames, Principal

Addendum A: Implementation Enhancements for Grading and Reporting Procedures Manual

The Grading and Reporting Steering Committee reviewed stakeholder feedback. As a result, an addendum including three enhancements will be included in the Grading and Reporting Procedures Manual beginning second quarter.

1. Beginning at the high school level, in core courses tied to graduation requirements, the Department of Academics will provide more examples of assignments to be included in the body of evidence with suggested point ranges to model appropriate proportionality of assignment types.
2. At all levels, in all courses, the following parameters have been set around a marking period body of evidence to ensure appropriate proportionality of assignment types being factored into the marking period grade.

Gradebooks need to include non-graded, formative assignments and a body of evidence that includes both graded major and minor summative assignments. A body of evidence should not be made up of only traditional tests or assessments.

In a learning cycle, there is instruction (acquisition of knowledge and skills), practice (refining, developing, and clarifying knowledge and skills), feedback, and then an application/evaluation of student learning.

Formative assignments should be included in the non-graded portion during the instruction, practice, and feedback parts of the learning cycle. This could include homework assignments and classwork assignments given as practice.

Major summative assignments should apply/evaluate learning at the conclusion of the learning cycle. This can include projects, extended labs, culminating performances, research reports, unit tests, culminating events, PBAs (Performance-Based Assessments), and extended essays.

Minor summative assignments should apply/evaluate learning at the conclusion of the learning cycle (which could be in one day, or over multiple days). This can include daily classwork; homework assigned after instruction, practice, and feedback; discussions; learning checks; brief constructed responses; and exit tickets.

| Traditional Gradebook | New Gradebook |
|-----------------------|---|
| Classwork ≈ 60% | Summative Minor Assignments ≈ 2/3 of the overall points in a marking period |
| Homework ≈ 10% | Summative Major Assignments ≈ 1/3 of the overall points in a marking period |
| Tests ≈ 30% | Formative Assignments (non-graded) |

A score on any one assignment cannot drop an overall marking grade more than one letter grade.