

Perry Hall High Schools:  
[www.bcps.org/academics/grading](http://www.bcps.org/academics/grading)

Sample Report Card:  
[www.bcps.org/academics/grading/ReportCardHigh.pdf](http://www.bcps.org/academics/grading/ReportCardHigh.pdf)

BCPS One  
[www.bcpsone.bcps.org](http://www.bcpsone.bcps.org)

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### Need help using BCPS One?

Parent University Sessions Offered  
Saturday, October 8 or  
Saturday, November 19  
9 to 11 am  
Perry Hall HS Library

*For more information contact*  
Kathleen Watkins  
[kwatkins@bcps.org](mailto:kwatkins@bcps.org)

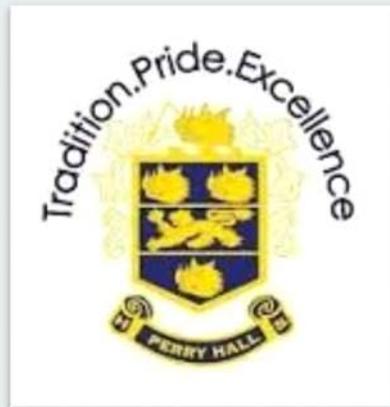
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Perry Hall High School  
4601 Ebenezer Rd  
Nottingham, MD 21236

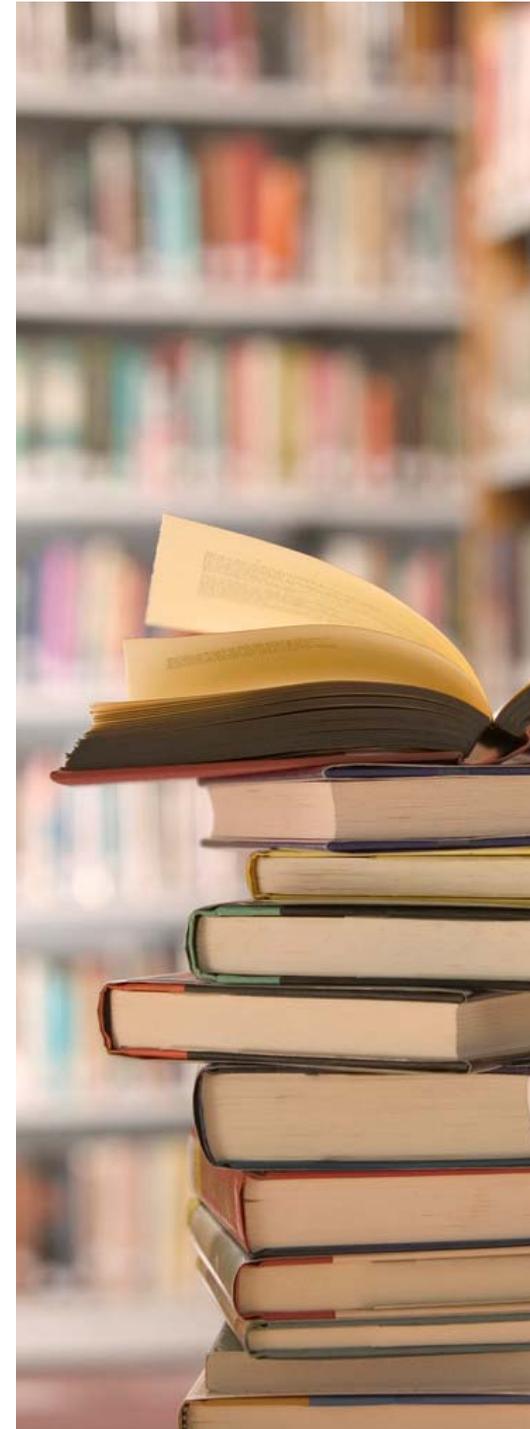
Phone: 410-887-5109  
<https://perryhallhs.bcps.org/>  
[www.bcpsone.bcps.org](http://www.bcpsone.bcps.org)



## Grading and Reporting at Perry Hall High



Perry Hall High School  
*Working together to cultivate a  
community of life-long learners*



## Why have the Grading and Reporting Processes Changed?

BCPS' mission to ensure that all students possess and demonstrate the necessary knowledge, skills, and abilities to be globally competitive graduates begins with a grading and reporting structure which ensures consistent and equitable practices.

The purpose of grades is to communicate what students know and can do in relation to the course expectations, and therefore, changes in how we assess students must shift. Traditional practices often distort grades by factoring in behaviors, awarding points for completion and extra-credit, averaging scores, and using zeros.

By reducing the practices that misrepresent what a student knows and can do, grades can accurately report student achievement.

## WHAT WILL BE GRADED?

As you review your child's achievement in BCPS One you will notice that some assignments are graded and others are non-graded. Those tasks that are graded are directly aligned to course standards, have been completed independently, and have occurred after your student has received feedback and/or engaged in sufficient practice. Collectively these assignments make up a body of evidence and may include projects, quizzes, tests, essays, labs, performances, presentations, verbal responses, or other assignments the teacher develops.

Those assignments that are non-graded, or scored, are recorded in BCPS One to help you and your student know their current level of achievement, be aware of their behaviors, and to track the completion of tasks. The teacher uses this information to design a customized education for your child.

## WHAT ABOUT HOMEWORK?

Homework is an important component of education and is imperative to your student's success. While homework will not be calculated into the marking-period grade, the assignments are designed to help your student digest class content, practice critical skills, and apply their knowledge so that they can identify their strengths and weaknesses. Homework completion will also be reported on the Skills and Conduct Indicator Rubric that will be on every report card.

## HOW WILL BCPS ONE LOOK DIFFERENT?

The look of BCPS One is the same, but you will notice a few new codes that will assist teachers in accurately communicating your student's level of achievement. Be sure to open each gradebook to view a precise picture of your student's performance.

### Codes:

#### **IN: Insufficient/Incomplete evidence**

- This code has no effect on the final grade and may be replaced with a failing grade if the assignment is not completed promptly.

#### **LS: Lowest Score**

- The code calculates a score that is 50% of the total points possible. In a 50 point scale, this is the lowest possible grade.

#### **E: Exempt**

- This code is a placeholder and does not affect the final grade. This assignment is not necessary for your child.



## What are Multiple Learning Opportunities?

Not all students learn in the same way or at the same pace. To ensure that all students are meeting with success teachers may offer additional learning opportunities to students who do not initially master a concept or a skill on an assignment. Review your student's syllabi for course specifics.

## What will the Report Card Look Like?

Course Name	Course No	Sec	Teacher	Inst Level	Sem	MP 1	MP 2	Mid YR	MP 3	MP 4	Final Eval	Final Grade	Credits	Quality Points	Absences		Skills and Conduct	Conference Desired			
															MP	YTD					
ENGLISH 11 HON	1011004	04	Sample Teacher	H	1	E	E	E	E	E	C	E	0.0	0.00	20	42	0	1	0	0	Yes
CREATIVE WRITING	1013700	01	Sample Teacher	ST	1	C	C	C	C	C	C	E	0.0	1.00	0	3	1	1	1	1	Yes
US HISTORY HON	1511004	02	Sample Teacher	H	1	A	B	A	B	D	B	D	1.0	4.00	3	6	1	1	1	2	
AP PSYCHOLOGY	1213506	04	Sample Teacher	AP	1	A	A	B	A	C	B	1.0	5.00	2	6	3	3	3	3		
ALGEBRA COLLEGE HON	2028004	03	Sample Teacher	H	1	D	C	D	D	D	D	1.0	1.00	3	6	3	3	3	3		
PHYSICS HON	2512004	09	Sample Teacher	H	1	B	B	A	B	B	B	1.0	4.00	2	6	2	1	2	3		
AQUATIC SCIENCE HON	2560100	03	Sample Teacher	H	1	C	C	C	C	C	C	1.0	3.00	3	6	3	3	3	3		
SPANISH 3 HON	3030304	03	Sample Teacher	H	1	B	A	A	A	A	1.0	5.00	3	6	0	1	2	3			
WEIGHT TRAINING	5041100	01	Sample Teacher	ST	2			C	C	C	C	0.5	1.00	2	6	2	2	2	2		

<b>Achievement Grades</b>	<b>Grade Point Average (GPA)</b> GPA is the unweighted numerical representation of a grade measuring a student's overall performance across courses taken for a specific period of time. There are two marking period of cumulative.	<b>Instructional Level</b>	<b>Credits</b> A credit is the unit of achievement awarded for the completion of a course and the successful demonstration of established standards for the course.	<b>High School Assessments Status as of 1/15/2016</b>	<b>Classroom Conduct</b>	<b>Violence With Students</b>
A Outstanding B Above Average C Average D Below Average E Failing (No credit awarded) I Incomplete/ Insufficient Evidence S Satisfactory U Unsatisfactory P Passing F Failure	<b>Quality Point Average (QPA)</b> QPA is the weighted numerical representation of a grade measuring a student's performance across courses taken for a specific period of time. The weight is determined by the course level.	AP Advanced Placement COL College Dual Credit IB International Baccalaureate GT/AA Gifted and Talented / Advanced Academics H Honors ST Standard	Algebra Met Biology Met English Met Government Not Met	Met Met Met Not Met	Met Met Met Met	Met Met Met Met
			Current Year Credits: 7.0 Cumulative Credits: 21.0	Student Service Learning Status as of 1/15/2016	Total Hours: 107 Requirement: Met	

BCPS Skills and Conduct Indicators							
Classroom Conduct		Work Completion		Working With Adults		Working With Students	
<b>Meeting</b>	<b>3</b>	<b>The Student:</b> • Consistently arrives on time. • Is consistently prepared for class. • Consistently participates in class. • Consistently accepts responsibility for actions. • Consistently behaves appropriately as outlined in classroom rules.	<b>The Student:</b> • Consistently completes classwork as assigned. • Consistently submits homework on time. • Consistently uses available instructional supports. • Sometimes takes advantage of reteach/redo opportunities.	<b>The Student:</b> • Consistently responds to and communicates positively with adults. • Consistently follows directions from adults and asks questions when needed. • Consistently interacts cooperatively with adults.	<b>The Student:</b> • Consistently communicates positively with other students. • Consistently avoids or resolves conflict with other students. • Consistently demonstrates tolerance of multiple perspectives. • Consistently interacts cooperatively with other students.		
<b>Developing</b>	<b>2</b>	<b>The Student:</b> • Sometimes arrives on time. • Sometimes is prepared for class. • Sometimes participates in class. • Sometimes accepts responsibility for actions. • Sometimes behaves appropriately as outlined in classroom rules.	<b>The Student:</b> • Sometimes completes classwork as assigned. • Sometimes submits homework on time. • Sometimes uses available instructional supports. • Sometimes takes advantage of reteach/redo opportunities.	<b>The Student:</b> • Sometimes responds to and communicates positively with adults. • Sometimes follows directions from adults and asks questions when needed. • Sometimes interacts cooperatively with adults.	<b>The Student:</b> • Sometimes communicates positively with other students. • Sometimes avoids or resolves conflict with other students. • Sometimes demonstrates tolerance of multiple perspectives. • Sometimes interacts cooperatively with other students.		
<b>Insufficient Progress</b>	<b>1</b>	<b>The Student:</b> • Rarely arrives on time. • Rarely is prepared for class. • Rarely participates in class. • Rarely accepts responsibility for actions. • Rarely behaves appropriately as outlined in classroom rules.	<b>The Student:</b> • Rarely completes classwork as assigned. • Rarely submits homework on time. • Rarely uses available instructional supports. • Rarely takes advantage of reteach/redo opportunities.	<b>The Student:</b> • Rarely responds to and communicates positively with adults. • Rarely follows directions from adults. • Rarely seeks help from adults or asks questions when needed. • Rarely interacts cooperatively with adults.	<b>The Student:</b> • Rarely communicates positively with other students. • Rarely avoids or resolves conflict with other students. • Rarely demonstrates tolerance of multiple perspectives. • Rarely interacts cooperatively with other students.		
<b>No Evidence</b>	<b>0</b>	<b>Even with help, the student:</b> • Does not arrive on time. • Is not prepared for class. • Does not participate. • Does not accept responsibility for actions. • Does not behave appropriately as outlined in classroom rules.	<b>Even with help, the student:</b> • Does not complete classwork as assigned. • Does not submit homework on time. • Does not use available instructional supports. • Does not take advantage of reteach/redo opportunities.	<b>Even with help, the student:</b> • Does not respond to and communicate positively with adults. • Does not follow directions from adults. • Does not seek help or ask questions when needed from adults. • Does not interact cooperatively with adults.	<b>The Student:</b> • Does not communicate positively with other students. • Does not avoid or resolve conflict with other students. • Does not demonstrate tolerance of multiple perspectives. • Does not interact cooperatively with other students.		

School					
		Principal		Grade	
le High School		Sample Principal		11	
Year	Marking Period	MP Ending	Homeroom Section		
017	4	June 17, 2017	8		
Days of School	Days Absent	Days Tardy			
Year to Date	Marking Period	Year to Date	Marking Period	Year to Date	
180	5	12	7	23	