

Overlea High School

410-887-5241

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November 14, 2016

Dear Overlea Family:

BCPS has created an addendum for the Grading and Reporting Procedures Manual based on feedback from various BCPS stakeholders. It is the intention of Overlea Faculty and Staff to ensure that grading is being done accurately and equitably. Through BCPS stakeholder recommendations, Overlea High School has developed an Overlea Grading framework that aligns with the BCPS grading policy. Proper guidance from BCPS Curriculum and Instruction Offices on what should be included in the body of evidence, greater proportionality between assignment types that make up the marking period grade, and consistency between and among grade levels and content teams within the school on re-do assignments are the items that were considered when developing the grading framework. The BCPS grading policy enhancements included as “Addendum A” can now be found in the Grading and Reporting Procedures Manual (<https://www.bcps.org/academics/grading/>). The policy enhancements will be implemented in the second quarter. A summary of the Overlea Grading Framework is provided below:

- 1. Number of points or value given to any assignment depends on the scope of the assignment and alignment to the standards**
- 2. Assignments that are to be graded are major and minor assessments.**
 - Major assessments may include tests, projects, unit assessments, Performance based assessments, lengthy writing assignments, etc. Major assessments tend to require cumulative knowledge or skills.
 - Minor assessments may include exit tickets, summary questions, “check-ins,” homework as an extension of a lesson, etc. Minor assessments tend to measure individual lesson objectives.
 - A Check-in/learning check/quiz is a minor graded assignment that provides the teacher with information about learning during a brief interval of instruction (within 1-2 weeks of instruction). These are given after instruction, practice and feedback. How often learning checks are implemented will depend on the instructor and the complexity of the content.
 - Classwork assignments may be scored and included as minor assignments only if prior to being scored the following has occurred (1) concept was taught by the teacher, (2) student was given an opportunity to practice, and (3) feedback was provided to the student (descriptive and specific feedback).
- 3. Timely and specific feedback will be provided to students and parents regarding student’s ability to meet learning targets**
 - Grades entered in every two weeks within the BCPS One System
 - Assignments will be clearly labeled
 - A score on any one assignment may not drop the overall marking period grade by more than one letter grade
 - Assignments eligible for a re-do will be denoted by a parentheses () in the BCPS LMS.

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4. Clear guidelines and deadlines for redo's

- A student has two weeks after the return of an assignment with written and specific feedback to complete a redo. After the two weeks, the re-do window would be closed for the specific assignment.
- Redo based upon completion of all formative assignments pertaining to mastery of the standard.
- A redo can be a whole redo or a portion of assignment requiring a redo
- BCPS assessments are not eligible for redo
- Evidence of new learning must be demonstrated in order to replace prior attempts. This will be done through the learning plan template.

5. Each quarter students will be given at minimum of 2 major assessments weighted at 100 points each, and a minimum of 5 minor assessments weighted at 50 points each. Teachers should use the "Out of" feature in BCPSOne gradebook to create these weights.

- All instructors will implement a 67% Minor Assignment/33% Major Assignment Gradebook Model

Traditional Gradebook

Classwork = 60%

Homework = 10%

Tests = 30%

Formative Assignments (non-graded)

- There will be 3 categories to the OHS gradebook: Major, Minor, and Formative (Formerly known as non-graded).

New Gradebook

Summative Minor Assignments = 2/3 of the overall point in a marking period


Summative Major Assignments = 1/3 of the overall point in a marking period

6. Performance indicators will be used on the report card. The indicators will reflect participation, effort, failure to meet deadlines and behavior for each class.

Our goal is to provide students with multiple opportunities to demonstrate mastery of grade level or course standards during each quarter of instruction. We believe that every student who attends Overlea High School can be successful and we support each and every one of our students.

If you have questions or concerns about the grading framework, please call the school (410-887-5241) to schedule a conference with the teacher and/or a member of the administration.

Sincerely,


Monica C. Sample
Principal