Grades are based upon a **body of evidence** that reflects a student’s achievement of course standards. **Body of Evidence:** No. Rule 5210 defines Body of Evidence as including “assessment products such as unit assessments, end-of-course assessments, homework, assignments, presentations, products, observations, and/or performance tasks such as discussion, recitation, simulation, construction, movement, procedure, or demonstration of skill.” A teacher should determine if a piece of evidence is part of the body of evidence based on how the results of the assignment are being used. Again, if it isn’t practice (during instruction), and takes place after instruction and feedback, and is aligned to the standards or course expectations, then it is considered summative in nature, and can be included in the body of evidence. The “Graded” areas of the grade book **should not** be solely comprised of traditional “tests.”

The following should **NOT** be considered when reporting a student’s achievement grade as they do not reflect the above statement: extra credit, lateness, absence, discipline, participation (unless directly connect to a curricular standard).

**“Graded” assignments:** those assignments representing student achievement of course standards that affect a student’s actual class letter grade as reflected in BCPS One carrying through to their report card.

These include the following:

- **Major Summative assessment(s)**-major, graded, end-of-unit, curricular-based assessments that measure standards. These grades should be reflected in the gradebook with the highest values (i.e. 100 points). Examples may include: unit exams, projects, presentations, performance based assessments, essays, etc.

- **Minor Summative assessments(s)** - graded, assessed skills and learning. The student’s highest grade should be recorded; descriptive, timely teacher feedback is essential for student reflection. These are purposefully planned points in learning that reflect students’ grasp of necessary concepts prior to attempting Summative assessments. These grades should be reflected in the gradebook with lower values (i.e. 25 points). Examples may include: mid-assessments, quizzes, essays, labs, presentations, videos, standards based homework, etc.

**“Not Graded” assignments:** those assignments that are considered “scored feedback” and recorded in BCPS One which do NOT mathematically affect a student’s grade; these are the activities that are daily learning checks assessing student understanding and should be reflected upon and redone in different ways until students have mastered the learning; descriptive, timely feedback is essential for student reflection. These scores will be reflected in the gradebook with the lowest values (i.e. 10 points), though they will NOT affect the student’s grade when they are entered. They simply communicate the progression of learning. Examples may include: pre-assessments, exit tickets, drills, rough drafts, discussions, verbal responses, practice homework, etc.

**Gradebook Codes:**

M Code = Missing
The M code is averaged into the marking period grade as a zero.

E Code = Exempt
The (E) code serves as a place holder and does not impact the overall grade shown in the gradebook. This is used when a student has been excused from completing an assignment under special circumstances.

IN Code = Incomplete/Insufficient Evidence
The (IN) code serves as a placeholder for assignments that have not been attempted or completed by the student. It does not immediately impact the overall grade shown in the gradebook. However, the (IN) can impact the overall grade on the student’s report card if the impact of the missing assignment(s) affects their body of evidence proving proficiency learning of the standard as determined by the teacher. The (IN) code should be converted to a score once the student completes the assignment within the parameters set by the teacher.

*Each teacher will set the amount of time allotted for IN work to be completed- (example 2 weeks)
LS Code = Lowest Score Possible

The (LS) code indicates the student attempted the assignment or assessment but at this point demonstrated insufficient evidence of the knowledge, skills, and practices embodied by the standard. The (LS) code factors into the grade as 50% of the total points possible for the assignment, signifying a failing grade.

“Comments”: teachers have the option to include further information regarding a student’s score or code on any assignment in BCPS One LMS for further feedback to students and parents.