

2021 – 2022 Grading Guidance for Teachers

AACPS will follow the [Grading Regulation \(II-RA\)](#) as we return for the 2021-2022 school year. We will continue to be flexible with students in their ability to turn in completed work and in ways that they can demonstrate their learning (assessment). Brightspace provides the key medium for students to receive, complete, and submit work. A classroom that is digitally rich provides many opportunities that we can embrace to overcome any perceived challenges.

Grading Regulation Highlights:

- **Middle School**

- Daily classes each marking period shall have a minimum of 9 separate evaluations or assessments of course content, skills, and standards mastery - not to include homework. Consider that such separate evaluations or assessments of course content may not exceed 15 total assignments.
- A day and B day-only courses, each marking period shall have a minimum of 7 separate evaluations or assessments of course content, skills, and standards mastery - not to include homework. Separate evaluations or assessments of course content may not exceed 12 total assignments.
- Assignments shall have a due date. Assignments that are not submitted shall receive a grade of zero. Assignments that are submitted within 1 week of the due date shall be counted as being submitted on time. Assignments that are submitted more than 1 week after the due date and any time before the end of the quarter shall receive a grade of at least 50%.

- **High School**

- High school courses, each marking period shall have a minimum of 9 separate evaluations or assessments of course content, skills, and standards mastery - not to include homework. Consider that such separate evaluations or assessments of course content may not exceed 15 total assignments.
- Assignments shall have a due date. Assignments that are not submitted shall receive a grade of zero. Assignments that are submitted within 1 week of the due date shall be counted as being submitted on time. Assignments that are submitted more than 1 week after the due date and any time before the end of the quarter shall receive a grade of at least 50%.

General Gradebook Considerations

- Consider having a standardized school, grade level, or content area gradebook with the same categories, weights, and types of assignments and assessments. We discourage numerous “buckets” or categories; outside of any required quarterly assessment or homework grading



categories, consider minimizing the number of different categories that families must navigate and use raw points rather than a percentage out of 100 points when determining grades. [Here are some examples of Gradebook setups that different schools use and recommend](#). Please take time to look at them before setting up your gradebook as you have done historically.

BrightSpace Considerations

- **BrightSpace consistency is key.** We expect that all teachers will use Brightspace to house their syllabus, student expectations, and major assignments. We encourage teacher to post classwork and homework in Brightspace at the end of each day to support students and families to know where they can go to look for assignments, work, feedback, and teacher expectations of students.
- We encourage you to work with your school and content teams to create consistent expectations around the setup, grading expectations, graded assignments, etc. This is very important that all teachers teaching at the same grade level (elementary), course, or program level (secondary) are assigning similar type and quantity of work and grading similarly.
- Utilize “due dates” in BrightSpace and work with students to build their capacity as independent learner. Please try to make sure that resources/materials remain accessible to students as we are seeking to be **compassionate** in grading. Consider creating and using a Resource folder inside BrightSpace.
- Although we should expect students to complete all learning activities, whether graded or not, graded assignments and targeted assessments need to be clearly identifiable within BrightSpace.
- Consider posting all graded work for the week on a Monday and allow students at least a week to complete them. Late assignments **must** be accepted. Assignments submitted more than 1 week after the due date and anytime before the end of the quarter shall earn a score of no less than 50%. Assignments that are not submitted shall receive a grade of zero.
- Teachers need to provide students feedback via BrightSpace when applicable. It is as important, if not more important than in the in-person classroom. Creating the digital feedback allows for students the opportunity for self-reflection and a record of their growth over time.
- BrightSpace supports direct communication between teacher, student, and parent/guardian. We are telling parents that we will be using BrightSpace for much of our School-Home partnership communication.

NOTE: See Brightspace Teacher Expectations on the www.aacps.org/fall2021Educator webpage for more information must-dos related to Brightspace.

Planning Considerations for Grading Student Learning

- Lesson Plans should include the suggested assignment and assessment options listed in the District Curriculum Guides accessed through BrightSpace. [website: <https://sites.google.com/aacps.org/teacher-intro-to-digital-tools/brightspace>]
- Encourage collaboration between students but remember that AACPS Grading Policy and Regulations prohibit group grades. **Consider having students provide feedback to each other so they can revise their work prior to final submission.**

- Use AACPS rubrics when available or **create clear analytic rubrics that allow for feedback on individual standards and skills to guide students in completing tasks.** Avoid holistic rubrics as they do not provide targeted feedback to students on specific standards and skills.

Using Flex Time Appropriately

Flex is an additional learning opportunity for students to seek learning support or extension opportunities. When flex is used appropriately, students are more apt to complete work and submit work in a timely manner. Flex can provide time for students to:

- review what they need a second time or expand their knowledge by going deeper into a concept or content domain.
- work in small groups to further their understanding of content and skills.

AACPS Teacher Guidance Sheet

Updated on 9/1/2021