

POLICY

SUBJECT: Grading and Reporting
NUMBER: ED-02-24
APPLICABLE TO: JSEP employees

APPROVED: _____



Vincent Schiraldi, Secretary

DATE: May 7, 2025

I. POLICY

The Department of Juvenile Services (DJS) Juvenile Services Education Program (JSEP) schools maintain rigorous performance and achievement standards for all students and provide a fair process for evaluating and reporting student progress that is understandable to students and their parents/guardians and relevant for instructional purposes.

II. AUTHORITY

- A. Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400, *et. seq.*
- B. Md. Code Ann., Human Services, § 9-203 and § 9-204
- C. MD Code Ann., Human Services § 9-506, § 9-603 and § 9-604
- D. COMAR 13A.05.01.09
- E. COMAR 13A.03.02.07

III. DIRECTIVES/POLICIES RESCINDED

None

IV. FAILURE TO COMPLY

Failure to comply with the Department's Policy and Procedures shall be grounds for disciplinary action up to and including termination of employment.

V. STANDARD OPERATING PROCEDURES

Standard operating procedures have been developed.

VI. REVISION HISTORY

SUMMARY OF REVISION	DATE OF REVISION
New policy issued.	May 2025



Maryland

DEPARTMENT OF
JUVENILE SERVICES

PROCEDURES

SUBJECT: Grading and Grade Reporting

NUMBER: ED-02-24

APPLICABLE TO: JSEP employees

APPROVED: Kimberly Pogue
Kimberly Pogue, JSEP Superintendent

DATE: 5/7/2025

I. PURPOSE

To accurately document and report student learning through grades and reliable reporting practices which reflect alignment with the Juvenile Services Education Program (JSEP) curriculum and assessments.

II. DEFINITIONS

Assessments means the systematic collection of data that demonstrates the level of mastery of course material. These can include, but are not limited to, JSEP assessments, end of unit or course tests, performance-based projects, portfolios, teacher-initiated formative and summative assessments, and daily classwork.

Course Goals means the skills and knowledge a student should attain by the end of the course.

Credit Recovery means an avenue for students to earn credits for classes they have previously taken and failed.

Grade means a percentage that reflects how a student performs in relation to the course goals.

Individualized Education Program (IEP) means a program developed to meet the individual needs of a student with an identified disability that is developed, reviewed, and revised in accordance with 20 U.S.C. § 1414 and COMAR 13A.05.01.

Quarterly Grades means grades issued for a quarter, or ½ of a semester.

Semester Grades have the following meanings: 1st semester grades are an average of the first and second quarter and 2nd semester grades are the average of the 3rd and 4th quarter.

Collection of Evidence means a set of aligned educational tasks used to determine if a student has met identified standards or goals.

Progress Reports means a JSEP report issued at the midpoint of each marking term that reflects academic progress of a student through the date of issuance.

Report Cards means a JSEP report that reflects the academic progress of a student through the date of issuance and is issued at the end of each marking term.

III. **PROCEDURES**

A. General Responsibilities

1. The JSEP Superintendent along with the Field Directors and Curriculum Coordinators determine course expectations, any district-wide assessments, and the scope of the course material to be taught and assessed in each course.
2. JSEP Principals are responsible for establishing a consistent process in their schools to ensure the grading and reporting procedures provided herein and in the *JSEP Credit Attainment Policy* are followed by their staff. Additionally, it is their responsibility to ensure all grades are recorded properly and consistently by teachers in the JSEP grading system.
3. JSEP School Counselors are responsible for calling parents/guardians and documenting those parental/guardian contacts in the access log when interim reports are issued, and setting up and attending conferences requested by parents/guardians.
4. JSEP General Education Teachers are responsible for:
 - a. establishing due dates and deadlines;
 - b. communicating course expectations in writing to each student with a syllabus;
 - c. returning graded work to students;
 - d. allowing make up work when a student is not in class;
 - e. establishing a variety of assessment to accommodate different learning styles;
 - f. putting grades in the JSEP electronic grade book within a week of the assignment due date;
 - g. calculating final grades; and
 - h. conferencing with parents/guardians about their student's level of achievement.
5. JSEP Special Education Teachers are responsible for collaborating with General Education Teachers to ensure that the curriculum is accessible to all students. They are also responsible for sending supplemental information about progress on the youth's IEP goals to the parents/guardians with each report card.
6. JSEP School Counselors will monitor student schedules and regularly update students and parents on progress toward fulfilling credit requirements, Maryland Comprehensive Assessment, service, and applicable IEP requirements for graduation.
7. The JSEP Coordinator for School Counselors and Records Management is responsible for overseeing the fidelity of these procedures and reporting any discrepancies to the Superintendent.

B. Evidence of Student Learning

JSEP teachers shall monitor and evaluate student learning based, over time, on a variety of assessments that are aligned with course goals. Student grades are based on this collection of evidence, giving students an opportunity to demonstrate their comprehension of course material regardless of their learning styles.

C. Grades

1. JSEP teachers shall determine student grades. Grades must be fair, accurate, and transparent. They reflect a student's learning to all who may use them for decision making in the future. The grading system in the JSEP is designed to ensure that no student loses credit for work they have done as a result of moving to a JSEP school or back to their community school.
2. JSEP teachers shall base grades on individual demonstration of skill and understanding coming from a variety of types of assessments and on evidence of attainment of course expectations.
 - a. Grades may not include work assigned for practice or preparation for instruction.
 - b. Teachers of English Language Learners (ELL), special education teachers, and general education teachers who provide instruction for a student will collaboratively examine evidence collected to determine the student's grade.
 - c. The basis for all grades will be transparent and available to the student, the student's guardian, the school principal, and the JSEP administration.
 - d. JSEP Teachers shall return graded work to students as soon as is feasible.
 - e. All course grades shall be based the following approved weighted percentages:
 - 1) Classwork- 60%;
 - 2) Assessments- 30%; and
 - 3) Participation- 10%.
 - f. Demonstrating achievement of standards for a course is being able to demonstrate the identified skill multiple times in multiple contexts. The body of evidence can include, but is not limited to, any of the following:
 - 1) Discussions
 - 2) Project-based learning tasks
 - 3) Verbal responses
 - 4) Assignments
 - 5) Performances
 - 6) Presentations
 - 7) Observations
 - 8) Unit assessments
 - 9) Labs
 - 10) Culminating events
 - 11) Essays
 - 12) Works of art
 - g. The type and quality of assignments included in the body of evidence, as listed above, will differ by course, content area, and age. JSEP teachers shall provide students with multiple opportunities to show what they know and are able to do in a variety of formats because grades cannot be determined solely from traditional assessments.
 - h. To ensure consistency and alignment with MSDE approved academic standards, the JSEP Academic Coordinators will provide direction to JSEP teachers regarding essential major assignments and assessments to be included in the body of evidence.
3. JSEP teachers shall determine quarter grades for students who enter a JSEP School during the quarter by a weighted average between the student's current school and former school.

- a. For each course, the JSEP School shall use the grade from the previous school for the portion of the quarter the student was enrolled in that school. The grade entered may not be lower than 50%. Upon entering a JSEP school, the student receives grades based on JSEP assessments for the remaining portion of the quarter.
4. JSEP Teachers shall base final course grades for each course on an average of quarterly grades, regardless of where the youth earned the grades.
5. JSEP teachers shall base Semester Grade Calculations for credit-bearing courses on Quarter 1 and Quarter 2 grades when percentages are not available for either or both quarters. Grades are as follows:

A/A=A*	B/A=A	C/A=B	D/A=B	F/A=C
A/B=A	B/B=B	C/B=B	D/B=C	F/B=C
A/C=B	B/C=B	C/C=C	D/C=C	F/C=D
A/D=B	B/D=C	C/D=C	D/D=D	F/D=F
A/F=C	B/F=C	C/F=D	D/F=F**	**F/F=F

*How to read the chart: An A in the first quarter combined with an A in the second quarter results in a semester grade of A

** These semester grades qualify for credit recovery.

D. Reporting Grades

1. JSEP teachers and/or School Counselors shall report grades in a fair, accurate, and usable format to ensure a clear picture of student learning, attainment of credit, and progress toward high school graduation. Grades will be an accumulation of all of the student's work for the reporting period and transferable to the student's next educational placement.
2. JSEP schools shall issue Report Cards at the end of each quarter and will summarize student achievement for that period. Report cards will be finalized in the JSEP reporting system as well as placed in a students' education file, sent to the parent/guardian, and given to the students within 5 days of the end of the quarter.
 - a. Grades will be consistent with the JSEP grading scale.
 - b. Parents/Guardians of students with an Individualized Education Program (IEP) will receive supplemental information on progress toward the attainment of IEP goals at the time report cards are issued, consistent with federal and state requirements.
 - c. Interim reports shall be given to each student and mailed to their parent/guardian if the student is in danger of failing or dropping more than one letter grade from the previous marking period.
 - d. Teachers or parents/guardians may request conferences to discuss student progress or concerns.
 - e. Teachers will record all grades in PowerSchool or any other student information system used by JSEP.

f. Grade symbols and scales acceptable for use on report cards are below:

A	90-100% Outstanding level of performance
B	80-89% High level of performance
C	70-79% Acceptable level of performance
D	60-69% Minimal level of performance
F	Unacceptable level of performance

E. Grade Modification

When there is evidence to demonstrate that a student's recorded performance differs from the level of student performance indicated by the student's final marking period or semester grade, a grade may be modified.

1. A reason for modifying a grade may include, but is not limited to, correcting errors in the implementation of grading and reporting procedures.
2. Grades associated with end-of-course assessments required by the MSDE may not be modified.
3. A grade modification may only be issued for the marking period or semester immediately preceding the request. The principal must review the required documentation and issue a determination within 45 school days following the end of the relevant marking period or semester.
4. A request to modify a student's grade can be initiated by a teacher, student, parent or school counselor, and must be approved by the principal. The principal must notify the teacher when a student's grade is modified.
5. The principal should complete and sign a JSEP Grade Change Form to the JSEP School Performance Manager. The School Performance will enter the new grade into the SIS.
6. Teachers have a responsibility to implement grading and reporting procedures. In cases in which procedures have not been implemented in accordance with Grading and Reporting Policy, and published guidance, a principal will consult with the teacher and may modify a grade, with the appropriate documentation designated above.

IV. RESPONSIBILITY

The JSEP Field Directors are responsible for implementation and compliance with this procedure.

V. INTERPRETATION

The JSEP Superintendent shall be responsible for interpreting and granting any exceptions to these procedures.

VI. LOCAL OPERATING PROCEDURES REQUIRED

No

VII. DIRECTIVES/POLICIES REFERENCED

JSEP Credit Attainment Policy, ED-06-22

VIII. APPENDICES

None



DJS Policy and Standard Operating Procedures

Statement of Receipt and Acknowledgment of Review and Understanding

SUBJECT: Grading and Grade Reporting

NUMBER: ED-02-24

APPLICABLE TO: JSEP employees

I have received and reviewed a copy (electronic or paper) of the above titled policy and procedures. I understand the contents of the policy and procedures.

I understand that failure to sign this acknowledgment form within five working days of receipt of the policy shall be grounds for disciplinary action up to and including termination of employment.

I understand that I will be held accountable for implementing this policy even if I fail to sign this acknowledgment form.

SIGNATURE

PRINT FULL NAME

DATE

WORK LOCATION

***SEND THE SIGNED COPY TO YOUR SUPERVISOR
FOR PLACEMENT IN YOUR PERSONNEL FILE.***