Context & Declaration

Strategic Plan 2018: For a Better Tomorrow

The CMS Strategic Plan contains specific learning goals rooted in three basic beliefs: 1) all students can learn the subject matter that is determined by the state of North Carolina and, 2) it is the responsibility of Charlotte-Mecklenburg Schools to provide all students with a range of opportunities to learn what they are expected to learn and, 3) students learn at different paces and we must personalize learning to meet the unique learning pace and needs of each student. To that end, there are implications for teaching and grading practices in our district. Goals 1.2.2 and 6.1.1 address the personalization of learning and the mastery of content through high quality teaching and re-teaching opportunities. The goals are as follows:

> **Goal 1:** *Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.*
>> **Focus Area II: Academic growth/high academic achievement**
>> 2.2 Provide high-quality teaching and re-teaching opportunities to ensure mastery learning
> **Goal 6***: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign.*
>> **Focus Area I: Learning everywhere, all the time**
>> 1.1 Ensure each student has equitable access to personalized learning

In order to accomplish these goals, mastery learning and grading practices must be utilized.

- Mastery is the level in which a student learns content matter at a level of high understanding or proficiency.
- Mastery Learning is the process in which students learn pre-determined subject matter to the point of mastering the content as demonstrated in a variety of contexts.
- Mastery Grading is a cycle of assessment, feedback, re-teaching, and re-assessment; by following this cycle, students are provided the opportunity to learn the content that is not initially mastered. The result of this process is a grade that reflects a student's mastery of the subject matter.

Expectations for Grading

General

- Grades are recorded in PowerSchool within ten school days of an assignment's due date
- Grades are never used in a punitive manner

Grade Weighting

- Formal Assignments
  - 70% of Quarter Grade
  - Tests, Comprehensive writing assignment, Projects[1]
  - Minimum of 4 formal assignments per quarter
- Informal Assignments
  - 30% of Quarter Grade
  - Classwork, Homework, Class participation[2]
  - An appropriate number of informal assignments should be assigned to accurately represent mastery of content objectives

Assigning Grades

- Students may receive an initial score of zero (0) for an assignment or assessment:
  - on which a student made no attempt or concerted effort
  - on which a student was found to be cheating or plagiarizing
  - that is missing or not submitted

Late Work for a Student Present in Class

- Late work must be accepted by the teacher if submitted within the grading period
- Late work may receive less than full credit

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[1] In order to count projects, a rubric must be approved by an administrator.
[2] In order to count class participation, a rubric must be approved by an administrator.

Make-up Work due to Student Absence
- Make-up work must be accepted by all teachers within the grading period.
- Arrangements for making up missed work must be made within 5 school days of the students return to school. These arrangements should include a schedule of expected due dates.
- Students are responsible to initiating contact with the teacher concerning arrangements.
- Credit for make-up work should be awarded as follows:
  - Excused Absences: Students must be given full credit for work if completed in accordance to the arranged schedule
  - Unexcused Absences: Students may receive less than full credit for work completed in accordance to the arranged schedule

Formal Assignments
- Formal assignments shall be standards-based and measure students' level of mastery on specific learning objectives
- A retest opportunity must be provided for students in all standard and honors level courses, but should not be provided for students in AP level courses
- CMS recommends that additional practice will be provided for students who do not achieve initial mastery (84%)
  - following additional practice, new opportunities shall be provided to measure student mastery
  - once re-assessed, students will be able to earn up to an 84% to replace the initial grade
- Each PLC may determine their own retest practice, which shall be consistent among teachers throughout the PLC and stated in each teacher's course syllabus

PowerSchool Gradebook
- Teachers must assign all grades in PowerSchool Gradebook.
  - If a teacher chooses to assign grades in another system (i.e. Edmodo, Schoology), he/she must also enter all grades into PowerSchool Gradebook
- Teachers must enter a grade into PowerSchool Gradebook no later than 10 days after the due date of the assignment.
- Teachers should begin entering grades in PowerSchool Gradebook before the 10th school day of the quarter.
- Teachers may not close out their PowerSchool Gradebook sooner than the 10th school day before the end of the quarter.

Extra Credit
- It is unacceptable to give extra credit for the following:
  - Bringing in canned goods, classroom materials
  - Parent Signatures
  - Participating in non-curricular activities

Students with a 504 Plan, Individualized Education Program (IEP) or are Limited English Proficient (LEP)
- Should receive accommodations on assignments and assessments to allow them to engage in on-grade level content.
- Student work should be assessed based on the students' accommodated assignments and assessments, NOT compared to peers or other norm referenced standards.
- If a student with a 504, IEP, or LEP is failing the course, the team should reconvene to review and amend the plan as needed.

Credit Recovery
- In order to qualify for a credit recovery program (i.e. APEX), the student's average for the course must be 60-69%.
- There is no required average to be recommended for Summer School Credit Recovery.