

East Mecklenburg High School Grading Policy



After a thorough look at gradebooks, the following observations were made. Administration recognized a lack of consistency amongst school wide grading policies. The Admin team and IET worked together to develop the following grading policy with the goal of a unified exceptions that will further increase school-to-home communication and transparency.

- ✓ Grades over 100%
- ✓ Bathroom Passes earn Extra Credit
- ✓ Grade Dumping (all grades entered day before quarter ends)
- ✓ Not entering 0s (inflated grade)
- ✓ 1 Formal Grade per Quarter/No formal/informal (all points)
- ✓ Lack of use of Rubrics &/or Grading Feedback
- ✓ High Failure Rates (90% of the class is failing....)

Gradebook Expectations:

- Each teacher will be required to identify the type of each assignment with a designation listed below. This will help with interpretation of the assignment by students, administrators, counselors, and parents.
 - **HW:** homework
 - **CW:** class work
 - **QZ:** quiz
 - **FA:** test (formal assessment)
 - **Proj:** project
 - **ESY:** essay
 - **LAB:** formal experiment
 - **RT:** retest
 - **NB:** notebook check
- For all classes, teachers will grade assignments for **Mastery** and **NOT** for completion.
 - NO final grade should be over 100%.
- For all classes, teachers will note work has not been turned in by entering a zero (0) score and a “missing” notation in PowerSchool.
- For Semester/Block classes
 - For informal assignments teachers will have **up to 10 days** to grade assignments and enter into PowerSchool.
 - For formal assignments, teachers will have **up to 10 days** to grade assignments and enter into PowerSchool.
- For A/B day classes
 - For informal assignments teachers will have **up to 10 days** to grade assignments and enter into PowerSchool.
 - For formal assignments, teachers will have **up to 10 days** to grade assignments and enter into PowerSchool.
- Extra Credit **CANNOT** be awarded for bringing items to class.

Late Work Guidelines:

- All late work **MUST** be accepted within the grading period it was assigned.
 - A student who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up the work.
 - All excused absences will be logged in PowerSchool by the attendance secretary.
 - Teacher will use PowerSchool to determine if points are to be taken.
 - All absences coded with a 2 will be subject to the -10 points a day rule.
- Absences, whether excused or unexcused, will **NOT** prevent students from turning in late work.
- It is the **student's** responsibility to make arrangements for make up work, turn in late work, and ensure that the proper points were assigned.
 - **Arrangements** for completing the work should be made within five school days of the student's return to school.
 - **Arrangements** should include a schedule for completion of the work.
- During virtual instruction, all assignments are due at 11:59pm unless otherwise stated by the teacher.
- During in-person instruction, all assignments are due at the time of collection by the teacher

70% Formal Assignment Expectations

- Teachers will be **required** to have a minimum of 2 per quarter.
- Formal assignments can be tests, projects, comprehensive essays, etc.
- **Retest:** Following **required** additional practice assignment(s), new opportunities shall be provided to measure mastery.
 - A maximum score of 79% can be earned.
 - *The assignment/assessment/test will be different from the original formal assignment*
 - Any student making a 79% or higher are **NOT** eligible for a retest.
 - There is a maximum of ONE retest per assessment
- Students will receive a 0 (zero) if they refuse to submit an assignment when present in class or school for the day (**a makeup test will not be provided**)
- Students will receive a 0 (zero) if the **honor code** is violated (cheating, plagiarism, etc.)
- **Late Penalty:** -10% per day. A day will be considered as a school day.

30% Informal Assignment Expectations

- Teachers will be **required** to have a minimum of 8 assignments per quarter for **Semester** classes.
- Teachers will be required to have a minimum of 6 assignments per quarter for **A/B day** classes.
- Informal assignments can be quizzes, class work, homework, group work, etc.
- **Late Penalty:** -10% per day. A day will be considered a school day.

Charlotte-Mecklenburg Schools High School Grading Procedures Plan

CMS Vision

Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

Mission

The mission of CMS is to maximize academic achievement by every student in every school.

Strategic Plan 2024: What Matters Most

Strategy 1: Focus on what matters most- content, teachers and students in our instructional core

- ✓ Content- level of complexity of the content students are asked to learn
- ✓ Teacher- knowledge and skill of the teacher
- ✓ Student- how students participate in their own education

Guiding Principles of Effective Grading Practices

Evaluating student progress and grading that progress are essential components of the educational process (CMS Board Policy IKA). The purpose of assessment is to provide teachers, students, parents and other individuals who support students' learning with feedback on the extent of individual student mastery. This allows adults to be strategic in designing future instruction to meet students' individual needs; it allows students to take ownership over their academic performance and it ensures parents stay informed so they can be partners in the education process.

Achieving the goals of Strategic Plan 2024: What Matters Most, instructional leaders and teachers will embrace a shift in thinking and implementing effective, standards-based grading practices. Standards-based grading practices will increase student achievement, reduce course failures and improve the academic environment. At any given time, students, teachers and parents can use a student's grades to clearly understand the extent to which students are on track to mastering the knowledge and skills needed to pass the course and move closer to high school graduation. There will be alignment between course grades from teachers and scores on assessments. ***Grades will provide specific feedback on the knowledge and skills students need to practice more in order to improve their academic performance.***

Students who do not initially demonstrate mastery on standards-based assessments can receive additional support and can show their ongoing growth through retests. This ensures students are held accountable to mastering the content by the end of the course. The objective of these practices is not to give students unearned grades, but to create an environment in which students earn higher grades because they put forth more effort, improve through teacher feedback and complete work at a higher level of quality. *(Research from Douglas Reeves, Elements of Grading, 2011)*

Effective Grading Practices:

1. Teachers
 - a. shall ensure that grades reflect mastery of content,

- b. shall record grades in PowerSchool within ten school days of the assignment's due date
- c. shall not use grades in a punitive manner,
- d. shall assign the initial score earned for an assignment or assessment on which the student made a concerted attempt;
- e. shall assign an initial score of zero (0) to an assignment or assessment on which a student made no attempt or which is missing,
- f. shall implement the following guidelines related to **formal assessments**:
 - i. Assessments should be standards-based and measure students' level of mastery on specific learning objectives,
 - ii. Additional practice will be provided for students who do not achieve initial mastery (79%),
 - iii. Following additional practice, new opportunities shall be provided to measure student mastery. A maximum score of 79% can be earned.

2. Assignments

- a. Late work and make-up work must be accepted by all teachers in accordance with the procedures established by the school. These procedures must align to the CMS Board Regulation IKB-R:
 - 1. A student who misses homework or other assignments or due dates because of absences, whether excused or unexcused, must be allowed to make up the work. Arrangements for completing the work should be made within five school days of the student's return to school. Arrangements should include a schedule for completion of the work. For middle and high school students, the student must initiate the contact with the teacher.
 - 2. In all circumstances, homework and other assignments should be accepted, even when turned in after the designated due date.
 - 3. Credit for late work shall be awarded according to the following guidelines:
 - i. If the student was present in class on the due date, the work may be given less credit;
 - ii. If the student was not present in class on the due date because of an excused absence, full credit must be given for the completed work;
 - iii. If the student was not present in class on the due date because of an unexcused absence, the work may be given less credit. Principals will work with staff and students to establish consistent school-wide procedures for giving less credit for make-up work due to unexcused absences and work turned in past the due date. These procedures will be communicated clearly to teachers, students, parents and all other school stakeholders.
- b. Graded assignments should be aligned with content standards. Giving students extra credit or grades for activities such as bringing in canned goods, classroom materials, parent signatures or participating in non-curricular activities are not acceptable grading strategies.
- c. Projects should not place an undue burden on students/families with limited access to technology and/or financial resources.

3. Students with a 504 plan, Individualized Education Program (IEP) or who are identified as Limited English Proficient (LEP) should receive accommodations on assignments and assessments to allow them to engage in on-grade level content. Teachers should assess student work based on these accommodated assignments and assessments and not compared to their peers or other norm referenced standards. While students with accommodations can receive below grade level marks, these marks should be based on the students' performance with specified accommodations. Additionally, if a student with accommodations is failing, the 504, IEP or LEP team should reconvene to review and amend the plan as needed.

Percentage Breakdown:

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|--|--|
| <p>Classwork/Informal Assessments/Homework</p> <p>30% of quarter grade</p> <p>Classwork must include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc. Class participation rubrics must be approved by the principal/designee.</p> | <p>Formal Assessments</p> <p>70% of quarter grade</p> <p>Formal assessments must include a variety of assignments such as tests, comprehensive writing assignments, projects, etc.</p> <p><i>A minimum of 4 formal assessments shall be included in the final grade for 4X4 classes and 2 formal assessments for A/B day classes per grading period.</i> Project rubrics must be approved by the principal/designee.</p> |
| <p><i>The principal will be responsible for developing a process of approving and monitoring teachers' gradebooks. The process shall ensure an appropriate number of informal assessments are assigned to calculate a grade that accurately represents mastery of content objectives</i></p> | |

Mastery Grading Plans

The goal of designing mastery grading plans is to create consistency of best practices.

- In collaboration with district leadership, all schools will establish a plan for grading based on mastery learning.
- School Leadership Teams will support the development of consistent procedures that maintain consistency with school level (elementary, middle, K-8 and high) and the CMS Grading Procedures.
- Schools will provide opportunities for staff, students and parents to provide input on the creation and implementation of the mastery grading plan,
- In addition to the guidelines in the CMS Grading Procedures, schools should consider the following components in the development of mastery grading plans:
 - Common assessments,
 - Data disaggregation,
 - Flexible grouping,
 - Additional learning opportunities,
 - Late and make-up work,
 - Timeliness of recording grades in PowerSchool,
 - Professional development,
 - Communication to staff, students and parents regarding the practices of mastery learning.

Meeting deadlines is a skill that will help students in high school and beyond. We encourage students to turn in work by the assigned due date to receive full credit. When that is not possible, late work will be accepted with the following conditions: