



OFFICIAL WEST CARY GRADING PLAN

Adopted and Approved by the School Leadership Team

Mission/Vision - What should guide our belief system about grading?

1. Grades should be an ACCURATE reflection of student MASTERY OF THE STANDARDS and is the primary way for communication to student and parents about progress towards master.
2. Behavior, work ethic, responsibility, work habits are BEHAVIORS and should be graded/measured/communicated separately from the ACADEMIC RECORD.

*This may be a complete shift in grading - the intent is not to rename assessments to “make it work” with this new plan. We must truly consider whether an assignment needs to be graded for the academic record or for providing informal feedback to students.

Questions We Have to Ask Ourselves

1. Do my assessments/practices/assignments align with - and only with - the standards and curriculum?
2. Does a student’s numerical average represent their knowledge of the standards and curriculum?
3. What is the difference between performance on a measureable assessment and practice?
4. Does my project have a rubric with learning objectives or clearly defined questions for students to answer or respond to?

Other Considerations and Talking Points

1. Teachers must value what they assign and grade as important to learning objectives.
2. The weight of an assessment must be aligned to the value of the assignment.
3. Quizzes, tests, and projects (with rubrics or clear goals) must be aligned to the language of the standards and need to carry a higher weight value.
4. Quizzes, tests, and projects should reflect the higher level of thinking and applications the standards require. They should reflect the direct meaning and application for the learned curriculum.

Components of the Comprehensive School-Wide Grading Plan

1. We follow a 10-point grade scale (as required by the State of NC).
2. Teachers may assign classwork and homework as needed. The purpose of homework and classwork is practice. Therefore, homework and classwork shall not be graded or factored into students’ academic average for any quarter. Only assessments (quizzes, tests, and projects, which might be posters, essays, performance tasks, etc.) are counted as grades. However, teachers may communicate to parents/guardians that classwork/homework was completed (such as by marking it as “collected” (a check mark) in PowerSchool.
3. Assessments may look different in our various content areas...performance tasks, written tests, projects, reports, essays, verbal presentations, etc. -- in other words, teachers are not limited to a written/computer-based test as the only form of a graded assessment.



4. Behavior/work habits shall not be factored into academic grades. They will be communicated to all students who are struggling in this area at least quarterly using either a rubric or through specific comments posted in PowerSchool.
5. Similarly, student grades shall not be negatively impacted for non-academic or non-curricular variables such as no name on the paper, wrong size paper, lack of parent signature, cheating, etc. Cheating will be addressed through the discipline process. This means a grade of 0 may not be given (nor may grades be reduced in any way) due to cheating. Students must be allowed to redo the assignment according to teacher specification (for example, re-writing the essay or retaking a different version of the test).
6. Homework shall not exceed 90 minutes for all subjects combined on any given day. Given that students have six subjects, homework per subject should be no more than 15 minutes. (This is by board policy and related R&P.)
7. Homework shall not be assigned over holidays. However, homework may be assigned over weekends at teacher discretion. Long-term projects that span weekends or holidays may be assigned to allow flexibility to families but the due date shall not be within the first day of returning to school (it may be due on the second day back from break).
8. PLTs will allow students to make test corrections in order to allow the students to demonstrate mastery on the test items aligned to the standards. Students shall receive $\frac{1}{2}$ credit point value back for corrected test items. IF a PLT would like to offer re-testing, this should be done after a student has received mandatory remediation sessions from the teacher.
9. A grade of 50 will be given on assessments **if** after test corrections are completed correctly the student's score is still below a 50. Teachers will give multiple opportunities and encouragement for students to make correct test corrections.
10. When students are absent for 1-3 days, they shall be given 1 school day for each school day they were absent to make up their work with no penalty. When students are absent for more than 3 school days, they shall be given 2 school days for each day they were absent to make up their work with no penalty.
11. Students may receive up to a 20% maximum penalty for late work.
12. Interims shall be given at the midpoint of each grading period for any student who has below a 70/C in a course or whose course grade has dropped by a letter grade or more from the previous quarter. In addition, the teacher shall document communication with the parent/guardian to discuss ways to help the student be successful for any student who has a grade of "D" or "F" in a course.
13. PowerSchool shall be updated at a minimum of once every two weeks.
14. Grades shall be either **major assessments** (e.g. tests, major lab reports, projects, etc.) weighted at 65% or **minor assessments** (quizzes or exit tickets, etc.) weighted at 35%.