

# 2021-2022 Crossroads FLEX High School Grading Plan

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## Vision and Commitments

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

The information below shares specific information about grading at Crossroads FLEX High School.

***Courses taken via NC Virtual (formerly NC Virtual) have different requirements per department. Information below, particularly regarding classwork, assessments, and missed work, is specific information about courses facilitated by the staff at Crossroads FLEX High School.***

## Coursework

The faculty of Crossroads FLEX consider both in-class and virtual coursework to be an important part of the educational program. Thus, coursework will be assigned regularly throughout the school year. These assignments will be purposeful components of the instructional program. Coursework will be assigned by Crossroads FLEX staff through the Canvas platform. Coursework appropriate to the student's developmental level will be given to deliver instruction, review, practice, reinforcement, inquiry, and enrichment. Students and parents will be informed of the specific coursework requirements and the evaluation procedure for each course at the beginning of each semester through a syllabus distributed by Crossroads FLEX staff.

At Crossroads FLEX, coursework may extend beyond the seat time requirement for each student.

Just like in traditional schools, students may have work on the weekends. We do not have any due dates on the weekend, but students may need to study for a test, read a novel, work on a project, or catch up on missing assignments.

## Assessments

The following are school-wide expectations for assessments:

- Teachers will instruct students and provide rigorous coursework. Assessments will be given once students have had ample time to practice and learn the objectives.
- Students should complete coursework in the provided time given. If coursework is not completed, students may be asked to complete their assignments at various times throughout the instructional day or at home to prepare for completing the assessment in a timely manner.
- Coursework and assessments used to measure student learning may be used within the grading system to calculate a student's final grade.

## Missing and Late Work

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the teacher assigns the work in advance, all coursework, including tests, remains due on the published due date. Teachers may use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support coursework due during the absence.
- If the coursework has not been assigned in advance of the absence, the student will have the opportunity to make up missed work. The due date will be at each teacher's discretion but will not exceed five days. Special consideration will be given in the case of extended absences due to injury, chronic illness, or remote location that lacks sufficient internet connectivity.

The following are school-wide expectations regarding late work:

- Late work is defined as any work that was not turned in on the day it was due.
- If a student knows they will not meet a deadline due to a planned absence, they should communicate with the teacher in writing at least 3 days before the assignment due date.
- It is an expectation that all assignments in a unit are submitted before the major assessment date for that unit; however, it is at the teacher's discretion to determine whether or not the nature of the missing assignments will directly affect the standards being assessed.
- Coursework that is not submitted on the due date will receive a zero in the grade book. The zero will be removed from the grade book upon submission of the missing assignment. It is expected that **All** missing work is submitted before the quarter ends.

### Prevention-Intervention Plan

Our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work for students at risk of academic failure.

The following are school-wide expectations for how we support prevention-intervention efforts:

- When a student is below the benchmark, intervention strategies will be created to meet their needs. The content teacher and/or academic coach will determine the interventions, including but not limited to 1:1 tutoring, 1:1 coaching, small group sessions, providing supplemental resources, and increasing a student's required seat time. These strategies will vary based on the content area.
- Students may also be eligible to resubmit an assignment/assessment or obtain recovered credit at teacher discretion. Students will be permitted to retake or revise major assessments. Any student who receives 70% or less for a major assessment will be eligible for revision or retake on parts of the assessment not mastered. Additional opportunities for retake/revision may be available by teacher discretion or department.
- Students at risk of academic failure may also request assistance from the Peer Tutoring Center via North Carolina Virtual Public School (NC Virtual) or the Phoenix Friends Tutoring Program via Crossroads FLEX.
- Parent conferences and progress reports will be scheduled for students at risk of failing one or more courses.
- Students who consistently turn in assignments late may be required to submit a late work feedback form to determine strategies to encourage the on-time submission of future assignments.

### Grading System

The grading system for all WCPSS high schools is established in [WCPSS School Board Policy 3400 R&P](#). Quality points for students entering 9th grade in 2015-16 and beyond are as follows:

Letter Grade	Standard Course	Honors Courses	AP Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
F	0	0	0

The following grading scale applies to all high school courses:

<b>A = 90-100</b>	<b>B = 80-89</b>	<b>C = 70-79</b>	<b>D = 60-69</b>
<b>F = less than 60</b>	<b>I = Incomplete</b>	<b>WP = Withdraw, no penalty</b>	<b>WF = withdrawal w/ an F</b>

The following grading categories will be applied to coursework in Crossroads FLEX classes to calculate a student's final grade in a course (Honors and Academic):

- Major Assessments: 45%
- Minor Assessments: 35%
- Assignments: 20%