

2022-2023 Crossroads FLEX High School Grading Plan

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 NCVPS) 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 considers 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.

Weekends: Just like in traditional schools, to stay on track with work completion and submission, students may have work on the weekends. Students may need to study for a test, read a novel, work on a project, or catch up on missing assignments.

Coursework & 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.

Makeup Work

Makeup work is defined as any work that was not submitted on the day it was due.

The following are school-wide expectations for makeup work:

- Best practice is that all assignments in a unit be **submitted before the major assessment date** for that unit.
- 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.
- Special consideration will be given in the case of extended absences due to injury, chronic illness, or remote location that lacks sufficient internet connectivity.
- Based on documented pursuit absences, absences according to Board Policy 4400 and 4400 R&P, and the standards being assessed, due dates for assignments will be scheduled by the teacher. Due dates may not be less than required by Board Policy.
- If a student knows they will not meet a deadline due to a planned absence, they should communicate with the teacher via email in writing at least 3 days before the assignment due date.

- As best practice, as soon as a student becomes aware that they will not meet a deadline, they should **notify the teacher via email to make them aware of the circumstances surrounding the missed deadline.**
- Coursework that is not submitted within the timeframe set will receive a zero in the grade book. The zero will remain unless there is an approved documented extenuating circumstance that was beyond the student's control and which may have caused a delay in the submission of the assigned work. In this case, the timeline for the submission of the missed work will be scheduled by the teacher.

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. An increase in seat time will be coupled with specific intervention strategies designed to address students' needs. These strategies will vary based on the content area.
- Students may be eligible to resubmit an assignment/assessment or obtain recovered credit at teacher discretion. Students may 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 request assistance from the CFLEX staff and the Peer Tutoring Center via North Carolina Virtual Public School (NC Virtual) for NC Virtual courses.
- Potential Failure notices will be issued to students at-risk of failing one or more courses. Additional parent contact may be made including a phone conference or a request for a face-to-face parent-teacher-student conference.
- To provide opportunities for academic success for **ALL** students, following the last Interim distribution in a quarter, a student who earns a grade lower than 60% in CRFLEX courses has an opportunity to re-learn material, improve academic habits, and meet course objectives as outlined on an Academic Recovery Plan. If the Academic Recovery plan is successfully completed **prior to the end of a quarter**, the student receives the grade earned through the Academic Recovery process.

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:

A = 90-100 B = 80-89 C = 70-79 D = 60-69

F = less than 60 I = Incomplete WP = Withdraw, no penalty

WF = withdrawal w/ an F

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%