

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 NCVPS have different requirements per department. The information below, particularly regarding classwork, assessments, and missed work, is specific information about courses facilitated by the staff at Crossroads FLEX High School.
The information below is in accordance with Board Policy 4400 and 4400 R&P.

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. 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 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.

Absences and Make-Up Work:

Students are expected to turn in all work the day it is due regardless of pursuit absences. As best practice, as soon as a student becomes aware of upcoming travel they should notify the teacher and make a plan to turn in work ahead of time or complete work while on pursuit. If a student has an excused absence due to illness or injury students should be prepared to turn in any missing assignments that day they return to campus.

Note: Special consideration will be given for extended absences due to injury, chronic illness, or situations beyond the student's control. These instances will be reviewed by Dean and Admin.

Late Work Submission and Penalty:

Regardless of the type of absence (pursuit, unexcused, excused) missing assignments and asynchronous assessments will be accepted **up to 5 school days after the original due date for full credit.**

- Missing assignments will NOT be accepted after 5 school days and students will receive a ZERO for the assignment. Assignments reviewed in class and/or with released answers cannot be submitted late for full credit.
- Missing asynchronous assessments (quizzes, tests, projects, significant writing assignments) that have not been completed will be an automatic 50% with no opportunity for remediation.
- In-person assessments that will be late/incomplete due to an absence should be taken prior to the absence. If a student is unable to take it prior to the absence then the student is required to complete the assessment on the day they return.

Documentation and Communication:

Teachers will collaborate with the school administration, counselor, and intervention coordinator to discuss additional supports and interventions to improve student work habits.

Teachers will document missing/late submissions in the gradebook using the Missing/Late gradebook icons.

- Assignments and asynchronous assessments that have not been turned in within five school days after the due date will receive a zero in addition to the missing icon in PowerSchool.
- In-person assessments that have not been turned in within five school days after the due date will receive a 50% in addition to the missing icon in PowerSchool.

The grading of late work may take an extended period of time as the teacher may have already completed grading for these assignments.

This policy aims to provide consistency and fairness while allowing for flexibility in cases of extended absences or special circumstances. Failure to submit work in a timely manner may result in the student being placed on an intervention plan.

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 for NCVPS 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%