

PINE HOLLOW MIDDLE SCHOOL GRADING PLAN (2025-26)

At Pine Hollow Middle School, we believe that grades can and should be a valuable tool for communicating a student's demonstrated understanding and mastery of the curriculum and associated learning standards. In addition, we believe that evaluations of student learning should reflect student progress and achievement in relation to those standards, not merely behaviors. As such, below is our school's grading plan developed in accordance with relevant WCPSS Board Policies relating to evaluation of student progress and assessments.

GENERAL EXPECTATIONS

- All work that is factored into a student's grade will be tied directly to grade-level standards for the current unit of study, not behaviors like simply turning in work or getting things signed.
- Grades should be updated in a timely manner to provide adequate feedback to students—but especially prior to large assessments of learning.
- Assignments that are not submitted when due will be recorded in Infinite Campus as a zero (0) until submitted.
- Graded assignments should be clearly labeled in teacher gradebooks so that it is immediately clear what the assignment is and what it assesses.

LETTER GRADES

Letter grades are assigned based on the following numerical scores:

- **A** = 90 - 100
- **B** = 80 - 89
- **C** = 70 - 79
- **D** = 60 - 69
- **F** = 59 and below

CALCULATING QUARTERLY GRADES

- All teachers across the school will utilize a "total points" grading system in which quarter grades will be calculated by dividing the total points a student earns by the total points possible. For example, if all the assignments assigned during one quarter had a total of 500 points and a student earned 475 points, the student's grade would be 95% (475 points out of 500 points).
- All graded tasks will be clearly labeled with point values on the assignment and in the gradebook. Below is a breakdown of typical point ranges for assignment types.
 - Tests/Projects (50-75 points)
 - Quizzes (20-40 points)
 - Classwork (10-20 points)
 - Homework (1-5 points)
- Teachers teaching the same courses should have a comparable distribution of points and range of assignments.

LATE WORK

- Students will be permitted to complete and submit late work—or an alternate assignment the teacher assigns to assess the same standards—up until the end of the unit **OR** until the end-of-quarter late work deadline if the work was assigned within 2-3 days of the end of the unit. Late assignments may be penalized with up to a 10% deduction. Below are the end-of-quarter late work deadlines:
 - **Quarter 1:** October 17
 - **Quarter 2:** January 9
 - **Quarter 3:** March 13
 - **Quarter 4:** May 22
- In reference to alternate assignments, teachers have the ability to assign students a different assignment assessing the same standards if they feel that accepting the same assignment—potentially after it's been reviewed or discussed in class—creates an unfair advantage.

RECOVERY OPTIONS

- Students who earn below a 70% on a major assessment (e.g., tests, projects, etc.), will be offered the opportunity to recover credit via test corrections, retesting, or another avenue as determined by the PLC (up to 70%).
- All teachers will outline their PLCs process for recovery in their beginning-of-year course information handout. These recovery options will also be published online.

EXTRA CREDIT

- Extra credit will **NOT** be offered to ensure that our grading accurately reflects students' understanding and mastery of course material based on grade level standards.
- Students will, however, have multiple opportunities to showcase their mastery and be provided grade recovery opportunities as highlighted above.

MAKEUP WORK (FROM ABSENCES)

- Students will have two (2) days to make up work for each day absent.
- Assignments that were given prior to an absence are expected to be turned in on the due date or first day of return.

QUESTIONS ABOUT GRADES

- If there are questions or concerns about grades, we ask that they are first directed towards the teacher of the class involved as they are often the ones best situated to address these questions and concerns.
- Concerns that are not addressed at this level can then be routed to the appropriate grade level administrator.

KEY TERMS DEFINED

To ensure clarity and consistency, this grading plan includes several terms that describe different components of grading practices at PHMS. Below are some definitions to better understand some of these key terms that you may have seen referenced:

- **Classwork:** Daily assignments and tasks completed during class to reinforce skills taught in class, promote active engagement, and provide real-time feedback on student understanding. This might include group activities, independent practice, written responses, lab work, etc.
- **Homework:** Regular practice assignments completed outside of class to reinforce concepts. The total value of homework assignments **CANNOT** exceed 15% of the points within a quarter as per WCPSS Board Policy.
- **Learning Standards:** Clear, measurable goals that describe what students are expected to know and be able to do at each grade level and in each subject area. In North Carolina, these expectations are outlined in the North Carolina Standard Course of Study.
- **Professional Learning Community (PLC):** A group of teachers who teach the same subject and course. For example all sixth grade ELA teachers belong to the 6th Grade ELA PLC.
- **Quizzes:** Shorter type assessments to check understanding of recent lessons that have been taught, possibly leading up to larger assessments like unit-ending tests, projects, etc.
- **Tests/Projects:** Major assessments covering larger sections of material or extended assignments that may assess problem-solving and application of knowledge/skills.