

Heritage Middle School

School Grading Plan

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to 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 our school. For more information on these practices, please contact your child's teacher or administrator.

At Heritage Middle School, we believe that grades should be an accurate reflection of student learning and a primary way to communicate this to both students and their families. We believe that behavior and work habits should be measured separately from academic grades and should not be factored into students' academic grades.

The two primary questions that will guide our grading policy are:

1. Do my assessment/practice assignments align with (and only with) the curriculum?
2. Does a student's numeric average represent their knowledge of the curriculum?

Homework

The following are school-wide expectations for homework:

- The purpose of homework is practice.
- Homework shall not exceed 90 minutes for all subjects combined on any given day.
- Homework shall not be assigned over holidays or trackouts. However, homework may be assigned over weekends at the teacher's discretion. Long-term projects that span weekends, holidays, or track outs may be assigned to allow flexibility to families, but the due date shall not be within the first few days of returning to school.

The following are grade/subject-specific expectations for the completion and grading of homework:

- Homework is practice and is not graded.

Classwork & Assessments

The following are school-wide expectations for classwork and assessments:

1. We will use the following percentages:
 - 50% Major Assessments
 - 30% Minor Assessments
 - 20% Classwork Activities/Quick Checks
 - To ensure consistency across PLTs, there should be at least two entries for major assessments and three entries for minor and classwork categories, respectively. The number of grades in each category should be within 1-2 entries of other PLT members.
2. We follow a 10-point grade scale.
 - A = 90-100
 - B = 80-89
 - C = 70-79
 - D = 60-69
 - F = 0 - 59

The following are grade/subject-specific expectations for the completion and grading of classwork and assessments:

- Homework is practice and is not graded.
- Late work may be submitted up to five (5) school days beyond any graded assignment due date with up to a 10% penalty.

- Behavior/Work Habits shall not be factored into academic grades.
- Zeros shall not be counted, except in rare cases with administrative approval. Teams will incorporate weekly academic recovery for students to complete work.
- Student grades shall not be negatively impacted for non-academic or non-curricular variables (such as no name on the paper, wrong size paper, parent signature, cheating, etc.). Cheating will be addressed through the discipline process.
- Interims shall be given at the midpoint of each grading period for any student who is failing a course or whose course grade has dropped by a letter grade or more. In addition, the teacher shall call or e-mail the parent/guardian to discuss ways to help the student be successful for any student who has an "F" in a course.
- Infinite Campus shall be updated at a minimum of once every week.

Missed Work

The following are school-wide expectations for missed work:

- When students are absent for 1-3 days, they shall be given 1 day for each day they were absent to make up their work with no penalty. When students are absent for more than 3 days, they shall be given 2 days for each day they were absent to make up their work with no penalty.

Prevention-Intervention Plan

For students at risk of academic failure at our school, the following are school-wide expectations for how we support prevention-intervention efforts:

1. All students will be provided the opportunity to re-test and/or complete test corrections on a major assessment if the student has
 - Completed all classwork and minor assignments about the unit before the retest.
 - Participated in remediation opportunities offered.
2. The final grade will be the average of the original score and the retest
 - (i.e. First test 70, Second test 80, New grade 75)
 - OR
 - If test corrections are offered, students will receive half credit back on the corrected items. (i.e. First test 70, Completed test corrections, New grade 85, assuming they corrected all mistakes)
3. Each PLT or Department must agree on:
 - How many retests and/or test corrections are offered each quarter
 - Which assessments allow for a retest opportunity versus a test correction opportunity
 - When all classwork and minor assessments must be completed before the retest opportunity

The following are grade/subject-specific expectations for prevention and intervention:

- Teachers use data-based problem solving to identify students in need of intervention or remediation support to help them master the Standards from the NC Standard Course of Study. Teachers utilize district universal screening assessments and benchmarks, along with subject-area assessments and historical data, to identify the need for additional support. Students who have mastered the standards and are ready for additional challenges will also have enrichment opportunities. The Encore period is utilized to provide intervention/remediation/enrichment in addition to activities a teacher may offer for his/her subject area.

Extra Credit

Extra Credit shall not be offered to students. Students have the opportunity to improve their grades by following the guidelines listed in the Prevention-Intervention section of this document.