

Needham B. Broughton High School Grading Policy

OBJECTIVE

The purpose of the Broughton High School grading policy is to ensure consistency in grading and communication, to promote student participation in the learning process, and to measure student achievement through mastery of course content and skills. Grades will reflect progress and achievement towards the mastery of district and state standards for learning.

GUIDELINES

Categories

The purpose of these categories is to provide practice and/or assess student learning skills as students work towards mastery of course objectives. In alignment with WCPSS [Board Policy 3400](#), assignments provide opportunities for students to demonstrate mastery of learning objectives and will not measure a student's behavior. Accordingly, the Broughton Grading Plan defines assignments in three categories: practice, process, and product.

- **Practice Assignments (10% of the grade)** provide students an opportunity for independent practice of learning objectives without receiving a grade for accuracy. These assignments are based on completion. Per WCPSS Policy 3135, practice assignments will account for no more than 15% of a student's quarter grade.
- **Process Assignments (35% of the grade)** provide students an opportunity to show progress towards mastery and are graded for accuracy. These assignments serve to gather information about a student's current level of performance prior to giving a product assignment. All process assignments must be returned with feedback before students complete a product assignment that measures proficiency of course learning objectives.
- **Product Assignments (55% of the grade)** provide students an opportunity to demonstrate mastery of course learning objectives and are graded for accuracy. These assignments are designed to measure proficiency of course learning objectives.

Calculation of Grades

Student grades will be calculated on a percentage based system where varying categories will be weighted as listed above. Each assignment within each category will be weighted evenly. We believe students need multiple opportunities and timely feedback per grading quarter to demonstrate their progress towards mastery of learning objectives. The WCPSS requires that all four quarter grading periods are weighted evenly in the final calculation of the grade for the year. Below is the required calculation for quarter, semester, final and exam grades:

Quarter 1 + Quarter 2 = Semester 1 = **40% of final grade**

Quarter 3 + Quarter 4 = Semester 2 = **40% of final grade**

Final Exam = **20% of final grade**

Professional Learning Communities will be responsible for establishing and reporting to the principal the following point criteria:

- A minimum number for each category per grading quarter

The following policies are school-wide expectations:

- **Academic Recovery Policy:** If a student fails first quarter and passes second quarter or fails third quarter and passes the fourth quarter, a minimum quarter grade of 55% will be adjusted for the previous quarter when calculating the semester grade. This will allow the student to mathematically recover from failure, providing the best opportunity to demonstrate growth and mastery of content standards over the course of the year. Also, students at risk of failing a core course may be assigned to online objective recovery.
- **Extra Credit Policy:** In alignment with WCPSS Board [Policy 3400-R&P](#), extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within the same Professional Learning Community. If opportunities for extra credit are offered, they should be accessible to all students.
- **Grade Communication:** Teachers will grade and provide feedback on assignments in a timely manner. Specifically, teachers will update student grades in Infinite Campus no less than once every three weeks at the designated dates communicated by the principal at the beginning of the school year. Students will have access to interim updates at the six week mark of the grading period. At the six week mark, all parents/guardians of students with a letter grade of F in a course will receive communication from the principal. Teachers are required to notify parents/guardians by phone or email of any student who will receive a letter grade of F on their report card.
- **Homework:** Per [WCPSS Board Policy 3135](#), homework reinforces learning and fosters independence, responsibility, and self-direction. Assigned homework should strengthen skills, provide practice in subjects that have been taught in class, and/or improve a student's ability to work independently. Teachers will take into consideration the differences in financial, educational, and technological resources of students and their parents/guardians when making assignments. Also, the amount of time necessary to complete homework will be reasonable in light of the age and maturity of the students and other assignments given to the students. As outlined in this grading policy, homework are *practice* assignments and shall not exceed 10% of a student's academic grade for a marking period.

- **Honor Code:** Per WCPSS [Board Policy 4310](#), “Academic honesty is essential to excellence in education....[and each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty.” Students who cheat, plagiarize, falsify, or engage in academic deceit on academic assignments are in violation of the Honor Code policy. Accordingly, the following policy will be used to respond to violations of the Honor Code policy:
 - For violations of [Policy 4310: Honor Code](#), the following will occur:
 - The teacher will talk with the student about the incident, counseling the student about why it is wrong and how to change her or his behavior;
 - The teacher will contact the student’s parent/guardian to discuss the incident;
 - Students who are found in violation of the Honor Code policy on *practice* assignments (per the definition in the school’s grading policy) will receive a grade of 0 and not be permitted to complete the assignment;
 - Students who are found in violation of the Honor Code policy on *process* or *product* assessments (per the definition in the school’s grading policy) will be expected to complete an alternative assessment determined by the Professional Learning Community (PLC). The student must complete the alternative assessment within one week (5 calendar school days) from the time the student is provided the alternate assessment. If a student fails to make up the alternative assessment, the student will receive a grade of 0;
 - The submitted alternate assessment will be graded by the teacher at a standard consistent with the original work; however, the student will receive credit equivalent to no less than 60% of the earned value of the work. *(For example, on the alternate assessment, Jane earned an 80% on the assessment. The teacher will place a 48% to an 80% in the gradebook. Sixty percent of 80% is 48%.)*
 - The teacher will write a discipline referral explaining the incident;
 - The administrator will assign the student the appropriate discipline consequence, and the discipline referral will remain on record. As appropriate, for students with previous violations of the Honor Code, the administrator will review the student’s previous violations and determine appropriate grade and disciplinary consequences based on the number and severity of previous offenses; and
 - Per the WCPSS Honor Code policy, “Violations...may impact eligibility for school privileges including but not limited to athletic participation, honors, or awards. Further, this policy does not prevent consequences from being imposed by other organizations or regulations.”
 - For violations of [Policy 4309 II-1: Falsification or Deceit](#), the following will occur:
 - All steps described above for violations of the Honor Code will be followed; and

- An administrator will assign the student a disciplinary consequence appropriate for violation of a Level II Code of Conduct rule, which may include suspension from school.
- **Late Work Policy:** Late work is defined as work missed or not turned in when a student is present in class. Each Professional Learning Community (teachers of the same course) is required to establish a late work policy and report the policy to the principal. Teachers will provide in writing the late work policy to students at the beginning of the course.
- **Missed Work Policy:** Missed work is defined as work missed when a student is absent from class. Missed work will be graded based on the following guidelines for absences as outlined by WCPSS [Board Policy 4400](#) Attendance. *For the purpose of this policy, days are class period days, not calendar days.*
 - **For excused absences:** If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should 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 make-up work the day of return (e.g., death in the immediate family, serious illness). If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration should be given in the case of extended absences due to injury or chronic illness. The student is responsible for securing make-up work at the secondary level.
 - **For unexcused absences:** Make-up work shall be graded at a standard consistent with the original work; however, credit equivalent to not less than 70% of the original value of the work shall be awarded for make-up work completed within the guidelines of this policy. For absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration should be given in the case of extended absences due to injury or chronic illness.
- **Office Hours:** Due to the change in bell schedule to include remediation/enrichment during CAPS Connection, we will not have scheduled Office Hours. Students will reach out to teachers individually should they need to schedule time outside of the school day.

Grading Policy was updated by the Broughton Grading Team during August 2025. The Broughton Department Chairs approved the plan unanimously on