

Panther Creek High School

Grading System



GRADES

Purpose

The purpose of grades is to appropriately and consistently measure a student's mastery of defined standards, as well as knowledge and skills learned over a grading period or semester.

Grading practices are not to be punitive in nature.

Grading System

In January 2015, the North Carolina State Board of Education approved a 10-point grading scale to begin with the 2015-16 school year for all students in grades 9, 10, 11, and 12.

A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	<59	0.0

In high school, grades are awarded corresponding quality points for the calculation of a student's grade point average (GPA). These values and those courses receiving weighted values are noted below:

Quality points for students entering 9th grade in 2015-16 and beyond:

Letter Grade	Standard Courses	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

Assessments

All Professional Learning Teams (PLTs) will have common practices for calculating student grades.

All PLTs will utilize common assessments for summative assessments including tests, quizzes and projects.

There will be two school-wide categories to classify grades across all courses. Major assessment grades will be 60% of the student's quarter grade and minor assessment grades will be 40% of the quarter grade. PLTs will have common practices for determining which assessments and assignments are major grades and which are minor grades.

PLT members will analyze results of common assessments to determine students' level of mastery and respond to results by re-teaching and reassessing on a timely basis.

Formative assessments used by teachers include: observations, discussions, questioning and practices.

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Communication

All teachers will inform students and parents of specific course requirements as well as the evaluation procedure for each course at the beginning of each semester through documents distributed by teachers in individual classes.

Feedback on assessments will provide guidance on how to work toward mastery and define how grades are determined.

All staff will respond to emails and phone calls in 24-48 hours.

Assessments will be graded and returned in a timely manner with regular feedback.

PowerSchool is updated weekly.

Interim Reports will be issued to all students at the end of week four of each quarter.

Each teacher maintains a student Canvas or Google Classroom website with curriculum, assessment, and assignment information.

Missed Work

Students are expected to make up missed work. Any assignment or assessment made up within the make-up period is eligible for full credit. If the student has not completed missed work prior to the date by which the teacher has graded and returned the work to the class, the student may be offered an alternative assignment. Major assignments not turned in by the designated due date can be submitted late and may be subject to a late penalty.

Extra Credit

Extra credit opportunities, if assigned, are to be used to enhance grades and must be connected to learning outcomes. PLTs will determine extra-credit opportunities to be used. No teacher within the PLT shall vary from the agreed upon acceptable “opportunities.” Under no circumstances shall teachers use behaviors (i.e. supplying tissues, attending a school function, etc.) as extra-credit opportunities.

Additionally, students who need assistance to master concepts and skills receive that assistance through re-teaching.

Recovery Plan

At the end of the first nine weeks of a semester, a student who earns a grade lower than 60% will be assigned to an Academic Recovery Plan so that the student has an opportunity to re-learn material and meet course objectives. At the end of the course, the subject teacher will revise the grade to a 60% for the first nine weeks if the student meets the following criteria:

- student completes Academic Recovery Plan
- student maintains an average of at least 65% for second nine weeks of the semester

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HOMEWORK

Purpose

The purpose of homework is to extend and enrich learning outside of the normal class hours, and provide opportunities for the development of initiative, creativity, and responsibility.

No student shall be assigned more than 120 total minutes of work that extends beyond the school day.

Teachers may assign additional daily assignments beyond class time to:

- prepare for coursework
- extend and enrich class work
- meet a real need in the student' learning experience
- provide opportunities for the development of initiative, creativity, and responsibility

When teachers assign homework (practice) they:

- thoroughly introduce the concept/skill and provide guided practice prior to the end of class so that students possess the skills needed to complete the assignment.
- articulate the purpose of the practice and respond to questions and clarify expectations so that students clearly understand the purpose of the assignment
- provide specific and timely feedback

Work assigned that extends beyond the school day shall:

- only extend and be related to class work
- use only materials readily available to all students