

2020-2021 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 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 Crossroads FLEX High School.

Courses taken via NC Virtual (formerly NCVPS) have different requirements per department. Information below, particularly regarding classwork, assessments and missed work, is specific information about courses facilitated by the staff at Crossroads FLEX High School.

Coursework

The faculty of Crossroads FLEX consider both in-class and virtual coursework to be an important part of the educational program. Thus, coursework will be assigned on a regular basis 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 developmental level of the student will be given for the purpose of delivery of instruction, review, practice, reinforcement, inquiry, and enrichment. Students and parents will be informed of the specific coursework requirements as well as the evaluation procedure for each course at the beginning of each semester by way of a syllabus distributed by Crossroads FLEX staff.

At Crossroads FLEX, coursework may extend beyond the seat time requirement for each individual student.

Just like in traditional schools students may have work on the weekends. We do not have any due dates on the weekend but students may need to study for a test, read a novel, work on a project, or catch-up on missing assignments.

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 provided time given. If coursework is not completed, students may be asked to complete their assignments at other various times throughout the instructional day or at home. For assessments, students will be given sufficient time to complete at the teacher's discretion but not to exceed five days.
- Coursework and assessments used to measure student learning may be used within the grading system to calculate into a student's final grade.

Missing and Late Work

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all coursework, including tests, remains due on the published due date. Teachers may 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 coursework due during the absence.
- If the coursework has not been assigned in advance of the absence, the student will have the opportunity to make up missed work. The due date will be at each teacher's discretion, but will not exceed five days. Special consideration will be given in the case of extended absences due to injury, chronic illness, or remote location that lacks sufficient internet connectivity.

The following are school-wide expectations regarding late work:

- Late work is defined as any work that was not turned in on the day it was due.
- Coursework that is not submitted on the due date will receive a zero in the gradebook. The zero will be removed from the gradebook upon submission of the missing assignment.
- Students will have 5 school days past the end of the module or the end of the quarter - whichever occurs first- to submit late work.
- If a student knows they will not be able to meet a deadline due to a planned absence, the student should communicate with the teacher in writing at least 3 days prior to the assignment due date.
- Major assessments that are submitted past the due date may incur a 5% deduction per day, up to 5 school days, for a maximum deduction of 25%. Late penalties may be applied to other assessments and/or assignments as determined by the department teacher.

Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work.

The following are school-wide expectations for how we support prevention-intervention efforts:

- When a student is below benchmark, intervention strategies will be created to meet his/her 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. These strategies will vary based on content area.
- Students may also be eligible to resubmit an assignment/assessment or obtain recovered credit at teacher discretion. Students will 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 also request assistance from the Peer Tutoring Center via North Carolina Virtual Public School (NCVPS) or the Phoenix Friends Tutoring Program via Crossroads FLEX.
- Parent conferences and progress reports will be scheduled for students who are at risk of failing one or more courses.
- Students who consistently turn in assignments late may be required to submit a late work feedback form to determine strategies to encourage on-time submission of future assignments

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%