

Green Hope High School Grading Plan

GRADES

Green Hope High School is 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 as well as achievement that is understandable to students and their parents and relevant for instructional purposes.

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. This scale will be applied for coursework beginning with the 2015-16 school year; grades from prior years will not be altered to fit the new scale.

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

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 who entered grade 9th prior to 2015-16:

<u>Letter Grade</u>	<u>Standard Courses</u>	<u>Honors Courses</u>	<u>AP Courses</u>
<u>A</u>	<u>4</u>	<u>5</u>	<u>6</u>

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<u>B</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>C</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>D</u>	<u>1</u>	<u>2</u>	<u>3</u>
<u>F</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>FF</u>	<u>0</u>	<u>0</u>	<u>0</u>

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

<u>Letter Grade</u>	<u>Standard Courses</u>	<u>Honors Courses</u>	<u>AP Courses</u>
<u>A</u>	<u>4</u>	<u>4.5</u>	<u>5</u>
<u>B</u>	<u>3</u>	<u>3.5</u>	<u>4</u>
<u>C</u>	<u>2</u>	<u>2.5</u>	<u>3</u>
<u>D</u>	<u>1</u>	<u>1.5</u>	<u>2</u>
<u>F</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>FF</u>	<u>0</u>	<u>0</u>	<u>0</u>

Assessments

Course assessments and assignments are aligned with state and district adopted standards and are designed to appropriately assess student achievement. Appropriate and consistent evaluation of academic achievement, through formative and summative assessments, determines a student's level of mastery of curriculum objectives.

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

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

Communication

All teachers will inform students and parents of specific homework 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. Assessments will be graded 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.

All staff will respond to emails and phone calls within 48 hours.

Each teacher maintains a website with curriculum, assessment and assignment information.

Missed and Late Work

Students are expected to make up missed work. Assignments and assessments made up within the make-up period are eligible for full credit. Students may be offered an alternate assignment and/or partial credit for work turned in after the assignment deadline. This is a PLT level decision.

SMART Lunch

Each teacher is available to meet with students during SMART Lunch to assist with make-up work and/or provide extra help. Each student is expected to participate in at least four SMART Lunch sessions per quarter. Two sessions should occur prior to interims and two sessions should occur after interims. Students who attend at least four SMART lunches per quarter will receive incentives as determined by PLTs.

Extra Credit

Green Hope High School does not incorporate extra credit or bonus points into student grades. Research has proven that extra credit and bonus points distort the reflection of a student's mastery of objectives.

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

HOMEWORK

Purpose

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The purpose of homework is to extend and enrich class work, and provide opportunities for the development of initiative, creativity, and responsibility. No student shall be assigned more than 120 total minutes of homework per night, and homework will count no more than 15% of grade as a common PLT weight.

Teachers assign homework to:

- extend and enrich class work
- meet a real need in the student's 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

Homework shall:

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

Honor Code

We are a community that is committed to integrity and excellence in academics and in personal accountability. Because of this commitment, it is imperative that all members of the GHHS community embody personal honor, personal integrity, and personal responsibility. Therefore, it is expected that each student will uphold the honor code. The GH Honor Code policy is posted in each classroom. If a student is cheating or breaking the honor code in any way, he/she will receive the following consequences:

- 1st consequence: Student gets a zero with an opportunity to take an alternate assignment that he/she must complete within two days of the offer. The student can earn 60% credit for the alternate assignment and will receive a discipline referral.
- 2nd consequence: Student gets a zero with an opportunity to take an alternate assignment that must be completed within two days of the offer. The student can earn 50% credit for the alternate assignment and receive a discipline referral.
- 3rd consequence: The student will receive a zero for the assignment and receive a discipline referral.

Missed and Late Work

Students are expected to make up missed work. Assignments and assessments made up within the make-up period are eligible for full credit. Students may be offered an alternate assignment and/or partial credit for work turned in after the assignment deadline. Please refer to your teacher's syllabus for more info.