

WAKE YOUNG WOMEN'S LEADERSHIP ACADEMY

GRADING PLAN

Wake Young Women's Academy is committed to maintaining rigorous performance and achievement standards for all students. We provide a fair and consistent process for evaluating and reporting student progress that is relevant and understandable. Grades are an essential way to communicate student achievement. Grades will reflect a student's achievement in regards to the learning objectives defined for the class.

GENERAL GRADING POLICIES

Grades are summary symbols that should communicate only about student achievement at a point in time. To be effective, grades must be consistent, accurate, and meaningful, and should support learning.

Each teacher will

- Report grades that only include achievement and will exclude student behavior.
- Set reasonable and clear targets.
- Ensure clear communication of tasks.
- Support struggling students.
- Find out why work is late and assist.
- Establish reasonable consequences for cheating.
- Communicate with parents when students develop a pattern of low performance or a pattern of not completing assignments.
- Communicate with parents at the midpoint of each quarter if a student's numerical average is below a C (70) average.
- Provide an opportunity for extended timelines on major assignments, not to exceed two (2) days after the original due date and will not issue grade penalties or academic consequences such as deductions that exceed 5% points of the original grade.
- Allow students to demonstrate mastery on course objectives by allowing students to retest to improve their performance.
- Provide parents and students with a copy of grade policies, expectations, and course requirements during the first week of each semester.
- Collaborate with other teachers in the department/PLT to ensure that policies are consistent within content area PLT's.
- Post grades in PowerSchool every week.
- Send interims/progress reports home with students every other week beginning the 3rd week of school.
- Create and maintain an up-to-date teacher website that includes a calendar with assignment dates, test and project dates, policies, expectations, course requirements, and links to resources needed for class.

HOMEWORK

Each teacher shall follow the WYWLA Homework Policy regarding the amount of homework assigned and the length of time required for completion. Homework for practice (formative) should NOT be considered in reporting a student's progress or academic grade to parents. Homework that is assigned to evaluate previous learning (summative) may be included in a student's grade calculation. Please refer to the WYWLA Homework Plan for additional information.

ASSESSMENTS

Assessments provide evidence of student achievement and should help students determine what they know and understand at different stages of the learning process. Teachers are expected to use a balance of formative and summative assessments to identify students' strengths and weaknesses. Teachers will:

- Define major assessments as any item that is calculated at more than 40% of the term grade.
- Provide a sufficient number of major assessments to allow for improvement during a grading period.
- Develop assessments that measure taught objectives and standards.

LATE-WORK (not due to absences)

Students are expected to complete all assignments and submit them on or prior to the established due date. Late work will not be accepted more than two days following the original due date. Each teacher will:

- Provide a printed progress report every other week that clearly displays missing assignments.
- Communicate with parents when a student develops a pattern of low performance or a pattern of not completing assignments.
- Communicate with parents when a student fails to submit a major assignment or project that will greatly impact the term grade.
- Not deduct more than 5% points for any late assignment that is completed and submitted after the original deadline. Teachers may require an additional component to be completed and submitted with late assignments.
- Not be required to accept late homework after answers have been provided and reviewed with the entire class.
- Enter a zero in the gradebook as the placeholder while waiting for the student to complete the late assignment. The zero will be calculated to show the student's true average at the time progress reports are printed.
- Not be required to accept more than two (2) late assignments per quarter.

MAKE UP WORK (due to absences)

School work will be made up for excused absences under the following conditions:

- 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.
- Teachers will not enter zeros as placeholders prior to the established deadline for submitting missing assignments due to excused absences.

GRADE-RECOVERY

WYWLA supports the premise that all students can experience success. Students who perform poorly on major assessments will have an opportunity to improve their progress with the goal of demonstrating mastery. Teachers will allow all students two (2) retest opportunities per quarter to improve their performance on major assessments. Before a student is given the opportunity to retest, she must:

- Complete all assigned homework or classwork that was assigned to prepare students for the assessment.
- Complete any assigned reteaching/relearning activities, including tutorials, test corrections, or study guides.

The teacher will

- Communicate the timeline for remediation and reassessment.
- Assign the higher score of the two assessments.
- Will consider test corrections as a review activity, not reassessment.

EXTRA CREDIT

Extra Credit/Bonus Points must be connected to learning outcomes and may be offered for students who go above and beyond the standards. Teachers will not offer extra credit for non-academic tasks (bringing tissue or supplies). Extra credit and bonus points are at the teacher's discretion and are not required.