

Athens Drive Magnet High School
Center for Medical Sciences and Global Health Initiatives
Grading Plan
2019 – 2020

GRADING PLAN PURPOSE

Athens Drive Magnet 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 that is understandable to students and their parents/guardians and relevant for instructional purposes. The Grading Plan for Athens Drive Magnet High School has been developed according to School Board Policy # 3400.

REPORTING SYSTEM

I. Purpose

The purpose of our grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives. All of our school's grading practices will support teaching and learning and encourage success for all students. Grading practices are not to be punitive in nature.

II. Grading System

Teachers will provide students and parents with clear communication and explanation of their grading practices. Grading practices will be consistent across PLTs.

Our school uses the WCPSS grading scale consistent with guidelines from the North Carolina Department of Public Instruction and based on the following guidelines:

- A. A = 90 – 100
- B. B = 80 – 89
- C. C = 70 – 79
- D. D = 60 – 69
- E. F = <60

Grades are to be updated at least weekly in PowerSchool. Interim Reports will be provided to students at the mid-point of each Quarter.

Grades are reported on Report Cards and student transcripts as numeric grades, rather than letter grades.

For the purposes of determining a final grade for each course, the following calculations shall be used:

- A. Quarter 1 = 40%

B. Quarter 2 = 40%

C. Final Exam = 20%

Grades are also awarded corresponding quality points for the calculation of a student's Grade Point Average (GPA). These values and those courses receiving weighted values are as follows:

Students entering 9th Grade in 2014 and prior:

Letter Grades	Standard Courses	Honors Courses	AP Courses
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0
WP	0	0	0
WF	0	0	0

Students entering 9th Grade in 2015 and later:

Letter Grades	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
WP	0	0	0
WF	0	0	0

For the 2019 – 2020 school year, requirements for graduating with honors is as follows:

A. 3.75 – 3.99 GPA: cum laude

B. 4.0 – 4.249 GPA: magna cum laude

C. 4.25 + GPA: summa cum laude

ASSESSMENTS

I. Purpose

All Professional Learning Teams will have common practices for calculating student grades. All Professional Learning Teams will utilize both formative assessments and summative assessments including tests, quizzes, projects, etc., and other assessments including homework, classwork, etc. to calculate student grades.

II. Grading Practices

Grading practices are not to be punitive in nature. Grading practices will be based on factors directly related to the learning objectives and will reflect appropriately students' academic mastery of their learning objectives. In addition, to support student academic success, Professional Learning Teams will provide a common plan for students that allows for additional opportunities for students to demonstrate mastery of learning objectives. Those opportunities may include, but are not limited to, make-up assignments, re-tests, test corrections, GradPoint recovery units, etc.

III. Missed Work

The following are school-wide expectations regarding missed work:

- A. Students are expected to make up missed work.
- B. Each Professional Learning Team will develop procedures that are aligned with school and WCPSS guidelines to address the acceptance of missed work. Students will be given reasonable opportunities to make up work or submit an assignment.
- C. Any assignment or assessment made up within the make-up period is eligible for full-credit.
- D. A student who is suspended from school may also make up missed work at no penalty.
- E. Major assignments not turned in by the designated due date can be submitted late. Each Professional Learning Team will determine any penalty for late assignments.
- F. Teachers will use discretion and may make exceptions in the case of students whose absences were not planned in advance, were beyond the student's control, and the nature of which would not support a timely submission of make-up work. Special consideration will also be given in the case of extended absences due to injury or chronic illness.
- G. Students who are receiving homebound instruction may require that the Teacher provide assignments that can be completed outside of school, and students should complete those assignments in a timely manner.
- H. Grades and assignments will never be used as a means of punishment.

PREVENTION AND INTERVENTION

I. Purpose

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

II. Athens Advantage Time

Students are expected to take part in our Athens Advantage Time if they need additional support to master learning objectives. Teachers will work with students during these blocks of time to support their learning and provide additional opportunities for mastery and academic success.

III. Academic Recovery Plans (ARP)

Any student who is failing a class must receive an Academic Recovery Plan to begin the Second and Fourth Quarters. This plan must be developed in conjunction with the student and the parent/guardian. The Academic Recovery Plan will have the following elements:

- A. Will serve as intervention for a student who is failing a class.
- B. Will outline a strategic plan of action so the student can successfully complete the course.
- C. Will allow the student's First and Third Quarter average to be raised to a level that allows the student to pass the class for the Semester provided the student earns at least a 60 for the Second or Fourth Quarter.
- D. Will encourage regular class attendance which includes punctuality.
- E. Will encourage preparedness for class.
- F. Will encourage class participation.
- G. Will require participation in Athens Advantage Time and Tutorials.
- H. Parents/guardians will be contacted and apprised of the development of an ARP. A copy of the ARP will be provided to the parent.

The Intervention Coordinator will coordinate the efforts of our teachers and PLTs in implementing ARPs.

HOMEWORK

I. Purpose

Homework reinforces learning and fosters independence, responsibility, and self-direction. Homework refers to school-related instruction that is to be completed outside the classroom, and it should fulfill the following purposes:

- A. To enrich and extend school experiences through related home activities.
- B. To reinforce learning by providing practice and application.
- C. Students should be prepared for nightly homework in all subjects.

II. Assignments

Each teacher in the Professional Learning Team shall follow the PLTs plan for homework, including the amount of homework assigned and the length of time required for completion. Additionally, the following procedures should be implemented to ensure homework is appropriately assigned:

- A. The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.
- B. Homework assignments shall be specific, within the student' ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified.
- C. Homework assignments are not to be given as punishment or busy work.

- D. Homework assignments will not require the use of books or materials which are not readily available in the home or accessible to the student.

III. Evaluation

Teachers shall provide specific and timely feedback on homework assignments.

- A. Homework should not exceed fifteen percent (15%) of a student's academic grade for a marking period.
- B. Late homework will be accepted by the teacher throughout the quarter to provide the student with feedback. Late homework may receive grade deductions at the discretion of the PLT.

IV. Time

- A. In general, homework should not exceed a total of 120 minutes per day for all subjects.
- B. Where students choose to challenge themselves with more rigorous college-level courses, homework may exceed this amount at times.
- C. Students who routinely experience a heavier load than this should seek a student-parent-teacher conference.

INTEGRITY

I. Purpose

All students are expected to show integrity in their academic work. Students should not engage in cheating, plagiarism, falsification of work, or other activities outlined in WCPSS Board Policy 4310 and/or Teacher directions for assignments and classroom activities. Student behaviors that are in violation of this policy will be addressed through appropriate discipline and grading as outlined by the Student Code of Conduct.

COMMUNICATION

I. Purpose

Teachers will provide students and their parents/guardians with clear expectations or their grading practices. Teachers will provide each student with regular feedback to promote learning, self-evaluation, and growth.

II. Expectations

All Teachers will inform students and parents of specific grading practices through a course syllabus and class websites. PowerSchool grades will be updated at least weekly, and Interim Reports will be sent home at the mid-point of each Quarter.

EXTRA CREDIT

I. Purpose

Extra credit opportunities, if assigned, are to be used to enhance grades and must be connected to learning outcomes. Extra Credit opportunities will be determined by the PLT and be consistently applied.