

ADMHS GRADING PLAN

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. [WCPSS 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. WCPSS policies regarding student grades are Policy Code 3400 Evaluation of Student Progress: [WCPSS Board Policy 3400](#)

II. Grading System

Teachers will provide **consistent communication** to students and parents with clear and regular explanations of grades and 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 = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = <60

Grades are to be updated at least weekly in PowerSchools. Interim Reports will be provided to students at the midpoint of each Quarter. Grades are reported on Report Cards and student transcripts as numeric grades, rather than letter grades. **All official grades will be reported in Powerschool.** For the purposes of determining a final grade for each course, the following calculations shall be used:

Quarter 1 = 40%
Quarter 2 = 40%

Final Exam = 20%

PLCs that choose to use Total Points must ensure that 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:

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 2024 – 2025 school year, requirements for graduating with honors is as follows:

- A) 3.75 – 3.99 GPA: Cum Laude
- B) 4.00 – 4.249 GPA: Magna Cum Laude
- C) 4.25 + GPA: Summa Cum Laude

III. Senior Exam Exemptions: **WCPSS Policy 3401**

Senior Exam Exemption Agreement

Students in Grade 12 may be exempt from exams based on the following criteria:

- Students must have a projected final grade of B or higher
- Students must have 10 or fewer absences in the course.
- Students cannot be exempt from state testing including field testing.

In 2024-2025, **EOC tests will be administered in the following courses: NC Math 1, NC Math 3, Biology, English II.** (Important Note: Students without a valid Biology EOC score or code will be expected to participate in the State EOC administration when enrolling in AP or IB Biology

To provide some clarification to the guidelines above:

- Absences will all count equally when considering eligibility for exam exemptions. Absences may be excused or unexcused. College visitations will count as part of the 10 days.
- Principals may waive absences beyond the 10 absences for documented absences that are outside of the student's control (ex - medical or transportation).
- Any additional requirements for being exempt must receive prior approval from the area superintendent prior to implementation.

All schools will provide notice to students regarding eligibility for senior exam exemptions at the beginning of the school year. Details related to the exam exemption process are included in the

[2024-2025 HS Planning Guide](#). In the absence of any specific policy language, the Program Planning Guide often serves as the source of guidance and information for schools on a variety of topics, including exam exemptions.

ASSESSMENTS

I. Purpose

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

2024-2025 PLC TIGHTS:

- Each PLC must establish or confirm uniform expectations, assessments (tests and formal quizzes), projects, rubrics number of graded assignments to be utilized by every member of the PLC and aligned to subject standards.
- 90%-100% agreement on the amount, type, timing and weight of assignments that will contribute to a student's grade on Powerschools for all teachers within a PL
- Common unit plans and pacing to foster data driven, equitable reflection and decision making by each PLC
- Every teacher within the PLC will use Canvas as a common platform

2024-2025 ADMHS PLC LOOSE:

- Teachers, as always, will be relied upon to make the content engaging, relevant, rigorous, and relatable to their students
- Teacher delivery of presentations "informal" learning activities: Warm-ups, bell ringers, community builders, exit tickets, informal assessments, etc.
- 5%-10% of graded assignments that will make up a student's grade
- Evaluation of student progress and achievement within individual classrooms

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 appropriately reflect students' academic mastery of standards. In addition, to support student academic success, Professional Learning Communities will provide a common plan for students that allows for additional opportunities for students to demonstrate mastery of standards. Those opportunities may include, but are not limited to, make-up assignments, re-tests, test corrections, GradPoint recovery units, etc.

III. Missed or Late Work

The following are school-wide expectations regarding missed or late work:
Students are expected to make up for any missed work.

- 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.
- A student who is suspended from school may also make up missed work with no penalty. Teachers must communicate with the student to ensure that they are given the opportunity to complete missing assignments and have access to learning materials while they are out.
- Any assignment or assessment made up within an accepted make-up period is eligible for full credit, however PLTs can incorporate grade deductions for unexcused late work. Each Professional Learning Team will determine any penalty for unexcused late assignments.

III. Missed or Late Work (continued)

- 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.
- 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.
- Grades and assignments will never be used as a means of punishment.
- Students in ISS, ALC, or serving OSS must be given access to all learning materials, be kept up with the class work they are missing, and be given opportunities to make up missed assignments by their teacher
- Teachers should meet one on one with students returning from ALC, ISS, OSS upon their return to class

PREVENTION AND INTERVENTION AT ADMHS

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 as well as providing students additional time and support to be successful.

II. 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:

II. Academic Recovery Plans (ARP)

- Will serve as an intervention for a student who is failing a class.
- Will outline a strategic plan of action so the student can successfully complete the course.

- The ARP must have expectations that are clearly articulated, documented, measurable, and achievable. **Teachers should provide feedback to all shareholders regarding student progress or lack thereof at least one time by midway through the academic quarter**
- 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

II. Academic Recovery Plans (ARP) (Continued)

- The ARP:
 1. Will encourage regular class attendance which includes punctuality.
 2. Will encourage preparedness for class.
 3. Will encourage class participation.
 4. Will require participation in Student Hours
- 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.

HOMWORK

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:

- To enrich and extend school experiences through related home activities.
- To reinforce learning by providing practice and application.

II. Assignments

Each teacher in the Professional Learning Community shall follow the PLC's 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:

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

- Homework should not exceed fifteen percent (15%) of a student's academic grade for a marking period. PLCs that agree to utilize Total Points must also ensure that points awarded for homework do not exceed 15% of the total points per grading period.

III. Evaluation (continued):

- 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

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

INTEGRITY/HONOR CODE

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 Board Policy 4310 [WCPSS Honor Code](#) 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.

Student integrity issues should be first addressed by the individual instructor.

The individual teacher should notify the student and their caregivers about the incident and provide evidence. The instructor will allow the student to make up the assignment for partial or full credit. The instructor should document the incident, actions, and parent contact

- If a student has **multiple** integrity issues within a class, the teacher can inform the student's administrator and document the offense in EASI. The instructor can include any previous actions from the teacher when reporting to the respective administrator
- If the teacher believes that the integrity violation involves hacking, unauthorized access to accounts, attempts to organize group/class cheating, sharing unauthorized products or information with multiple students, they should immediately report the incident to the student's administrator.

COMMUNICATION

I. Purpose

Teachers will provide students and their parents/guardians with clear expectations or their grading practices. It is expected that teachers update individual student grades in Powerschools at least once a week. 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 Learning Management System. PowerSchool grades will be updated at least weekly, and Interim Reports will be sent home at the midpoint of each Quarter.

EXTRA CREDIT (Additional Opportunities for Mastery)

I. Purpose

Additional opportunities for mastery, 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.