

5520

GRADING SYSTEM

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The formal issuance of grades through symbols on a regular basis is authorized by the board in order to promote a process of continuous evaluation of student performance, to inform the student, her/his parents, and counselor of the student's progress, and to provide a basis for bringing about improvement in student performance, where such change seems necessary.

- 5520.1 Meaningful evaluation shall include consideration of all activity that has occurred during the particular evaluation period. Such activities should include (1) homework, (2) projects, (3) reports, (4) class participation, and (5) tests which shall include unit tests. In addition to the above activities, examinations shall be administered at the conclusion of each course which offers credit toward high school graduation. In traditional schedule schools and other schools that offer year long courses, an examination shall also be administered at the mid-point of the course. A teacher made examination, a state required end-of-course assessment, or a VoCats assessment shall satisfy these requirements. The relative value attached to any activity shall be determined by the importance of the activity toward achieving the course objectives.
- 5520.2 Parental conferences are a valuable method of reporting to parents. Conferences regarding a student's progress in a particular class shall include the teacher of that class.
- 5520.3 Parents shall be notified by the midpoint of each grading period if a student is failing a course or if his course grade has declined by a letter grade.

Adopted: August 21, 1978
Revised: February 15, 1988
Revised: June 20, 2006

The grading system in Wake County Public Schools is consistent across departments, grade levels and schools. It is an evaluation of each student's academic performance. To ensure the effectiveness of this policy, the Board of Education endorses these beliefs and practices:

A. Grading System:

1. The purpose of a grading system is to accurately and consistently measure and communicate an individual student's level of mastery of defined curriculum objectives.
2. While attendance and non-academic related behaviors influence student learning, they are reported separately and will not be included in a student's academic grade.
3. All WCPSS grading and reporting practices will support the learning and teaching process and encourage success for all students.

B. Assessments:

1. All assessments and assignments will be aligned with state/district adopted standards and /or curriculum and be designed to accurately assess student achievement.
2. Accurate and consistent evaluation of academic achievement shall employ multiple formative and summative assessments to determine a student's level of mastery of curriculum objectives.

C. Communication:

1. Teachers will provide students and their parents/guardians with clear explanations of their grading practices.
2. Teachers will provide each student with ongoing specific feedback to promote learning, self evaluation, and growth.
3. Communication between teachers, parents, and students will be timely, including ongoing system-wide mechanisms for communication of student progress and grades.

GRADING PERIOD/INTERIMS/REPORT CARDS

In grades K-12, report cards are issued to students every nine weeks. Interim reports are issued to all students at the mid-point of each quarter. In grades 6-12, student progress is updated weekly in the Student/Parent Access Network (SPAN).

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The Board of Education is committed to maintaining rigorous performance and achievement standards for all students and to providing a fair process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

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3. All WCPSS grading and reporting practices will support the learning and teaching process and encourage success for all students.

Comment [rcs1]: Need a decision on this as it has implications for another policy

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GRADING PERIOD/INTERIMS/REPORT CARDS

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Teachers in Grades K-12 will base report card grades on academic achievement only. Evaluations of behaviors will be reported separately on the report card. Grades are an essential way to communicate student achievement. As such, grading and reporting practices must include the following:

A. General Guidelines

1. Homework – Teachers in grades K-12 assign homework as an important part of instruction. Homework for practice (formative) is not part of the academic grade. Teachers are to provide feedback on homework that is assigned to practice new skills in a timely fashion. Homework evaluated for learning (summative) may be included as part of the academic grade. In grades K-5 homework is reflected in the work habits grade. In grades 6-12 homework that is evaluated should not exceed 10% of a student's academic grade for a marking period. As noted in policy 5510 the guidelines for minutes of homework per day are as follows:
 - a. K-2 - 20 minutes
 - b. 3-5 – 50 minutes
 - c. 6-8 – 90 minutes
 - d. 9-12 – 120 minutes
2. Extra Credit – In grades K-12 extra credit is not used. That is used to assess students' mastery of the content standards may be used.
3. Missing Work – Procedures for missing work due to an absence is noted in policy 6000. For all other missing work, students will have five days beyond the assignment date to complete the assignment. When the work is completed it will be scored and recorded in the grade book subject to penalty (up to 10%). Work not submitted will be recorded as a zero, or lowest value within the "F" range.
4. Reteaching/Reassessment – Reteaching occurs when the teacher or student determines that students are not meeting learning goals. Reassessment opportunities are provided in all courses after reteaching occurs. When reassessment is offered, all students may be reassessed, regardless of grade on original task/assignment, if they meet the following requirements:
 - a. Complete the original task or assessment
 - b. Complete required assignments
 - c. Complete the reteaching/relearning activities

The reassessment grade replaces the original grade.

5. Incompletes – While a student should receive a grade whenever possible, there are times when an "Incomplete" ("I") grade is appropriate. Teachers may assign incompletes, with principal approval, under the following circumstances:
 - a. Students with excused absences who are unable to complete assignments that are major components of the quarter grade receive an "I" for that grading period. If a student receives an "I" he or she must adhere to the teacher's plan to complete missing assignments.
 - b. For schools operating on a yearlong schedule, if a student does not meet course requirements within 30 days of quarters 1-3 and within 10 days of the 4th quarter, an "I" will revert to a letter grade. For schools operating on a block schedule, if a student

Comment [rcs1]: Would need to change the R&P attached to this policy to align with this section (see section E of the 6000 R&P)

Comment [rcs2]: This refers to the issue of the F being the greatest numerical grade range and how difficult it is to recover from a zero when utilizing this range.

does not meet course requirements within 30 days of the end of first semester and within 10 days of second semester, an "I" will revert to a letter grade. The exception to this rule is seniors. Seniors will not be awarded an "I" at the end of the 4th quarter or the end of second semester due to the required computation of grade point averages.

B. K-5 GRADING SYSTEM

In grades K-2 students are evaluated on a standards based grading scale. The student performance levels of 1-4 indicate whether students have met the expectations set by the state in the Standard Course of Study. The student performance levels are defined as follows:

- Level 4 – Extends targeted grade level standards
- Level 3* – Demonstrates proficiency of targeted grade level standards with evidence of application
- Level 3 – Demonstrates proficiency of targeted grade level standard
- Level 2 – Inconsistent and needs support to meet targeted grade level standards
- Level 1 – Insufficient performance of targeted grade level standards with support

In grades 3-5 students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if they do not complete work by the end of specified grading periods. See details regarding use of "Incomplete" under "General Guidelines" noted above. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = 903-100 Consistently works above average
- B = 805 - 8992 Works above average
- C = 707-7984 Works at an average level
- D = 6070 - 6976 Works below average
- F = less than 7050-59 Performs at an unacceptable level
- I = Incomplete

Comment [rcs3]: There was mention of not wanting zeros as it is difficult to recover from a zero

Grades are provided twice a year for weekly special classes such as art and music, instead of quarterly.

Classroom behaviors are reported separately. In Kindergarten classroom behaviors are separated into two categories, personal/social development and work habits. In grades 1-5 the behaviors are separated into work habits and conduct. Each behavior is rated according to the following scale:

- 3 – meets expectations
- 2 – inconsistently meets expectations
- 1 – does not meet expectations

C. 6-8~~12~~ GRADING SYSTEM

In grades 6- ~~8-12~~ students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if they do not complete work by the end of specified grading

periods. See details regarding use of "Incomplete" under "General Guidelines" noted above. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = ~~90-100~~
- B = ~~85-92~~ 80-89
- C = ~~77-84~~ 70-79
- D = ~~70-76~~ 60-69
- F = ~~less than 70~~ 50-59
- I = Incomplete

Comment [rcs4]: There was mention of not wanting zeros as it is difficult to recover from a zero.

D. Grading System 9-12

In grades 9-12 students earn letter grades of A, B, C, D, or F on their report cards. They may also be assigned a grade of "I" for "Incomplete" if they do not complete work by the end of specified grading periods. See details regarding use of "Incomplete" under "General Guidelines" noted above. WCPSS employs a standardized grading scale with letter grades having the following numerical value:

- A = 93 - 100
- B = 85 - 92
- C = 77 - 84
- D = 70 - 76
- F = 63 - 69
- I = Incomplete

Comment [rcs5]: There was mention of not wanting zeros as it is difficult to recover from a zero.

- WP = withdrawal, no penalty (high school only) If a student withdraws prior to the 10th day of school, a WP is noted and no penalty is imposed.
- WF = withdrawal with an F (high school only) If a student withdraws after the ten-day period, a failure (WF) is noted as the grade, and the course is counted as a course attempted with no quality points earned

In high school grade 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:

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

Classroom academic-related behaviors in grades 6-12 are reported separately. Students receive a letter grade that reflects their work habits and classroom conduct. The following rating scale is used in reporting a student's behavior grade:

A = consistently exceeds expectations

B = frequently exceeds expectations

C = meets expectations

D = below expectations

F = consistently below expectations

To achieve this grade, teachers evaluate student's work habits and conduct based academic-related behaviors using the following rubric:

E. Principals are responsible for the following:

a. Ensuring that grading and reporting procedure are applied consistently within their school.

The principal designates the school leadership team to assist in developing and monitoring school level grading and reporting processes including:

i. The principal or designee may require consistent processes throughout the school; but

ii. Grade level, course teams, or departments (Professional Learning Teams) must establish consistent grading processes that are both outlined in this policy and developed at the school level.

Name: _____

School Year: _____

Student Effort and Behavior Report Card

This behavior report provides feedback about your child's efforts in school this quarter, making it a valuable piece of information about your child's strengths and weaknesses. It gives an overall view of your child's performance with respect to work habits and behavior in his/her classes. Student performance in these areas will be heavily considered when recommending students for advanced classes in future grade levels. (Please review, sign, and return it with your child's report card.)

Comment [rcs 1]: Will include a place for teacher comments and parent signature

Indicators	A Always meets expectations	B Almost always meets expectations	C Inconsistently meets expectations	U Does not meet expectations
Meeting Deadlines	<p>Always:</p> <ul style="list-style-type: none"> completes and turns in assignments on time completes excused makeup work in allotted time period <p>Always:</p> <ul style="list-style-type: none"> arrives to class on time brings needed materials to class ready to work 	<p>Almost always:</p> <ul style="list-style-type: none"> completes and turns in assignments on time completes excused makeup work in allotted time period <p>Almost always:</p> <ul style="list-style-type: none"> arrives to class on time brings needed materials to class ready to work 	<p>Is inconsistent in:</p> <ul style="list-style-type: none"> completing and turning in assignments on time completing excused makeup work in allotted time period <p>Is inconsistent in:</p> <ul style="list-style-type: none"> arriving to class on time bringing needed materials to class being ready to work 	<p>Does not:</p> <ul style="list-style-type: none"> complete and turn in assignments on time complete excused makeup work in allotted time period <p>Does not:</p> <ul style="list-style-type: none"> arrive to class on time bring needed materials to class come ready to work
Preparedness	<p>Always:</p> <ul style="list-style-type: none"> shares relevant information or ideas when participating in discussion or groups works cooperatively with others <p>Always:</p> <ul style="list-style-type: none"> demonstrates respectful behavior to teachers and classmates follows class code of conduct exhibits behavior that reflects expectations of school honor code 	<p>Almost always:</p> <ul style="list-style-type: none"> shares relevant information or ideas when participating in discussion or groups works cooperatively with others <p>Almost always:</p> <ul style="list-style-type: none"> demonstrates respectful behavior to teachers and classmates follows class code of conduct exhibits behavior that reflects expectations of school honor code 	<p>Is inconsistent in:</p> <ul style="list-style-type: none"> sharing relevant information or ideas when participating in discussion or groups working cooperatively with others <p>Is inconsistent in:</p> <ul style="list-style-type: none"> demonstrating respectful behavior to teachers and classmates following class code of conduct exhibiting behavior that reflects expectations of school honor code 	<p>Does not:</p> <ul style="list-style-type: none"> share relevant information or ideas when participating in discussion or groups work cooperatively with others <p>Does not:</p> <ul style="list-style-type: none"> demonstrate respectful behavior to teachers and classmates follow class code of conduct exhibit behavior that reflects expectations of school honor code
Participation*	<p>Always:</p> <ul style="list-style-type: none"> shares relevant information or ideas when participating in discussion or groups works cooperatively with others <p>Always:</p> <ul style="list-style-type: none"> demonstrates respectful behavior to teachers and classmates follows class code of conduct exhibits behavior that reflects expectations of school honor code 	<p>Almost always:</p> <ul style="list-style-type: none"> shares relevant information or ideas when participating in discussion or groups works cooperatively with others <p>Almost always:</p> <ul style="list-style-type: none"> demonstrates respectful behavior to teachers and classmates follows class code of conduct exhibits behavior that reflects expectations of school honor code 	<p>Is inconsistent in:</p> <ul style="list-style-type: none"> sharing relevant information or ideas when participating in discussion or groups working cooperatively with others <p>Is inconsistent in:</p> <ul style="list-style-type: none"> demonstrating respectful behavior to teachers and classmates following class code of conduct exhibiting behavior that reflects expectations of school honor code 	<p>Does not:</p> <ul style="list-style-type: none"> share relevant information or ideas when participating in discussion or groups work cooperatively with others <p>Does not:</p> <ul style="list-style-type: none"> demonstrate respectful behavior to teachers and classmates follow class code of conduct exhibit behavior that reflects expectations of school honor code
Respect	<p>Always:</p> <ul style="list-style-type: none"> demonstrates respectful behavior to teachers and classmates follows class code of conduct exhibits behavior that reflects expectations of school honor code 	<p>Almost always:</p> <ul style="list-style-type: none"> demonstrates respectful behavior to teachers and classmates follows class code of conduct exhibits behavior that reflects expectations of school honor code 	<p>Is inconsistent in:</p> <ul style="list-style-type: none"> demonstrating respectful behavior to teachers and classmates following class code of conduct exhibiting behavior that reflects expectations of school honor code 	<p>Does not:</p> <ul style="list-style-type: none"> demonstrate respectful behavior to teachers and classmates follow class code of conduct exhibit behavior that reflects expectations of school honor code

* (classes/courses whose academic grade is primarily based on participation will not complete this portion, e.g. PE, Chorus, World Language; this does not preclude other classes/courses from including participation grades in things such as Socratic seminars, mock trials, literature circles where rubrics outlining academic expectations are provided)