

Policy Code: 3400 Student Evaluations and Grading

A. Purpose

An evaluation system of students' academic performance is necessary to help ensure that all students succeed within the framework of the educational goals and objectives of the Board. The Board believes that the formal issuance of student evaluations (progress reports) on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school administration about the student's performance and progress; and provides a system of notice which allows intervention strategies to be implemented if necessary to improve the student's performance.

B. Reporting Systems

The evaluation system should provide for regular communication with families and caregivers so that they may be informed and involved in their child's education. The district will develop a uniform system for evaluating and reporting student progress. The system will reflect consistency across elementary schools, middle schools, and high schools according to the grading plan expectations and procedures outlined in Regulation Code: 3400-R Student Evaluations and Grading.

Grades K-5 will use the state proficiency levels 1-4 as a basis to report student progress in all areas. High schools will follow the state requirement for a ten-point scale. All middle schools will follow the state recommended ten-point scale. Grades for middle and high schools will be reported as letter grades on progress reports and report cards. A grading floor of 50 will be applied to quarterly and final report card grades for middle school and high school students (6-12). When converting numeric grades to letter grades, fractions of points equal to or greater than .5 will be rounded up to the next whole number.

C. Student Achievement and Progress

Student evaluations should reflect student progress as well as student achievement. Grades should be given in reference to a student's achievement of the learning objectives defined for the class, and should not be limited by the performance of other students in the class. Teachers will be responsible for evaluating student performance relative to learning objectives, giving helpful feedback, including ways to improve performance, to students and parents, and keeping accurate records in order to substantiate a grade or assessment given in a course.

Teachers in PLC teams will agree on what constitutes performance levels on common assessments.

D. CHCCS Student Evaluation and Grading Plan

Teachers of students in grades K -12 will adhere to grading plan expectations and procedures outlined in Regulation Code: 3400-R Student Evaluations and Grading. The CHCCS grading plan will be reviewed and updated on a regular basis as determined by the superintendent or their designee.

E. Responsibilities

Teachers are responsible for adhering to district policies and guidelines related to grading of student work. Building administrators should review grading practices of all teachers to ensure adherence to this policy. The superintendent and the principals are responsible for monitoring all grading practices in the district.

Schools will develop a prevention-intervention system that provides students additional time and support to be successful. PLC teams will develop systematic ways for students to be re-assessed on

their learning.

Extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLCs.

F. Criteria for Enrollment in a Pass/Fail Course at High School

In an effort to encourage students to take courses that will enrich their academic careers and promote the process of lifelong learning without adversely influencing their GPA, students may elect to enroll in courses on a pass/fail basis. Students who earn a passing grade in a pass/fail course are eligible for all senior honors at high school graduation.

Pass/fail courses may be taken as general electives. Courses taken to satisfy core curriculum requirements, courses required for graduation, and other required courses may not be taken as pass/fail. The principal or designee will monitor the enrollment process to ensure students are registering for the appropriate courses for the pass/fail option.

Courses taken as pass/fail shall not be used in the calculation of the GPA. No more than four pass/fail courses may be taken during a student's high school career and the number of pass/fail courses taken shall not exceed two per academic year. The administration will establish a deadline after which a student cannot change the decision to take a course pass/fail.

Students enrolled in a course on a pass/fail basis must meet all normal course requirements (e.g., attendance, reports, papers, projects, examinations, labs, etc.) and will be graded in the usual way. In a course taken pass/fail, the instructor of the course converts the student's final grade to pass or fail at the end of the semester. Grades of "D" or higher are converted to "pass."

If the student takes a course pass/fail and then changes his or her course of study to one in which the pass/fail course is required for graduation, a letter grade will be used on the student's transcript.

Credit by Demonstrated Mastery (CDM) allows students to earn credit for a course without having seat time or enrolling in the course. Students who successfully earn credit through CDM will receive a "CDM" on the transcript.

Legal References: [G.S. 115C-47](#), [-81](#); [GCS-L-004](#)

Cross References: Goals and Objectives of the Educational Program (Policy 3000), Homework (Policy 3135), Student Evaluations and Grading (Regulation Code: 3400-R), Class Ranking (Policy 3450), and Graduation Requirements (Policy 3460), Parental Involvement (Policy 1310/4002)

Adopted:

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Chapel Hill-Carrboro Schools