

Regulation Code: 3400-R Student Evaluations and Grading

A. Uniform System for Evaluating and Reporting Student Progress

Grades are a way of evaluating a student's performance in school. They are usually given in the form of letters or numbers and reflect the student's level of understanding and achievement in a particular grade, subject, or course. Grades can be used to track a student's progress over time, determine whether they have met certain learning objectives, and help them understand areas where they need to improve.

The purpose of grades is to indicate a student's level of mastery of academic standards, which should accurately reflect the student's level of understanding and be based on objective measures, such as exams, assignments, and projects, that are designed to assess the student's knowledge and skills.

Students should be evaluated using a uniform system and criteria, and their grades should not be influenced by factors such as behavior, race, gender, or socioeconomic status. Teachers and schools should strive to ensure that grading practices are transparent, consistent, and unbiased, and that all students have equal opportunities to succeed and demonstrate their mastery of academic standards. Fair and equitable student evaluations and grading are important because it:

- Encourages Learning: When evaluations and grading are fair and equitable, students are more motivated to learn and improve their skills. If students feel that their grades are arbitrary or unfair, they may become discouraged and lose interest in their studies.
- Promotes Objectivity: Fair evaluations and grading are based on objective criteria rather than subjective opinions or biases. This means that students are evaluated based on their performance, not on personal factors such as their gender, race, or socio-economic background.
- Provides Consistency: Fair evaluations and grading are consistent across all students. This means that all students are held to the same standard, regardless of their individual circumstances or whose classroom they are assigned.
- Imposes Transparency: Fair evaluations and grading are transparent, meaning that students understand how they are being evaluated and graded. This helps students to identify areas where they need to improve and to take appropriate steps to do so.
- Assures Accountability: Fair evaluations and grading hold both students and educators accountable for their performance. Students are held accountable for their effort and performance, while educators are held accountable for providing high-quality instruction and fair evaluations.

To ensure a uniform system for evaluating and reporting student progress, CHCCS students and staff will use the following grading plan in all grades (K-12).

B. Student Evaluation and Grading Plan

GRADE SPAN	Elementary School (K - 5)	Middle School (6 - 8)	High School (9 - 12)
ASSIGNMENT TYPE & WEIGHT: CONSTRUCTING AND PRACTICING ACADEMIC KNOWLEDGE AND	Assignment Type: Constructing and Practicing Academic Knowledge and Skills  Definition: Any	Assignment Type: Constructing and Practicing Academic Knowledge and Skills  Definition: Any	Assignment Type: Constructing and Practicing Academic

<p><b>SKILLS</b></p>	<p>assignment or task used to reinforce learning and facilitate mastery of specific skills. These assignments also provide feedback on students' progress leading up to the "Assessing Academic Knowledge and Skills" These assignments may include projects, worksheets, reading and writing tasks, and presentations.)</p> <p>Student proficiency is determined by performance on "learning targets," where each target is a teachable concept that students should master by the end of the course. Students attempt standards-aligned activities (projects, worksheets, quizzes, essays, presentations, etc.). Teachers then assess the student's output and choose the appropriate mastery level demonstrated by the student.</p>	<p>assignment or task used to reinforce learning and facilitate mastery of specific skills. These assignments may include projects, worksheets, homework, classwork, and presentations and are used to provide feedback on progress toward mastery of academic standards.</p> <p><b>Weight</b></p> <p>50% of the quarterly grade for traditional schedule classes.</p> <p><b>Note Standards-Based Grading:</b> For courses where Standards-Based Grading is implemented in place of traditional grading, "Constructing and Practicing Academic Knowledge and Skills" may not weigh more than 20% of the final grade.</p>	<p>Knowledge and Skills</p> <p><b>Definition:</b> Any assignment or task used to reinforce learning and facilitate mastery of specific skills. These assignments may include projects, worksheets, homework, classwork, and presentations and are used to provide feedback on progress toward mastery of academic standards.</p> <p><b>Weight</b></p> <p>50% of the quarterly grade for traditional schedule classes.</p> <p>50% of the course grade for block schedule classes.</p> <p><b>Note Standards-Based Grading:</b> For courses where Standards-Based</p>
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			Grading is implemented in place of traditional grading, “Constructing and Practicing Academic Knowledge and Skills” may not weigh more than 20% of the final grade.
<b>NUMBER OF ASSIGNMENTS</b>	<p>ELA/Math: 8 Assignments (Quarterly Minimum)</p> <p>Science/Social Studies: 2 Assignments (Quarterly Minimum)</p>	8 Assignments (Quarterly Minimum)	<p>Traditional Schedule 8 Assignments (Quarterly Minimum)</p> <p>Block Schedule 15 Assignments (Course Minimum)</p>
<b>MINIMUM GRADE POLICY</b>	Grades K-5 will use the state proficiency levels 1-4, which is aligned with our Standards-Based Grading practices, to report student progress in all areas. This scale will also acknowledge student growth toward the next level, including a .5 between levels.	A grading floor of 50 will be applied to quarterly and final report card grades for middle school students (6-8).	A grading floor of 50 will be applied to quarterly and final report card grades for high school students (9-12).
<b>LATE WORK GUIDELINES</b>	Late work will be accepted as determined by the grade-level teams.	Late work will be accepted for a grade until the “Assessing Academic Knowledge and Skills” date unless it falls at the end of the quarter. In this case, principals may set the final date for work to be	Late work will be accepted for a grade until the “Assessing Academic Knowledge and Skills” date unless it

		submitted.	falls at the end of the quarter. In this case, principals may set the final date for work to be submitted.
		Late penalties of no more than ten (10) percentage points per day (unless an excused absence) will be deducted for late work.	Late penalties of no more than ten (10) percentage points per day (unless an excused absence) will be deducted for late work.
		The principal may allow the submission of assignments after the above periods for students who experience short or long-term hardships.	The principal may allow the submission of assignments after the above periods for students who experience short or long-term hardships.

GRADE SPAN	Elementary School (K - 5)	Middle School (6 - 8)	High School (9 - 12)
<b>ASSIGNMENT TYPE &amp; WEIGHT: ASSESSING ACADEMIC KNOWLEDGE AND SKILLS</b>	<b>Assignment Type:</b> Assessing Academic Knowledge and Skills  <b>Definition:</b> Assessments that measure mastery of one or multiple academic standards.  Student proficiency is determined by	<b>Assignment Type:</b> Assessing Academic Knowledge and Skills  <b>Definition:</b> Assessments that measure mastery of one or multiple academic standards.  <b>Weight</b>	<b>Assignment Type:</b> Assessing Academic Knowledge and Skills  <b>Definition:</b> Assessments that measure mastery of one or multiple academic standards.  <b>Weight</b>

	<p>performance on “learning targets,” where each target is a teachable concept that students should master by the end of the course. Students attempt standards-aligned activities (projects, worksheets, quizzes, essays, presentations, etc.). Teachers then assess the student’s output and choose the appropriate mastery level demonstrated by the student.</p>	<p>50% of the quarterly grade for traditional schedule classes.</p> <p><b>Note Standards-Based Grading:</b> For the courses where Standards-Based Grading is implemented in place of traditional grading, Assessing Academic Knowledge and Skills may weigh between 80% - 100% of the final grade.</p>	<p>50% of the quarterly grade for traditional schedule classes.</p> <p>50% of the course grade for block schedule classes.</p> <p><b>Note Standards-Based Grading:</b> For the courses where Standards-Based Grading is implemented in place of traditional grading, Assessing Academic Knowledge and Skills may weigh between 80% - 100% of the final grade.</p> <p><b>Note:</b> EOCs &amp; High School Final Exams will constitute 20% of students’ final grades.</p> <p>Courses that do not have a final exam should use the “Assessing Academic Knowledge and Skills” weight (50%) to determine a student’s final grade.</p>
<b>NUMBER OF ASSESSMENTS</b>	<p>ELA/Math: 1 Assessment (Quarterly Minimum)</p> <p>Science/Social Studies: 1 Assessment (Quarterly Minimum)</p>	<p>2 Assessments (Quarterly Minimum)</p> <p>Compacted Math Courses: 3 Assessments (Quarterly Minimum)</p> <p>Teachers have ten (10) school days to return assessments.</p>	<p>Traditional Schedule 2 Assessments (Quarterly Minimum)</p> <p>Block Schedule 3 Assessments (Course Minimum)</p> <p>Teachers have ten (10) school days to return assessments.</p>
<b>MINIMUM GRADE POLICY</b>	<p>Grades K-5 will use the state proficiency levels 1-4, which is aligned with our Standards-Based Grading practices, to report student progress in all areas. This scale will</p>	<p>A grading floor of 50 will be applied to quarterly and final report card grades for middle and high school students (6-12).</p>	<p>A grading floor of 50 will be applied to quarterly and final report card grades for middle and high school students (6-12).</p>

	also acknowledge student growth toward the next level, including a .5 between levels.		
<b>RE-ASSESSMENT GUIDELINES</b>	<p>Additional learning and re-assessment opportunities will be provided based on student needs:</p> <ul style="list-style-type: none"> <li>• Students will participate in new learning opportunities meeting their needs and be reassessed using a parallel assessment to show mastery.</li> <li>• Students can earn up to 100% on the re-assessment when completing additional learning opportunities.</li> </ul>	<p>Additional learning and re-assessment opportunities will be provided based on student needs when a student does not achieve mastery of “Assessing Academic Knowledge and Skills.”</p> <ul style="list-style-type: none"> <li>• Mastery is defined as achieving 80% or higher on an assessment.</li> <li>• Students must attempt the initial assessment to be allowed to re-test.</li> <li>• Students will participate in new learning opportunities meeting their needs and be reassessed using a parallel assessment to show mastery. Schools will determine procedures for new learning and reassessment.</li> <li>• One re-assessment opportunity will be given for each “Assessing Academic Knowledge and Skills” assessment.</li> <li>• Students can earn up to 80% on the re-assessment</li> </ul>	<p>Additional learning and re-assessment opportunities will be provided based on student needs when a student does not achieve mastery of “Assessing Academic Knowledge and Skills.”</p> <ul style="list-style-type: none"> <li>• Mastery is defined as achieving 80% or higher on an assessment.</li> <li>• Students must attempt the initial assessment to be allowed to re-test.</li> <li>• Students will participate in new learning opportunities meeting their needs and be reassessed using a parallel assessment to show mastery. Schools will determine procedures for new learning and reassessment.</li> <li>• One re-assessment opportunity will be given for each “Assessing Academic Knowledge and Skills” assessment (except midterms, teacher-made finals, and State exams, unless</li> </ul>

		<p>after completing re-learning opportunities.</p> <ul style="list-style-type: none"> <li>• Students may retake portions of assessments for which they have not reached mastery.</li> <li>• High school credit courses in middle school will follow high school re-assessment guidance.</li> </ul>	<p>allowed by NCDPI policy).</p> <ul style="list-style-type: none"> <li>• Students can earn up to 80% on the re-assessment after completing re-learning opportunities.</li> <li>• Students may retake portions of assessments for which they have not reached mastery.</li> </ul>
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### Chapel Hill-Carrboro Schools

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