

# Hickory Ridge High School Grading Philosophy

## Grading Purposes

We believe the purposes of grades are to:

- Communicate mastery of grade level standards to students, parents, and other stakeholders
- Provide feedback that students can use for self-evaluation and reflection
- Evaluate the effectiveness of instructional programs
- Use for instructional purposes – clarify learning goals, indicate student strengths & weaknesses, and for student remediation or enrichment.

We also use students' grades to determine promotion, graduation, and athletic eligibility, to award honors, and to report to other schools and prospective employers. High school grades may inform college acceptance, scholarships and vocational plans.

## Grading Principles

Every PLC at Hickory Ridge High School is responsible for creating their own way of assessing student performance and formulating grading policy in classes. The PLC's grading system will follow these **non-negotiable** guiding principles:

<b>Grading Principle</b>	<b>Expectations and Practices</b>
Grades represent what students know, understand, and can do	<ul style="list-style-type: none"><li>• Assignments must be aligned to standard(s)</li><li>• Students should be able to articulate the purpose of their work</li><li>• The numerical grade should reflect student mastery of the standard. *See grading rubric below.</li><li>• Assignments are purposeful and meaningful</li></ul>
Grading procedures minimize the impact of behaviors, work habits, effort, and late assignments	<ul style="list-style-type: none"><li>• Points are not deducted from a student's grade for behaviors reflecting responsibility</li><li>• Behaviors (late assignments, no submission of assignments) are addressed through other consequences (working lunch, missing a fun activity)</li></ul>
Grading procedures allow students to recover from initial failure	<ul style="list-style-type: none"><li>• Allow for retesting, resubmitting, and correcting of work</li><li>• Allow students the opportunity to submit late assignment without penalty with reasonable deadlines</li><li>• Allow for parents to see 0's or non-completed work in Power School to allow students the opportunity to submit work</li></ul>
Grades make mathematical sense	<ul style="list-style-type: none"><li>• Assignments are weighted appropriately with a reasonable number of assignments in each category.</li><li>• Students should neither pass nor fail courses based on completion alone. Grading scales should be set up to weigh heavily towards mastery-learning (assessments, performance-based tasks, etc.) and less so on homework and assignment completion only.</li><li>• PLCs should be aligned in the number of assignments and weights for each category. They must follow the same, agreed upon grading system</li></ul>
Grading is credible and defensible	<ul style="list-style-type: none"><li>• Grades are only given when multiple opportunities for practice have been given</li><li>• Homework given for the purpose of practice of new learning is not graded</li><li>• Homework assigned for activities and projects can be graded if students have had multiple opportunities to learn content or master skills and/or standards</li></ul>

### Late Work Guidelines

Late work is defined as work not yet submitted from a student who was present in class. Cabarrus County Schools and Hickory Ridge High School believe that students learn material better when they are held responsible for completing missing work in a timely manner. In all classes, late work will be accepted without penalty until the deadlines below by 11:59pm.

**\*\*The late work guidelines may not apply to AP classes, community college coursework (RCCC/CPCC), and NCVPS classes\*\***

Quarter	1 <sup>st</sup> 4.5 week Last Day for Late Work	Progress Report Date	2 <sup>nd</sup> 4.5 week Last Day for Late Work	Quarter Grades Due
Quarter 1	Sept. 20	Sept. 22	Oct. 22	Oct. 27
Quarter 2	Nov. 26	Dec. 1	Jan. 7	Jan. 25
Quarter 3	Feb. 21	Feb. 23	Mar. 25	Mar. 30
Quarter 4	Apr. 29	May 4	June 2	June 10

- **REMEMBER:** If it is important enough to assign, it's important to get the work from the student.
- Teachers are expected to update their grades in PowerSchool **at least once every two weeks.**
- **During the first and third quarters, a student may not receive a grade below 50 on his/her report card.**

### Grading Scale

Superior	90 – 100	A
Above Average	80 - 89	B
Average	70 - 79	C
Below Average	60 - 69	D
Unsatisfactory	below 59	F

### Standards-Based Grading Rubric

90-100	80-89	70-79	60-69	50-59
A	B	C	D	F
Student is able to demonstrate mastery of the standards and can apply knowledge above and beyond the standard.	Student is able to demonstrate mastery of the standards.	Student is able to demonstrate understanding of the standards most of the time and is making progress towards mastery.	Student is able to demonstrate some understanding of the standards, however lacks proficiency in key areas.	Student is able to demonstrate little or no understanding of grade level standards  Insufficient evidence of mastery

## Work Habits

Student work habits can include issues in the four categories below:

- **PREPAREDNESS** - no pencil, returning syllabus/paperwork, turning in materials on time, have class materials, notebook/homework check, reading logs/ALEKS, timeliness of all materials and their due dates.
- **FOLLOWING DIRECTIONS** - showing work, name on paper, notebook/class folders organization, work written in pen/pencil, work not written using cursive writing, didn't use color/color within the lines
- **EFFORT** - completion of work, accuracy of work, class participation, neatness
- **CHARACTER/RESPONSIBILITY** - cooperation, signed agenda, thoughtfulness, timeliness, meeting deadlines, completing assigned classroom duties

Habits/Behaviors not directly connected to learning outcomes **may not be graded** (i.e. turning in a signed form).

If a student is not following procedures that categorize as a work habit, **teachers may not penalize their grade.** (i.e. writing in pen/cursive).

In the event an issue arises, teachers may:

- Model the expected procedure again
- Give the work back for rework
- Extend the turn in date
- Supply the needed material(s)
- Document and notify parents for support
- Document and seek additional support from counselors, MTSS, and/or administration.

Teachers should do the following:

- Make sure you have clearly explained the procedures for how work is to be completed, organized, and submitted.
- These procedures should be shared and modeled for students multiple times throughout the year.
- As a part of class syllabus, explain the procedures for work habits for your classroom for parents and students. Post this information on your website.

## Respect

Respect issues can be divided into two broad categories: disrupting the school environment and student effort related to work.

- **DISRUPTING THE SCHOOL ENVIRONMENT** - profanity, disrupting class, destruction of other's property, disrespecting classmates, and distracting others.

These behaviors are unrelated to course objectives or the student's ability to understand material. **They should not influence a student's academic grade.**

An effort should be made on the teacher's part to resolve these behaviors using their classroom management procedures. If the behavior is serious enough, it should be handled using the school's discipline procedures and involve the Control Room coordinator and/or administration.

- **STUDENTS EFFORT RELATED TO THEIR WORK** – academic dishonesty/plagiarism, giving an honest effort, actively participating in group work, and completing what was asked on an assignment.

These examples are related to the student's learning and the teacher **MUST** allow the student an opportunity to recover from their initial poor performance.

The work should be returned and the teacher must explain why it is not acceptable. If the student corrects the work, his/her new grade should replace the original grade

### **Attendance**

- Students who are absent should be given a reasonable amount of time to learn and complete the missed work. If the initial deadline needs to be extended, work with the student on an individual basis.
- If work is still not returned, remind student of the expectation and provide support for work to be completed (early morning, working lunch, after school, during class).
- If supports to obtain work have failed, contact parent for additional support. (A grade of zero for work missed due to absence should be documented and **only used as a last resort.**)

Teachers should do the following:

- Have a consistent procedure for providing students their make-up work.
- Ensure student receives the missed work.
- If necessary, give the student a reminder.
- Contact parents if the work is not returned in a timely manner.