



Green Hope High School

2024-2025 Grading Plan

Purpose

The purpose of grades is to appropriately and consistently measure a student's mastery of defined standards, as well as knowledge and skills learned over a grading period or semester. Grading practices are not to be punitive in nature.

Grading System

Green Hope High School follows the grading system established by the North Carolina State Board of Education, which includes letter grade scale, GPA calculations, quality point weights, and quarter and final exam weights..

Instructor Commitments

- A minimum number of 4 assignments per category
- Any assignments entered in Powerschool to be calculated as a part of a student's grade will be given specific, meaningful feedback to students, designed to impact student learning.
- Feedback on a graded formative assessment will be given prior to assigning the next graded assignment within the same unit.
- All summative assessments will include multiple checkpoints of learning along the way.
- Teachers will update Powerschool gradebooks weekly.
- All assignments must be due during school hours.

Student Expectations

- Students are responsible for using their classes' Learning Management Systems and/or communicating with teachers to identify missed/missing assignments.
- Students are expected to attend SMART lunch daily if they have missing or late assignments (following SMART lunch schedule).
- Students with known upcoming absences should communicate with their teachers in advance of absences to obtain assignments.

Assessment of Learning

Summative - Assessments designed to measure the cumulative learning and mastery of standards addressed within a unit. Examples of summative assessments include tests, projects, essays, labs, performances, etc.

Formative - Assessments designed to measure student skill acquisition, content mastery, and/or conceptual understanding throughout the unit. Examples of formative assessments include classwork, homework, quizzes, etc.

Grading Practices

General

Grades will reflect a student's learning around mastery of standards. Student grades will not be negatively impacted by non-academic or non-curricular variables (such as no name on the paper, wrong size paper, parent signature, etc.), except when items are specifically addressed in a rubric for a formal paper or project. Cheating is a violation of the WCPSS Code of Student Conduct and will



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be addressed through the school discipline plan. Teachers may also assign an alternative assessment/activity.

Category Weights

	Honors and Academic	AP Courses
Major Assignments	60%	70%
Minor Assignments	40%	30%

Subject area PLCs will determine and communicate which assignments are considered “Major” versus “Minor”. PLCs will align their assignment types for consistency.

Missed and Late Work

- Students are expected to complete all assignments on time and to the best of their ability. Late assignments will be accepted up until the final summative assessment for that unit.
- For each day late, 5 percentage points will be deducted from the student’s original earned grade, with a maximum of 20 percentage points deducted from the earned grade.
- If a summative assessment is due on the final day of the unit, the above plan applies, up to 4 days. Summative assessments will not be accepted beyond 4 days late.
- Powerschool grade comments will include the original, earned grade and the number of days late.
- Teachers will record Zeros in Powerschool when an assignment is not turned in.

Student Absences

After an absence, students should submit assignments the day they return to school. For excused absences, students will be given the number of school days missed to complete and submit assignments. Special consideration will be given for unique circumstances (ex - extended illnesses, injuries, etc)..

Homework

For this purpose, *Homework* is defined as assignments that are completed fully outside of the classroom and are designed to be used as reinforcement of learning (skill practice, preparation, or review). Homework completion may be recorded in Powerschool but may not be calculated in a student’s overall grade as a standalone assignment.

Extra Credit

Green Hope High School does not incorporate extra credit or bonus points into student grades. Teachers will not use non-academic behaviors as extra-credit opportunities.

Opportunities for Mastery

Definition: an additional assessment of student learning provided to students who don’t demonstrate mastery of the standards on the initial summative assessment. Students who



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complete the mastery assessment can increase their grade on that summative assessment, up to the indicated mastery level.

Mastery Levels:

Academic and Honors level classes - 70%

AP Courses - 60%

Process:

After initial summative assessment is graded and reviewed, students not meeting mastery level will complete a teacher assigned learning task within the given timeframe. After that task is completed, the teacher will provide a new assessment where students can demonstrate mastery of those standards. Students can earn up to the mastery level and the new grade will replace the previous summative assessment grade.

Objective Recovery

In courses where Edgenuity is an option, students will be offered objective recovery if, after Mastery, they have not earned a passing grade on that summative assessment. If students successfully complete the objective recovery tasks in Edgenuity within the given timeline, their initial summative assessment grade will be replaced with a 60%.

Recovery Plan

At the end of the first nine weeks of a semester, a student who earns a grade lower than 60% will be assigned an Academic Recovery Plan so that the student has an additional opportunity to learn course material and demonstrate mastery of the course objectives. At the end of the semester, the teacher will revise the first 9 week's grade to a 60% when the following criteria are met:

- Student completion of Academic Recovery Plan
- Student maintains an average of 60% or higher for the second 9 weeks

Honor Code

We are a community that is committed to integrity and excellence in academics and in personal accountability. Because of this commitment, it is imperative that all members of the GHHS community embody personal honor, personal integrity, and personal responsibility. If a student is found to have violated the honor code in any way, he/she will receive the following consequences:

- 1st consequence: Student gets a zero with an opportunity to take an alternate assignment that he/she must complete within two days of the offer. The student can earn 60% credit for the alternate assignment and will receive a discipline referral.
- 2nd consequence: Student receives a zero with an opportunity to take an alternate assignment that must be completed within two days of the offer. The student can earn 50% credit for the alternate assignment and receive a discipline referral.
- 3rd consequence: The student will receive a zero for the assignment and receive a discipline referral.



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WCPSS Senior Exam Exemption

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.

The principal (consistent with GS 115C-288) has final authority to determine a student's exemption status.

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.