



Grades and Make-up Work

(April 2025)

The LEAD Public Schools K-12 grading and make-up work policy establishes a clear, consistent, and equitable framework for assessing student performance and mastery of Tennessee Academic Standards across grades K-12. Grades reflect academic progress, provide actionable feedback, and are transparent to students, families, teachers, and the community. This policy supports both in-person and virtual learning, ensures fairness without using grades for punishment or compliance, and aligns with Tennessee state law (T.C.A. § 49-13-111; State Board Rule 0520-01-03) and Tennessee Public Charter School Commission (TPCSC) requirements. For promotion and retention policies, refer to the LEAD Public Schools Promotion and Retention Policy.

Grading Philosophy

- **Mastery-Based:** Grades reflect mastery of grade-level standards, based on clearly defined success criteria.
- **Feedback-Driven:** Formative assessments provide actionable feedback to support growth, though not all work is graded.
- **Multiple Opportunities:** Students have opportunities to demonstrate mastery through varied assessments, retakes, and corrections.
- **Transparency:** Grading procedures are communicated to families at the school year's start in their preferred language or the district's top languages.
- **Data-Informed:** Teachers track standards on major assessments using tools like Illuminate to guide instruction.

Grading Scales

Grades K-1

LEAD Public Schools uses the following letter grades, aligned with the State Board of Education's Uniform Grading Policy, to reflect mastery of Tennessee Academic Standards:

- **E (Excellent):** 90-100
- **S (Satisfactory):** 80-89
- **P (Progressing):** 70-79

- **N (Needs Improvement):** 60-69
- **U (Unsatisfactory):** 0-59

Grades 2-12

LEAD Public Schools uses the following letter grades, aligned with the State Board of Education's Uniform Grading Policy:

- **A (Excellent):** 90-100
- **B (Above Average):** 80-89
- **C (Average):** 70-79
- **D (Low, but Passing):** 60-69
- **F (Not Passing):** 0-59

Grading Weights and Categories

Grades are based on work products addressing grade-level standards, using the following categories and weights:

- **Grades K-5:**
 - **Classwork & Participation:** 30% (includes in-class activities, group work, Do Nows, independent practice, virtual session participation; suggested 2 grades/week, daily in virtual settings; 2 points daily for participation, 2 for attendance in virtual settings).
 - **Formative Assessments:** 35% (includes quizzes, exit tickets, project/essay drafts, benchmarks; required 9/quarter, 1/week minimum, with weekly feedback).
 - **Summative Assessments:** 35% (includes unit assessments, interim assessments, major projects, final essay drafts; required 2/quarter).
 - **Total Minimum Grades:** 18/quarter (2 summative, 9 formative, 7 classwork/participation).
 - **Homework:** Included in Classwork to reduce burden on young learners.
- **Grades 6-8:**
 - **Classwork & Participation:** 30% (includes in-class activities, group work, virtual participation; suggested 2 grades/week, daily in virtual settings; 2 points daily for participation, 2 for attendance in virtual settings).
 - **Formative Assessments:** 35% (includes quizzes, exit tickets, drafts; required 9/quarter, 1/week minimum, with weekly feedback).
 - **Summative Assessments:** 35% (includes unit tests, projects; required 2/quarter).
 - **Total Minimum Grades:** 18/quarter.
 - **Homework:** Limited to 10% of Classwork, with principal approval for variances.
- **Grades 9-12:**
 - **Classwork/Participation/Homework:** 30% (includes in-class activities, group work, virtual participation, homework; suggested 2 grades/week, daily in virtual settings; 2 points daily for participation, 2 for attendance in virtual settings).

- **Minor Assessments:** 35% (includes quizzes, drafts; required 9/quarter, 1/week minimum, with weekly feedback).
- **Major Assessments:** 35% (includes exams, projects; required 2/quarter).
- **Total Minimum Grades:** 18/quarter.

Note: Variances from these weights require principal and TPCSC approval. Teachers must track standards on summative/major assessments using Illuminate or similar tools to inform instruction.

Assessment Types

Grades are derived from multiple assessment types, including but not limited to:

- Oral performance (e.g., discussions, presentations)
- Written performance (e.g., worksheets, essays)
- Quizzes and tests
- Projects and portfolios
- Observations and performance tasks
- Classwork and participation (e.g., group work, virtual engagement)

Extra credit is permitted only with principal and TPCSC approval and must align with standards.

Make-Up Work Policy

Absences

- **Student Responsibility:** Students must collect make-up work upon return (e.g., via teacher email, Google Classroom, or classroom procedures).
- **Timeline:**
 - Work due within **2 school days per day absent** (e.g., 4 days for 2 absences). ○ For extended absences (e.g., 10+ days due to illness like COVID-19), students have **double the absence duration** to complete work (e.g., 20 days for 10-day absence).
 - Suspended students (in-school) complete work by end of day; (out-of-school) within 2 days of return.
- **Grading:** Make-up work submitted on time is graded without penalty. Late submissions follow the late work policy below.
- **Process:**
 - Teachers provide access to missed work via Google Classroom or designated locations.
 - Turn-in baskets are emptied after each class to prevent copying.
 - Parents are notified of make-up work expectations upon student return.

Late Work (Classwork/Homework)

- **In-Class Assignments:**
 - Non-attempted assignments earn a zero, with no make-up opportunity, to teach accountability.
 - One classwork/participation grade is dropped per quarter.
- **Assignments with Later Due Dates:**
 - Submitted within 2 class periods of due date: 85% of earned grade.
 - Within 3 class periods: 75%.
 - After 4 class periods: 50%.
- **Communication:** Teachers communicate deadlines via multiple channels (e.g., Google Classroom, board, announcements).

Correction and Retake Policy

- **Formative/Minor Assessments:** Students may correct for up to 85% credit, completed before the unit's summative/major assessment (teacher discretion for exceptions).
- **Summative/Major Assessments:** Students may retake for full credit after completing teacher-specified requirements (e.g., tutoring, additional practice), with at least one retake opportunity per summative/major assessment. Retakes must occur before the unit's end.
- **Feedback:** Corrections/retakes include teacher feedback to support mastery.

Special Populations

Exceptional Education (Students with IEPs)

- Follow all grading and make-up work procedures, with accommodations (e.g., extended time) or modifications (e.g., altered curriculum) per the student's IEP.
- Grades reflect general curriculum standards unless modified by the IEP.
- IEP progress reports are provided with report cards, and general education teachers collaborate with Exceptional Education teachers to assign grades.
- IEP status is not indicated on report cards.

English Learners (EL)

- Accommodations and instructional scaffolds per Individual Learning Plans (ILPs) are required for instruction, assessments, homework and make-up work.
- Grades reflect general curriculum standards.
- Grades must not reflect English language proficiency deficits (per Lau v. Nichols).
- ILP accommodations are noted in the report card's comment section.
- EL teachers monitor progress and assist with make-up work assignments.

504 Plans

- Accommodations per 504 plans are applied to grading and make-up work (e.g., adjusted deadlines, alternative formats).

State Assessments (TCAP/EOC)

- **Grades 3-8 (TCAP):** Tennessee Comprehensive Assessment Program (TCAP) scores count 15% of the final yearly grade in tested subjects (ELA, Math, Science) if received at least 5 instructional days before the school year ends. Quarter grades weigh 21.25% each with TCAP at 15%; if delayed, quarters weigh 25% each.
- **Grades 9-12 (EOC):** End-of-Course (EOC) exams count 15% of the semester grade in tested subjects if received at least 5 instructional days before the semester ends. Quarter grades weigh 42.5% each with EOC at 15%; if delayed, quarters weigh 50% each.
- Students who refuse TCAP/EOC or have nullified scores due to cheating receive a 0 for the 15% portion.
- Excused absences or missing scores (non-cheating) exclude TCAP/EOC from the grade calculation (quarters adjusted accordingly).
- TCAP/EOC results inform promotion and retention decisions, per the LEAD Public Schools Promotion and Retention Policy.

GPA and Weighting (Grades 9-12)

- Grades are converted to a 4-point scale: A (4.0), B (3.0), C (2.0), D (1.0), F (0.0). ● Weighting adds to term/exam grades: +5 percentage points for AP/IB, +4 for Dual Credit, +3 for Honors, if external exams are taken. GPA weights are +1.0 for AP/IB/Dual Enrollment, +0.5 for Honors.

Notification and Documentation

- **Start of Year:** Schools communicate grading and make-up work procedures to families in their preferred language or the district's top languages.
- **Ongoing:** Teachers notify parents if a student risks failing a nine-week period, with documentation maintained in Illuminate or the Student Information System (SIS).
- **Virtual Learning:** Daily participation and attendance grades are communicated clearly in virtual settings, with expectations outlined at the course start.
- **Data Reporting:** Grading, TCAP, and EOC data are recorded in SIS and reported to TPCSC and the state, per T.C.A. § 49-13-132.

Academic Dishonesty

- Academic dishonesty (e.g., plagiarism, cheating, unauthorized collaboration) is prohibited.
- Consequences, including potential zeros, are based on evidence from teachers or staff.
- One classwork/participation zero per quarter may be dropped to encourage accountability.

Grade Changes

- Teachers or principals may initiate grade changes with documented rationale, using the LEAD Grade Change Request Form.
- Changes are approved/denied by the principal, recorded in SIS, and filed in the student's cumulative record, reported to TPCSC as required.
- Principals may override grades for inaccurate data or policy violations, after consulting the teacher.

Transfers

- Withdrawing/enrolling schools ensure complete grade records in SIS.
- Grades are backfilled for active courses; previous grades are used if available, or evidence-based mastery assessments are conducted if not.

Credit Recovery (Grades 9-12)

- Credit recovery grades are fixed at 60%, per state policy, and recorded in SIS.

Co-Curricular Courses (Grades 6-12)

- Courses requiring after-school rehearsals/performances (e.g., band, theater) include these activities in grades, with clear notification to students and families at the course start.

Performance Measures

- Schools continuously evaluate this policy for compliance with state law (T.C.A. § 49-13-111; State Board Rule 0520-01-03) and TPCSC requirements, ensuring effectiveness in supporting student mastery.
- Feedback from teachers, students, and families informs annual revisions.

References/Authority

- Tennessee Public Charter Schools Act, T.C.A. § 49-13-101 et seq.
- State Board of Education Rule 0520-01-03
- State Board of Education Uniform Grading Policy, 3.301
- IDEA 2004, 20 U.S.C. § 1400 et seq.
- Section 504 of the Rehabilitation Act, 29 U.S.C. § 794
- Lau v. Nichols (1974)
- T.C.A. § 49-1-602, § 49-10-101, § 49-6-407