

Cabarrus County Schools K-12 Grading Plan and Practices

CCS Board Policies:

[Policy Code: 1310/4002 Parental Involvement](#)

[Policy Code: 3135 Homework](#)

[Policy Code: 3410 B Testing and Assessment: High School EOC Testing](#)

[Policy Code: 4400 Attendance](#)

- Students are expected to submit missed assignments within 5 days after returning to school. Students and/or guardians are responsible for finding out what assignments are due.

We Believe the Purpose of Grading is to:

- Communicate mastery of grade-level standards to students, parents/guardians, 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.

The grading expectations may not apply to certain classes such as CCP, NCVPS, Early College courses and Nursing Fundamentals.

HIGH SCHOOL		
Principles	Expectations	Practices
Grades represent what students know, understand, and can do	● Assignments must be aligned to standard(s) ● Students should be able to articulate the purpose of their work ● The numerical grade should reflect student mastery of the standard. *See grading rubric below. ● Assignments are purposeful and meaningful ● Teachers provide meaningful feedback on all assignments	Students should be made aware in advance of how the assignment will be graded (i.e. success criteria, rubrics, etc) Grades should include: ● A minimum of 1 informal grade per 5 instructional days

		• A minimum of 2 formal grades per quarter • All informal/formal grades must be input into Infinite Campus within 5 class days unless otherwise communicated by teacher/school staff Grades should not include: • Attendance • Signed paperwork • Bringing in supplies and/or donations • Parents/guardian attendance at an event • Student attendance at an event with the exception of performing arts • Student behaviors related to work habits and effort
Grading procedures minimize the impact of behaviors such as late assignments, not submitting assignments, work habits, and effort	• Initial submission date/due date for any assignment will be determined by teacher or PLC and communicated with students and parents/guardians • No point deductions should be given for any late formal assignments, grades should reflect what students should know and can do • Informal assignments may receive up to a total of 5 percentage points deduction (ie 80% to 75% score) if turned in after the initial due date • All informal assignments must be submitted prior to the formal assessment for students to receive timely feedback • Teachers should document 0s for missing work in Infinite Campus • Behaviors (late assignments, no submission of assignments) should be addressed through interventions (ie phone calls, conferences, student contracts)	
Grading procedures align to mastery learning	• Allow for retesting, resubmitting, and correcting of work for formal assignments • A reteaching plan needs to take place prior to students resubmitting formal assignments • A student that scores below an 80 is eligible to retest for a formal assignment. A student may score up to an 80 on a formal retest. The higher of the score (up to an 80) will be recorded. Final exams are not eligible for retest. • Through the use of a contract, the lowest final grade recorded in Infinite Campus will be a 50 at the end of S1 for year-long	

	courses, at the end of Q1 for fall semester courses, and at the end of Q3 for spring semester courses.	
Grades make mathematical sense	• Assignments are weighted appropriately with a reasonable number of assignments in each category. • Category weights: Formal grades= 60%; Informal grades = 40% • Students should neither fail nor pass 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. Content PLCs should be aligned in the number of assignments and weights for each category.	
Grading is credible and defensible	• Grades are only given when multiple opportunities for practice have been given • Homework given for the purpose of practice of new learning is not graded • Homework assigned for activities and projects can be graded if students have had multiple opportunities to learn content or master skills and/or standards	

The grading scale below shows the numerical ranges associated with each letter grade.
 All assignments will be out of 100 points with a multiplier of 1 to align with the ranges outlined in the grading plan.
 Each assignment is only counted once.

0-59	60-69	70-79	80-89	90-100
F	D	C	B	A
Students are able to demonstrate little or no understanding of grade level standards. Insufficient evidence of mastery	Students are able to demonstrate some understanding of the standards, however lack proficiency in key areas.	Students are able to demonstrate understanding of the standards most of the time and are making progress towards mastery.	Students are able to demonstrate mastery of the standards.	Students are able to demonstrate mastery of the standards and can apply knowledge above and beyond the standard.

Board Policy 4400 (section E. Makeup work and F. Chronic Absenteeism)

E. Makeup work -

In the case of absences and short-term out-of-school suspensions, the student will be permitted to make up his or her missed work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension). Assignments missed due to participation in school-related activities also are eligible for makeup by the student. Students are expected to submit missed assignments within 5 days after returning to school. Students and/or guardians are responsible for finding out what assignments are due.

F. Chronic Absenteeism -

At the high school level, more than eight (8) absences in a course during each 90-day session are considered excessive. A student will be given one (1) unexcused absence for each class when the student has accumulated a combined total of four unexcused tardies, late check-ins or early check-outs. (Example: 1 tardy + 2 late check-ins + 1 early check out in 3rd period will count as one absence in that period). The principal or a committee established by the principal will review other measures of academic achievement, the circumstances of the absences or unexcused tardies (excused or unexcused), the number of absences or unexcused tardies and the extent to which the student completed missed work. A committee may recommend to the principal and/or the principal may make any of the following determinations:

1. the student will be retained;
2. the student will not receive a passing grade for the semester;

3. the student will receive the grade otherwise earned; or
4. the student will be given additional time to complete the missed work before making a determination of the appropriate grade.

The principal shall notify the parent/guardian in writing of a decision to retain the student or deny course credit.

Excessive absences may impact eligibility for participation in interscholastic athletics. See Policy 3620, Extracurricular Activities and Student Organizations.

	Formal	Informal
Definition	Formal grading refers to a grading system-based evaluation to monitor students' knowledge. To know students' overall performance at the end of the learning process. Teachers sometimes compare students' performances with each other. Often referred to as summative	Informal grading refers to a method of student evaluation that does not have any standard grading criteria. To track students' learning progress and any doubts or difficulties they face. Often referred to as formative
Criteria	Norm-referenced, students are evaluated based on the average performance of others (class, school, district, state) Criterion-referenced, student performance is evaluated individually	Continuous feedback Ongoing Flexible Varied Low-stakes
Examples	Unit and common assessments, unit projects, performance tests, essays	Classroom discussions, oral/project presentations (that are not culminating), personal critiques, quizzes, exit tickets, shorter writing samples

Grading System	Rubrics or standard assessment criteria	Based on past-performance to judge recent performance and growth. Utilizes targeted and specific feedback to promote mastery.
Uses	Best used when a standardized measure of achievement is needed, such as demonstrating mastery of standards after a unit of study or end of course exam	Useful for guiding day-to-day learning and teaching strategies, providing students with immediate feedback to enhance learning. Informal grades are more flexible assessments that provide ongoing feedback on student learning and progress.