

Grading Policy

The Trask Middle School grading policy is designed to equitably assess students and communicate students' understanding of the content. An accurate grade helps the teacher, parents, and district appropriately respond to the needs of individual students. Trask Middle School adheres to the grading policies posted in the New Hanover County School Board [Policy Manual](#) (Policy 3400). Teachers must record student grades in Infinite Campus within seven days of the assignment's due date.

- o **Summative (Product) Grades:** These are major assessments, such as tests, projects, quizzes, etc., that are completed after the learning takes place. Product Grades will make up 60% of quarterly grades.
- o **Formative (Process) Grades:** These are Minor Assignments, such as homework, classwork, etc., that are completed while learning is taking place. Process Grades will make up 40% of the quarterly grades.
- o **Incomplete/Missing Work:** Classwork and homework are designed to support student learning given an assigned unit. Therefore, late work will be accepted through the administration of the summative assessment for the unit. Teachers then can accept or reject late/missing work in compliance with Policy 3400.
- o **Mastery Learning:** When students do not demonstrate mastery on a summative assessment, they will be given one opportunity to improve their grade. To improve their grade, the student must complete a reflection of their initial assessment and/or complete additional practice, test corrections, and/or tutoring to prepare for the mastery learning opportunity as prescribed by the teacher. It will be an expectation that teachers communicate with parents when students need additional support to demonstrate mastery.
- o **Cheating and Academic Integrity:** If a student cheats on a test or assignment, the teacher will submit a referral to the office. The administrative staff will refer the student to the counselors for further discussion with the student and/or parent. The student will lose the opportunity to demonstrate mastery of learning but will be expected to complete the test and/or assignment.
- o **Extra Credit:** Teacher discretion.
- o **Floor grades:** The decision to implement “floor grades” on report cards minimizes the impact of final failing grades on a student. As a school committed to equity and access for all, a student's grade must communicate their understanding of the content. Grades below 50 alert instructional and student support for assistance, including additional work, other teacher or school interventions, or a grade recovery program.
 - o *Teachers will place the grade earned in Infinite Campus for summative and formative grades.*
 - o *Grade of 50 on report card: A 50 in Infinite Campus indicates no work was submitted or insufficient data to determine student understanding.*

Grading Scale

A- 90-100

B- 89-80

C- 79-70

D- 69-60

F- 59-50