Revised August 3, 2021

The School District of Greenville County High School Grade Weightings and Assessments

*Assessment is a key component of an instructional program. The following table lists the **weightings of assignments** and the **MINIMUM NUMBER OF ASSIGNMENTS** expected in each category per quarter (shown in parentheses). Examples of assignments are also listed where appropriate.*

Level	Discipline	Minor	Major

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High School	**English Language Arts**	**(12) 40%** Grades based on discipline-specific content knowledge and process skills including problem solving, inquiry, and communication; examples include skills-based quizzes, small writing assignments, informal writing, write to learn assignments, informal oral presentations	**(3-4) 60%** Grades should be based on discipline-specific content knowledge, process skills including problem solving, inquiry, and communication; examples include tests, formal writing, portfolios, research based products, culminating products
	Math	**(12) 40%** Grades based on discipline-specific content knowledge and process skills including problem solving and communication; examples include class work, homework, quizzes, writing assignments, extending/refining assignments, presentations, performance assessments. Communication skills include written, oral, and technology-related communication.	**(3-4) 60%** Grades should be based on discipline-specific content knowledge and process skills including problem solving and communication, examples include major tests, culminating projects, performance assessments, portfolios. Communication skills include written, oral, and technology-related communication.
	Science	**(12) 40%** Grades based on discipline-specific content knowledge, science and engineering practices (SEPs), thinking/reasoning skills, and disciplinary literacy practices (thinking, reading, writing, and communicating) for science; may include quizzes, journals, informal writing assignments, informal oral presentations, informal laboratory write-ups/reports, homework, class-work. Laboratory experiences should be designed to explore discipline specific content.	**(3-4) 60%** Grades based on discipline-specific content knowledge, science and engineering practices (SEPs), thinking/reasoning skills, and disciplinary literacy practices (thinking, reading, writing, and communicating) for science; may include tests, research based products, culminating products, major oral presentations, formal lab write-ups and presentations. Laboratory experiences should be designed to explore subject specific content.
	Social Studies	**(12) 40%** Grades based on performance tasks, primary document analysis, discipline-specific content knowledge, historical/ geographical thinking/reasoning skills, communication skills (reading, writing, thinking, talking), which could be demonstrated through classwork, homework, quizzes, reading and writing assignments, extending/refining assignments, presentations, performance assessments	**(3-4) 60%** Summative tasks from inquiry, major tests, culminating problem-based or project-based learning, and presentations; grades may be based on a blend of historical/ geographical thinking skills and discipline- specific content knowledge.
	Physical Education	**(12) 40% Active Class Participation and Effort** Students are on task and actively engaged in standards-based learning experiences. Effort refers to energy expended to achieve competency. Effort also includes teamwork, sportsmanship, cooperation, and following procedures to complete tasks. Students must be dressed for physical activity in order to participate safely in class activities.	**(2) 60% Standards-Based Assessments** These assessments may be formal or informal, written or performance oriented, projects, skill development, portfolios, rubrics, checklists, etc. At least 2 standards-based assessments should be recorded each quarter
	Art & Music	**(12) 40% Active Class Participation** Assessments might include but are not limited to: homework, class work, quizzes, minor individual or group projects, evaluation of skill development, written or performed tasks, ensemble cooperation and on-task skills	**(3) 60% Standards-Based Assessments** Assessments might include but are not limited to: large-scale class, school or community performances or finished artistic projects for portfolio or exhibition, arts integration projects, individual research-oriented papers, major tests
	Modern Languages	**(12) 40% Minor grades include a balance of tasks in each mode:** Interpretive Tasks (3-6): Demonstrate understanding of spoken or written text about a familiar topic Interpersonal Tasks (3-6): Two way spontaneous spoken or written exchange about a familiar topic Presentational Tasks (3-6): One way spoken or written presentation about a familiar topic	**(3-4) 60% Major grades include 1-2 IPAs & 1-2 additional assessments:** ***All major assessments assess each communication mode:*** Interpretive Task: Demonstrate understanding of spoken or written text about a familiar topic Interpersonal Task: Two way spontaneous spoken or written exchange about a familiar topic Presentational Task: One way spoken or written presentation about a familiar topic

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