

GRADING SYSTEM

The New Hanover County Board of Education (Board) shall approve a grading system in compliance with the State Board of Education for use throughout the New Hanover County Schools. The purpose of such a grading system is to communicate accurately to parents/guardians and students in a timely manner how and to what extent the student is progressing. In grades K-12, there shall be four (4) grading periods per year. Teachers shall send home interim reports, especially when a student is doing poorly or when there is a significant change in the student's performance. The teacher shall have the responsibility of assigning each student a grade. The grades assigned, however, must be in accordance with any standards established for the particular course and with procedures applicable to all grading. The following guidelines shall be followed in the construction and implementation of the progress report:

- Evaluation shall be based on the student's progress toward the accomplishment of standards set by North Carolina Standard Course of Study. Students and parents/guardians shall be given information stating these objectives at the beginning of the grading period.
- A uniform set of symbols shall be used in all courses to indicate progress toward meeting objectives of the course. Symbols shall be meaningful to students and parents/guardians as well as to teachers.
- Teachers shall be expected to use a variety of methods by which to evaluate students.
- Grading practices shall not be punitive in nature.
- Grading practices should be communicated openly and student achievement reported accurately through a variety of methods, (portfolios, interim progress reports, informal communications, student involved conferencing and through the PowerSchool Parent Portal).
- Students should be actively involved in the learning and assessment process.
- A weighting system for grades or courses shall be developed so that a student is not penalized in terms of final "average" or class standing if undertaking difficult academic work.

Students that pass a course, but would like to repeat the course to improve their grade and knowledge, may do so. If the student scores a higher grade on the second attempt, the original course and grade shall be removed from the transcript and only the new course grade will be factored into the student's GPA and listed on the transcript. The higher of the two grades shall be the one factored into the student's grade point average – even if they do worse on the second attempt. A student may only earn credit towards graduation for a course once. Regarding courses with state mandated end of course exams, students who have already scored at Level 3, 4, or 5 on the associated end of course assessment may elect either to retake the end of course exam or use the previous passing end of course exam score as at least 20% of their final grade. If the student retakes the end of course exam, the higher of the two scores will be used in the calculation of the final grade.

Schools should implement a plan for credit recovery for students at risk of academic failure at the high school level. Credit recovery may be used to recover lost course credit due to academic failure. Students attempting to recover a course with a state exam must have taken the state exam in order to be eligible for credit recovery. Students attempting credit recovery must have attended 50 percent of the regularly scheduled class periods and have a minimum average of 40 percent.

Credit recovery delivers a subset of the Standard Course of Study in order to specifically address student deficiencies in a student's mastery of the course and targets specific components necessary for completion. The length of credit recovery courses shall be dictated by the skills and knowledge the student needs to recover and shall not be a fixed length of seat time. However, the average time span for credit recovery should range from two to nine weeks. When credit recovery is utilized, the original record of the course being completed and failed will remain on the transcript. The school shall allow a grade of pass or a fail for each credit recovery course. The mark will not affect the student's GPA. Delivery of the credit recovery course may be delivered in a traditional seated format or teachers may use online learning platforms to assist in the delivery of the content. A teacher certified in the appropriate content area shall be responsible for the delivery of the instruction.

- Teachers shall record student grades in PowerSchool within seven days of the assignment due date.
- While attendance and behavior may influence learning, grades assigned shall reflect actual academic performance. Evaluation of behaviors will be reported separately in the report card.
- Teachers shall be as objective as possible in assigning grades and shall seek consistency in their own grading and in grading throughout departments, the school, and the county. In order to advance this consistency, students shall be provided an opportunity to make up work that has been missed. Late work must be accepted according to procedures established by the school.

The principal has the final authority on the grading of students as specified in North Carolina General Statutes.

LEGAL REFS: NCGS §115C-12 (9c), NCGS §115C-288 (a)

CROSS REFS: Policy 7400 Assessment of Student Learning, Policy 7413 Report Cards

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New Hanover County Public Schools, Wilmington, NC