

GRADING – HIGH SCHOOL

Educators are expected to enter academic scores into the PowerSchool system in a timely manner, providing updated accurate scores no less than every week.

Educators will align assignments, activities, and assessments to the proficiency scales for each of the categories aligned to the course for each grading period. The proficiency scales are built from the prioritized state standards and scaffolded with a topical outline to build a scope and sequence.

If proficiency scales with progressions of learning are not yet complete for a course, educators will substitute the standards aligned to the course for the interim.

When an assignment is not submitted on time, the assignment may be entered as a zero with the designation of MISSING when the assignment may still be submitted. If the deadline has passed for acceptance, the assignment is simply a zero.

Credit earning courses at the high school level are not systematically calculated based on a weighted final exam. The point calculation is set at the discretion of the course educators in collaboration through their professional learning community (PLC) to create consistency. Scores from each quarter are equally weighted to determine the final semester grade. Percentage grades are converted to letter grades for learner transcripts as follows:

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Educators may elect to have learners complete a cumulative exam at or near the end of the course utilizing their regularly scheduled class times. They may also elect to have learners demonstrate their understanding and proficiency through a performance task, project, paper, presentation, demonstration of their skills, or authentic experience. Educators may also elect to partition the course into units of study, assessing each throughout the grading period rather than cumulatively.

Each distinct course requires a unique way to assess learner proficiency of the North Dakota State Standards. Therefore, WFPS does not run an alternative schedule for final exams. This flexibility increases the relevance to the course content and the accuracy of proficiency reporting.

When an educator has observed a learner is not meeting expectations in academics and/or behavior; educators are expected to connect with the learner through a 1:1 conference, an email or Schoology message. The communication will articulate the concern, offering evidence, and develop a plan for improvement.

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.