

Grades 3-12 Grading Procedures

Current 10-point Grading Scale

Grade	Current (10-pt. Scale)
A	100-90
B	89-80
C	79-70
D	69-60
F	<60

Our Grading Beliefs

Davidson County Schools believes the most effective grading practices provide accurate, fair, specific, and timely feedback designed to improve student performance.

History

Elementary, middle school, and high school grading committees were established to generate a unified vision of grading practices. These committees recommended guidelines for grading and reporting practices to more accurately reflect student achievement in grades 3-12.

Purposes for Grading Students' Work:

- ❖ To provide students and parents/guardians with both quantitative numerical and qualitative descriptive feedback about student learning
- ❖ To plan and adjust instruction according to student progress
- ❖ To contribute in administrative decisions for promotion and athletic/driver's education eligibility
- ❖ To empower and motivate student growth while avoiding using grades as rewards or punishment

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	Elementary	Middle	High
Communication	- Communicate grading practices with all stakeholders. Examples include, but not limited to: - Website (link from district, school website) - Parent and family engagement nights - Parent emails (or other forms of electronic communication, i.e. DoJo, REMIND) - Parent conferences - Infinite Campus parent portal - Communicate with parents/guardians quarterly if their child may be at-risk (grades, attendance, behavior) and/or receiving supplemental and/or intensive intervention - Examples of at-risk communication: parent conferences, at-risk letters, phone calls, etc	- Communicate grading practices with all stakeholders in the following ways: - Back to School Night - Parent emails (or other forms of electronic communication, i.e. REMIND) - Printed or included in digital student handbook - Infinite Campus parent portal - Grading information shall be posted on the school website or provided in the teacher syllabus/course grading practices document	- Communicate grading practices with all stakeholders in the following ways: - Website (link from district on school website) - Parent emails (or other forms of electronic communication, i.e. REMIND, Canvas, or other Learning Management System) - Infinite Campus parent portal - Grading information shall be posted on the school website and provided in the teacher syllabus

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Homework Guidelines	• If graded, homework can only be graded for participation, not for accuracy • Homework may be averaged as one minor grade per quarter • If homework is assigned, it must be a review of content • Homework cannot be assigned in a punitive manner • Homework will not exceed the following times based on school board policy (including reading): ○ 3rd Grade - 30 minutes ○ 4th Grade - 40 minutes ○ 5th Grade - 50 minutes • Additional homework guidelines will be an individual school-wide decision voted on by SIT teams	• If given and graded, homework will fall into the minor category and align with DCS Homework Policy 6.16.7	• Homework will fall into the minor grade category (or classwork category at the teacher's discretion) and align with DCS Homework Policy 6.16.7
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Bottom Cut Score	- Individual grades throughout the quarter will reflect what the student has earned (example, if a student earns a 23 on a major test, the grade in Infinite Campus will reflect a 23) - At the end of the quarter, use a bottom cut score of 55 for students who have a final grade below 55	- Individual grades throughout the quarter will reflect what the student has earned. The quarter grade will be recorded as reported by the teacher. - Students are allowed to improve a failing grade up to a 55 based on a contract that includes standards provided by the teacher. Parents/guardians will be informed of the contract on the report card. Academic contracts will be provided upon request. - Comments will be added to the report card to address the grade adjustment upon completion of the contract and/or demonstration of mastery.	- Weekly student support through advisory/intervention/remediation will be provided during the school day to students at-risk for failure - Based upon student attendance and contract-based work, teachers will use professional discretion to assign a bottom cut score no lower than 55 for 1st and 3rd quarters.
Below Grade Level Statement	- Grades reflect performance of grade level material - Teachers will use one of the below statements: - Student is working below grade level - Grades reflect below grade level performance - Grade reflects below grade, modified assignments - Grade reflects lack of assignment completion	- Consistent, district-wide statements may be used on report cards for students performing below grade level - Examples of statements: - Grade reflects working below grade level/standard performance - Grade reflects work from modified assignments - Grade reflects lack of assignment completion - Grade reflects poor test scores	- Consistent, district-wide statements may be used on report cards for students performing below grade level - Examples of statements: - Grade reflects work from modified assignments - Grade reflects lack of assignment completion - Grade reflects poor test scores

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Infinite Campus	• All weekly grades shall be entered into Infinite Campus within 7 calendar days from assignment due date. • The exception will be lengthy written assignments and rubric graded projects which shall be entered into Infinite Campus within 7-10 calendar days • Principals will monitor the Infinite Campus grade report • Parents can access students' grades in the Infinite Campus parent portal • Use the "missing" flag for students who are missing assignments due to an absence. The "missing flag" will automatically calculate a zero until the missing assignment is turned in. • Board policy 6.4 states All work must be made up within five (5) days following the student's return to school unless the principal/designee determines that extenuating circumstances might support an extension of this time restriction.	• All weekly grades shall be entered into Infinite Campus within 7 days from assignment due date. • The exception will be lengthy written assignments and projects. • Parents can access students' grades in Infinite Campus • Principals will monitor grading to ensure DCS Grading Policy expectations are met. • Use the "missing" flag for students who are missing assignments due to an absence. The "missing flag" will automatically calculate a zero until the missing assignment is turned in • Board policy 6.4 states All work must be made up within five (5) days following the student's return to school unless the principal/designee determines that extenuating circumstances might support an extension of this time restriction.	• All weekly grades shall be entered into Infinite Campus within 7 days from assignment due date. The exception will be lengthy written assignments and projects. • Use the "missing" flag for students who are missing assignments due to an absence. The "missing flag" will automatically calculate a zero until the missing assignment is turned in. • Parents can access students' grades in the Infinite Campus parent portal • Principals will monitor the Infinite Campus report
Course Grade Composition	• Grade weights of 60% for major grades and 40% for minor grades • Best practice is to remediate any major work that is below	• Grades shall be comprised of the following percentages: ○ 50% Major Works, ○ 30% Minor Works,	• For Standard and Honors courses, grades shall be comprised with one of the following percentages: ○ <u>Option 1:</u>

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	proficiency and remediation should occur during the RIME block. - Teachers may opt to re-assess (major or minor)only after remediation or re-teaching of the standard. - Grades are not permitted to be taken on NC Check-Ins, as these are to be used as a formative assessment to guide instruction - Grades are not to be taken on any universal screener, such as mClass or DELTA Math, as these are used as a risk indicator	20% Classwork/Homework - Grade 8 Math I will follow the high school percentages <u>Option 1:</u> 60% Major Works, 40% Minor Works <u>Option 2:</u> 60% Major Works, 30% Minor Works, 10% Class/Homework - Grades are not permitted to be taken on NC Check-Ins, as these are to be used as a formative assessment to guide instruction - Grades are not to be taken on universal screeners, as these are used as a risk indicator	60% Major Works, 40% Minor Works <u>Option 2:</u> 60% Major Works, 30% Minor Works, 10% Class/Homework - Performance-based courses may count a weekly participation grade as minor grades - For AP and Introduction to AP Honors courses, grades shall be comprised with the following percentages: 70% Major Works, 30% Minor Works									
Minimum Number of Assignments	There shall be a <u>minimum number of grades (additional grades may be given)</u> in the following categories each grading period: Grade 3 <table><tr><th>Subject</th><th>Major</th><th>Minor</th></tr><tr><td>ELA</td><td>3</td><td>6</td></tr><tr><td>Math</td><td>3</td><td>6</td></tr></table>	Subject	Major	Minor	ELA	3	6	Math	3	6	- There shall be a minimum number of grades in the following categories each grading period: - Major Works - 3 - Minor Works - 3 - Classwork/Homework - 4 - Major Works consist of the following: - tests, projects, presentations, papers, performances, and other teacher-defined assignments	- There shall be a minimum number of grades in the following categories each grading period: - Major Works - 3 (at least 2 major grades will be entered by the sixth week of the quarter) - Minor Works and/or Classwork/Homework - minimum of 8 - Major Works consist of the following:
Subject	Major	Minor										
ELA	3	6										
Math	3	6										

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	<table><tr><td>Science</td><td>--</td><td>4</td></tr><tr><td>Social Studies</td><td>--</td><td>4</td></tr></table> Grade 4 <table><tr><td>Subject</td><td>Major</td><td>Minor</td></tr><tr><td>ELA</td><td>3</td><td>6</td></tr><tr><td>Math</td><td>3</td><td>6</td></tr><tr><td>Science</td><td>2</td><td>4</td></tr><tr><td>Social Studies</td><td>--</td><td>4</td></tr></table> Grade 5 <table><tr><td>Subject</td><td>Major</td><td>Minor</td></tr><tr><td>ELA</td><td>3</td><td>6</td></tr><tr><td>Math</td><td>3</td><td>6</td></tr><tr><td>Science</td><td>3</td><td>6</td></tr><tr><td>Social Studies</td><td>--</td><td>4</td></tr></table>	Science	--	4	Social Studies	--	4	Subject	Major	Minor	ELA	3	6	Math	3	6	Science	2	4	Social Studies	--	4	Subject	Major	Minor	ELA	3	6	Math	3	6	Science	3	6	Social Studies	--	4	○ Minor Works consist of the following: ○ quizzes, group and teacher-led activities, cooperative activities, small scale labs, projects, group work, and other teacher-defined assignments ○ Classwork/Homework consists of the following: ○ group and teacher-led activities, and other teacher-defined assignments	○ tests, projects, presentations, papers, performances, and other teacher-defined assignments ○ Minor Works and/or Classwork/Homework consist of the following: ○ quizzes, group and teacher-led activities, notebooks, small scale labs, projects, group work, classwork, homework, etc. *A/B Day courses or “Skinny” courses may have slight variations in the number of graded works per quarter. *Teachers should be mindful to keep the number of majors and minors as consistent as possible in each grading period. ● Grades are not permitted to be taken on NC Check-Ins, as these are to be used as a formative assessment to guide instruction
Science	--	4																																					
Social Studies	--	4																																					
Subject	Major	Minor																																					
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	○ Major Works consist of the following: ○ Performance tasks, classroom presentations, and research projects with a rubric assessment ○ Written Compositions such as completed/published products, and essays ○ Assessments/Tests that may measure more than one standards ○ Minor Works consist of the following: ○ Quizzes ○ Lesson Daily Practice/Classwork ○ Reviews or Warm-Ups / Exit tickets		
English Language Learners	Applies to some students in their <u>first, two years in US schools</u> with an ACCESS <u>overall/composite score of 1.0-2.7</u> <u>Some ELs may initially meet the criteria above but may not need to receive a modified grading plan.</u> ● Modified grading is <u>checked on the EL Plan</u> ○ At the end of the grading period, assign a passing grade (P) based on performance, effort, and	Applies to students in their <u>first two years in US schools</u> with an ACCESS <u>overall/composite score of 1.0-2.7</u> <u>Some ELs may initially meet the criteria above but may not need to receive a modified grading plan.</u> ● Modified grading is <u>checked on the EL Plan</u> ○ At the end of the grading period, assign a passing grade (P) based on performance, effort, and participation on <u>modified</u>	Applies to students in their <u>first two years in US schools</u> with an ACCESS <u>overall/composite score of 1.0-2.7</u> <u>Some ELs may initially meet the criteria above but may not need to receive a modified grading plan.</u> ● Modified grading is <u>checked on the EL Plan</u> ○ At the end of the grading period, assign a passing grade (P) based on performance, effort, and participation on <u>modified</u>

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	participation on <u>modified</u> assignments that are aligned to the student's English language proficiency levels as noted on the EL Plan. ○ At the end of the grading period, assign a failing grade (F) to students that fail to participate or show effort when provided regular feedback and modified instruction, assignments, and assessments that align to their English language proficiency levels as noted on the EL Plan. <i>Regular grades on modified assignments should be taken during the grading period.</i> <i>Report Card Statement: Grades reflect effort and participation on modified assignments and assessments to support limited English proficiency.</i> ● When students return from ESL pull-out services, they should not be required to complete every assignment they missed while away from the core classroom.	assignments that are aligned to the student's English language proficiency levels as noted on the EL Plan. ○ At the end of the grading period, assign a failing grade (F) to students that fail to participate or show effort when provided regular feedback and modified instruction, assignments, and assessments that align to their English language proficiency levels as noted on the EL Plan. <i>Regular grades on modified assignments should be taken during the grading period.</i> <i>Report Card Statement: Grades reflect effort and participation on modified assignments and assessments to support limited English proficiency.</i> ● When students return from ESL pull-out services, they should not be required to complete every assignment they missed while away from the core classroom.	assignments that are aligned to the student's English language proficiency levels as noted on the EL Plan. ○ At the end of the grading period, assign a failing grade (F) to students that fail to participate or show effort when provided regular feedback and modified instruction, assignments, and assessments that align to their English language proficiency levels as noted on the EL Plan. <i>Regular grades on modified assignments should be taken during the grading period.</i> <i>Report Card Statement: Grades reflect effort and participation on modified assignments and assessments to support limited English proficiency.</i> ● When students return from ESL pull-out services, they should not be required to complete every assignment they missed while away from the core classroom.
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Students with Individual Education Plans (IEPs)	- Students may require different types of instruction and testing accommodations according to their learning situation. Documentation is required and should be noted on the IEP. - A student with a disability may receive a failing grade for the following reasons <u>provided it is NOT related to the student's disability</u>: <i>refusal to make acceptable effort</i> <i>failure to turn in assignments</i> <i>refusal of modifications</i> <i>Report Card Statement: Grades reflect a combination of classroom performance measures combined with IEP progress. IEP Progress Reports must be sent with Report Cards.</i>	- Students may require different types of instruction and testing accommodations according to their learning situation. Documentation is required and should be noted on the IEP. - A student with a disability may receive a failing grade for the following reasons <u>provided it is NOT related to the student's disability</u>: <i>refusal to make acceptable effort</i> <i>failure to turn in assignments</i> <i>refusal of modifications</i> <i>Report Card Statement: Grades reflect a combination of classroom performance measures combined with IEP progress. IEP Progress Reports must be sent with Report Cards.</i>	- Students may require different types of instruction and testing accommodations according to their learning situation. Documentation is required and should be noted on the IEP. - A student with a disability may receive a failing grade for the following reasons <u>provided it is NOT related to the student's disability</u>: <i>refusal to make acceptable effort</i> <i>failure to turn in assignments</i> <i>refusal of modifications</i> <i>Report Card Statement: Grades reflect a combination of classroom performance measures combined with IEP progress. IEP Progress Reports must be sent with Report Cards.</i>
Students Following the Occupational Course of Study			For each grading period, students should have grades within the major and minor categories. 60% Major Works, 30% Minor Works, 10% Class/Homework 60% Major Works, 40% Minor Works - Performance-based courses may count a weekly participation grade as minor grades - For CTE courses, OCS students will have a modified blueprint

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			plan to ensure completion of standards. - Each semester, grades should be calculated by combining the 2 nine-weeks grades with the exam grade. 40% first nine weeks 40% second nine weeks 20% final exam <i>IEP Progress Reports must be sent with Report Cards.</i>
Students Following the Adapted Curriculum	Adapted Curriculum: - Students may require different types of instruction and testing accommodations according to their learning situation. Documentation is required and should be noted on the IEP for special education students. - Grades will be partially based on student progress toward the objectives identified in the IEP as well as the NC Extended Content Standards for the student's grade level. - Adapted Curriculum teachers will use the DCS Extended Content Standards-Based Report Cards <i>IEP Progress Reports must be sent with Report Cards.</i>	Adapted Curriculum: - Students may require different types of instruction and testing accommodations according to their learning situation. Documentation is required and should be noted on the IEP for special education students. - Grades will be partially based on student progress toward the objectives identified in the IEP as well as the NC Extended Content Standards for the student's grade level. - Adapted Curriculum teachers will use the DCS Extended Content Standards-Based Report Cards. <i>IEP Progress Reports must be sent with Report Cards.</i>	Adapted Curriculum: - Students may require different types of instruction and testing according to their learning situation. Documentation is required and should be noted on the IEP for special education students. - Grades will be partially based on student progress toward the objectives identified in the IEP as well as the NC Extended Content Standards for the student's grade level. - Adapted Curriculum teachers will use the DCS Extended Content Standards- Based Report Cards. <i>IEP Progress Reports must be sent with Report Cards.</i>
Report Card Comments	Teachers are allowed to include their own comments on report cards.	Teachers are allowed to include their own comments on report cards.	Teachers are allowed to include their own comments on report cards.

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	If a teacher chooses to include their comments and not use comments pre-populated in Infinite Campus, the teacher must follow the below requirements to avoid an error when printing: • No emojis • No special characters (exclamation points, quotation marks, semicolon, dash, etc.) • Keep comments concise (do not include a long paragraph) • Must have the correct spelling and proper grammar	If a teacher chooses to include their comments and not use comments pre-populated in Infinite Campus, the teacher must follow the below requirements to avoid an error when printing: • No emojis • No special characters (exclamation points, quotation marks, semicolon, dash, etc.) • Keep comments concise (do not include a long paragraph) • Must have the correct spelling and proper grammar	If a teacher chooses to include their comments and not use comments pre-populated in Infinite Campus, the teacher must follow the below requirements to avoid an error when printing: • No emojis • No special characters (exclamation points, quotation marks, semicolon, dash, etc.) • Keep comments concise (do not include a long paragraph) • Must have the correct spelling and proper grammar
Late Assignments	Teachers/Teams/Schools may choose to reduce potential points earned on late assignments, but must notify students and parents of policy at the start of the year	Teachers/Teams/Schools may choose to reduce potential points earned on late assignments, but must notify students and parents of policy at the start of the year on the teacher syllabus/course grading practices document	Teachers/Departments/Schools may choose to reduce potential points earned on late assignments, but must notify students and parents of policy at the start of the year on the syllabus.
AIG Grading	Assignment grades from the AIG teacher should count for no more than 10% of a student's final grade. When students return from pull-out services, they should not be required to complete every assignment they missed while away from the core classroom. Students shouldn't feel they have double the work because they attend AIG classes.		

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Rubrics		Teachers are encouraged to assess students using objective rubrics. The rubric should be provided at the beginning of the assignment and contain point-based or percentage-based items. Teachers should articulate specific components and expectations for the assignment in user-friendly language.	Teachers are encouraged to assess students using objective rubrics. The rubric should be provided at the beginning of the assignment and contain point-based or percentage-based items. Teachers should articulate specific components and expectations for the assignment in user-friendly language.
Peer Review		Peer review should be used for constructive feedback to the student(s) and for the teacher's information. Peer review cannot be used as a grading tool but rather as a way to provide descriptive feedback for formative assessment.	Peer review should be used for constructive feedback to the student(s) and for the teacher's information. Peer review may be used as a grading tool along with the teacher's evaluation. When applicable, student work should be anonymous to the peer.
Grade Point Average (GPA)			GPA calculations are based upon standardization of academic course levels, weighting of course grades, and grading scales for COMPLETED high school courses.
Absences			FF may only be used for a student who DOES NOT have a passing grade based on content and also has significant absences based on local board policy. A student may not fail a course based solely on attendance.
Pass (P)			Pass (P) may only be used for transfers. Credits for half a course completed due to a student transferring may be reflected on

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			a student's transcript. If the course has an associated EOC, the NC course code must be used. No other half-credits may be earned. Districts are not required to award numeric grades for courses transferred if a numeric grade is unavailable.
Credit Recovery			If a student takes credit recovery, the original record of the course will no longer remain on the transcript A numeric grade must be entered for credit recovery. In DCS, the original course grade will count 60% of the final grade, and the credit recovery grade will count 40% of the final grade. These grades will have to be manually calculated