GRADING – HIGH SCHOOL

Educators are expected to enter academic scores into the Student Information System (SIS) in a timely manner, providing updated accurate scores no less than every week.

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

When a student withdraws from a course, the grade is noted as WF for withdrawal failure, and the grade is calculated in the learner's grade point average as failing.

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.