

Charlotte-Mecklenburg Schools

2021-2022 Grading Plan

Parent Resource

PREAMBLE

The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners. Adjusting the CMS K-12 Grading Plan allows for students to receive specific feedback for continuous growth, academically and socially-emotionally, ensuring all students are set up to be independent and successful learners. Charlotte-Mecklenburg Schools believe grades should provide students and families with actionable information, reflect a student's achievement on grade-level standards, and support a student's motivation to learn.

Charlotte-Mecklenburg Schools believes that to ensure success in each student's K-12 experience, we must provide ample academic opportunities for students to prepare, rehearse, and then perform.

EFFECTIVE GRADING PRACTICES



To the greatest extent possible, grades should reflect achievement of intended learning outcomes and mastery of content standards.



Grades will not be used in a punitive manner for behavior or extra credit awarded for non-academic tasks, attendance, or other social expectations.



Students need frequent low-risk opportunities to practice their new learning to allow for misconceptions to surface and be addressed to improve their learning.



Students should have opportunities for re-teaching and additional learning opportunities to improve their level of content mastery that are not limited to before or after school tutoring.



To improve learning, students need regular feedback from teachers that is timely, specific, and focused on mastery of content standards.

ASSIGNMENTS

- Assignments should be standards-aligned and worthy of student completion.
- Assignments should allow for students to demonstrate learning through a variety of modalities (i.e. written, conferences, discussions, multimedia, digital, etc.).
- Additional practice/re-teaching will be provided to students who do not achieve initial mastery on "Perform" assessments before students are re-assessed.
- All assignments will be graded using a 100 point scale.
- Students with a 504 plan, Individualized Education Program (IEP) or who are identified as English Learners (ELs) should receive appropriate accommodations and amplifications on assignments and assessments to allow them to engage in on-grade level content.

ASSIGNMENT CATEGORIES BY SCHOOL LEVEL

Level	<h3 style="text-align: center;">Elementary</h3> <p style="text-align: center;">K-2 will continue to follow the Standards-based Report Card practices.</p>		
Type of Assignment	PREPARE - 0%	REHEARSE - 30%	PERFORM - 70%
Definition	Assignments that allow students to practice new learning with no risk for mistakes (<i>i.e.</i> <i>GLOs/Learning profiles/Executive Functions, homework, pre-assessments, checklists for learner behaviors</i>)	Assignments that provide feedback of students' progress leading up to demonstrating/assessing mastery of a standard(s) (<i>i.e.</i> <i>Components for EL Performance Tasks, exit tickets, entrance tickets, tasks with rubrics and performance tasks, checklists, quizzes</i>)	Culminating/formative assessments that measure mastery of one or more standards (<i>i.e.</i> <i>Formal/unit assessments, cycle assessments, common assessments, projects with rubrics</i>) <i>*Note: EL performance task are not given a formal grade</i>
Quarterly Expectations	A minimum of 9--1 per week	Min 3-4 Max 7	3 min/4 max
Late Assignments <i>(not due to an absence)</i>		Late work will be accepted throughout the quarter. Students will have a 3 school day grace period for any late work (not resulting from an absence). Late penalties after the grace period should not exceed 10 points per week (5 school days) using a 100 point scale.	
Guidelines for Re-Assessment (PERFORM only)	Additional learning opportunities based on student needs and re-assessment opportunities on "Perform" assessment/task will be provided: <ul style="list-style-type: none"> ● Students will participate in new learning opportunities meeting the student needs (<i>i.e.</i> small group instruction, Dreambox, video instruction, extra assignments) and be reassessed using a parallel assessment to show mastery within a 3-week period. ● Students can earn up to a 100% on the re-assessment when completing additional learning opportunities. ● Students have the opportunity to retake a performance task. 		

ASSIGNMENT CATEGORIES BY SCHOOL LEVEL

Level	<h3>Middle</h3> <p>MS courses for HS credit will follow HS guidelines.</p>		
Type of Assignment	PREPARE - 20%	REHEARSE - 30%	PERFORM - 50%
Definition	<p>Smaller assignments that allow students to practice new learning. Can be graded for completion or accuracy. <i>(i.e. Homework, warm-ups, exit tickets, smaller checks for understanding)</i></p>	<p>Assignments that provide students with feedback on progress towards mastery of standards <i>(i.e. Quizzes, labs, mini-assessments, mini-projects, classwork)</i></p>	<p>Culminating/formative assessments that measure mastery of one or multiple standards <i>(i.e. Unit assessments, common assessments, performance tasks, writing assignments, projects with rubrics)</i> <i>*Note: EL performance task are not given a formal grade</i></p>
Quarterly Expectations	<p>9 min/20 max (Double blocked/every day) 5 min/20 max (A day/B day)</p>	<p>6 min/10 max (Double blocked/every day) 4 min/10 max (A day/B day)</p>	<p>3 min/4 max (4x4/sem. and year-long)</p>
Late Assignments <i>(not due to an absence)</i>	<p>Late assignments will be accepted for a grade until one week (5 school days) after the "Perform" date.</p> <p>Late penalties of no more than 10 points per week (unless absent) will be deducted for late work (using a 100 point scale).</p>	<p>Late assignments will be accepted until one week (5 school days) after the "Perform" date.</p> <p>Late penalties of no more than 10 points per week (5 school days) will be deducted for late work using a 100 point scale.</p>	
Guidelines for Re-Assessment (PERFORM only)	<p>Additional learning opportunities based on student needs and re-assessment opportunities on "Perform" assessment/task will be provided:</p> <ul style="list-style-type: none"> • Students will participate in new learning opportunities meeting the student needs (i.e. small group instruction, Edgenuity, video instruction, extra assignments) and be reassessed using a parallel assessment to show mastery within a 3-week period. • Students can earn up to a 100% on the re-assessment after completing additional learning opportunities. • HS credit courses will follow HS guidance 		

ASSIGNMENT CATEGORIES BY SCHOOL LEVEL

Level	High School		
Type of Assignment	PREPARE - 20%	REHEARSE - 30%	PERFORM - 50%
Definition	Smaller assignments that allow students to practice new learning. Can be graded for completion or accuracy. <i>(i.e. Homework, warm-ups, exit tickets, smaller checks for understanding)</i>	Assignments that provide students with feedback on progress towards mastery of standards <i>(i.e. Quizzes, labs, mini-assessments, mini-projects, classwork)</i>	Culminating/formative assessment that measure mastery of one or multiple standards <i>(i.e. Unit assessments, common assessments, performance tasks, writing assignments, projects with rubrics)</i>
Quarterly Expectations	9 min/20 max (4x4/sem.) 5 min/20 max (year-long)	6 min/10 max (4x4/sem.) 4 min/10 max (year-long)	3 min/4 max (4x4/sem. and year-long)
Late Assignments <i>(not due to an absence)</i>	Late assignments will be accepted for a grade until one week (5 school days) after the "Perform" date. Late penalties of no more than 5 points per day (unless absent) will be deducted for late work (using a 100 point scale).	Late assignments will be accepted until one week (5 school days) after the "Perform" date. Late penalties of no more than 5 points per school day will be deducted using a 100 point scale.	
Guidelines for Re-Assessment (PERFORM only)	Additional learning opportunities based on student needs and re-assessment opportunities when a student did not achieve mastery on "Perform" assessment/task will be provided: <ul style="list-style-type: none"> • Students will participate in new learning opportunities meeting the student needs (i.e. Edgenuity, extra practice, small group instruction within the class, recorded videos/practice, Canvas course, tutoring) and be reassessed using a parallel assessment to show mastery within a 3-week period. • Students will have one re-assessment opportunity for each Perform assessment <i>(except midterms or final teacher-made or State exams)</i>. • Students may earn up to 80 points of their re-test grade after completing additional learning opportunities. 		