

Charlotte-Mecklenburg Schools

2024-2025 Grading Plan

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 Multilingual Learners should receive appropriate accommodations and amplifications on assignments and assessments to promote their success as they engage in on-grade level content.

ASSIGNMENT CATEGORIES BY SCHOOL LEVEL

Level	Elementary K-2 will continue to follow the Standards-based Report Card practices.	Middle <i>MS courses for HS credit will follow HS guidelines.</i>	High School
Type of Assignment	PREPARE - 0% (Weight is now combined with REHEARSE)	PREPARE - 20%	PREPARE - 20%
Definition	Assignments that allow students to practice new learning with no risk for mistakes (<i>i.e. GLOs/Learning profiles/Executive Functions, homework, pre-assessments, checklists for learner behaviors</i>)	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>)	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>)
Quarterly Expectations	Assignments with heavy teacher scaffolding and reliance on peers for completion should be used to provide students with daily feedback. The assignments can vary in type.	9 min/18 max (Double blocked/every day) 5 min/10 max (A day/B day)	9 min/18 max (4x4/sem.) 5 min/10 max (year-long)
Minimum Grade Guidelines	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task</u> . The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task</u> . The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task</u> . The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.
Late Assignments (not due to an absence)		<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>Assignments submitted after the "Perform" date will receive a 50% and feedback on progress</p>	<p>Late assignments will be accepted for a grade until one week (5 school days) after the "Perform" date unless the "Perform" grade falls at the end of the quarter for which the principal may set the final date for all work to be submitted.</p> <p>Late penalties of no more than 5 points per day (unless absent) will be deducted for late work (using a 100 point scale).</p>

		<p>will be provided to the student.</p> <p>The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.</p> <p>Principals may provide final dates for the collection of assignments no more than 3 days prior to the end of the grading period. The principal may allow submission of assignments after this period for students who experience short or long term hardships.</p>	<p>Assignments submitted after the “Perform” date will receive a 50% and feedback on progress will be provided to the student.</p> <p>The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.</p> <p>Principals may provide final dates for the collection of assignments no more than 3 days prior to the end of the grading period. The principal may allow submission of assignments after this period for students who experience short or long term hardships.</p>
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Level	Elementary	Middle <i>MS courses for HS credit will follow HS guidelines.</i>	High School
Type of Assignment	PREPARE/ REHEARSE - 40%	REHEARSE - 30%	REHEARSE - 30%
Definition	Assignments that provide feedback of students’ progress leading up to demonstrating/assessing mastery of a standard(s) <i>(i.e. Components for EL Performance Tasks, exit tickets, entrance tickets, tasks with rubrics and performance tasks, checklists, quizzes)</i>	Assignments that provide students with feedback on progress towards mastery of standards <i>(i.e. Quizzes, labs, mini-assessments, mini-projects, classwork)</i>	Assignments that provide students with feedback on progress towards mastery of standards <i>(i.e. Quizzes, labs, mini-assessments, mini-projects, classwork)</i>
Quarterly Expectations	ELA/Math: 8 min/10 max (average 1 per week) Science/SS: 4 min /6 max	6 min/12 max (Double blocked/every day) 3 min/6 max (A day/B day)	6 min/12 max (4x4/sem.) 3min/6 max (year-long)
Minimum Grade Guidelines	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task.</u> The comments section in Powerschool	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task.</u> The comments section in Powerschool should	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task.</u> The comments section in Powerschool should note actual reflection of student

	should note actual reflection of student mastery when a minimum grade of 50% is given.	note actual reflection of student mastery when a minimum grade of 50% is given.	mastery when a minimum grade of 50% is given.
Late Assignments <i>(not due to an absence)</i>	<p>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.</p> <p>50% should be assigned as the lowest grade for any assignment submitted and the comments section in PowerSchool will be used to note the student's actual performance.</p> <p>Principals may provide final dates for the collection of assignments no more than 3 school days prior to the end of the grading period. The principal may allow submission of assignments after this period for students who experience short or long-term hardships</p>	<p>Late assignments will be accepted until one week (5 school days) after the "Perform" date.</p> <p>Assignments submitted up to one week after the "Perform" date will receive a 50% and feedback on progress will be provided to the student.</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> <p>The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.</p> <p>Principals may provide final dates for the collection of assignments no more than 3 school days prior to the end of the grading period. The principal may allow submission of assignments after this period for students who experience short or long-term hardships.</p>	<p>Late assignments will be accepted until one week (5 school days) after the "Perform" date unless the "Perform" grade falls at the end of the quarter for which the principal may set the final date for all work to be submitted.</p> <p>Assignments submitted up to one week after the "Perform" date will receive a 50% and feedback on progress will be provided to the student.</p> <p>Late penalties of no more than 5 points per day will be deducted using a 100 point scale.</p> <p>The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.</p> <p>Principals may provide final dates for the collection of assignments no more than 3 school days prior to the end of the grading period. The principal may allow submission of assignments after this period for students who experience short or long-term hardships.</p>

Level	Elementary	Middle <i>MS courses for HS credit will follow HS guidelines.</i>	High School
Type of Assignment	PERFORM - 60%	PERFORM - 50%	PERFORM - 50%
Definition	Culminating/formative assessments that measure mastery of one or more	Culminating/formative assessments that measure mastery of one or multiple	Culminating/formative assessment that measure mastery of one or multiple

	standards (i.e. Formal/unit assessments, cycle assessments, common assessments, projects with rubrics) <i>*Note: EL performance task are not given a formal grade</i>	standards (i.e. Unit assessments, common assessments, performance tasks, writing assignments, projects with rubrics) <i>*Note: EL performance task are not given a formal grade</i>	standards (i.e. Unit assessments, common assessments, performance tasks, writing assignments, projects with rubrics)
Quarterly Expectations	ELA/Math: 2 min/3 max Science/SS: 1 min/2 max	3 min /4 max (Double blocked/every day) 2 min/3 max (A day/B day)	3 min /4 max (4x4/sem.) 2 min/ 3 max (year-long)
Minimum Grade Guidelines	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task.</u> . The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task.</u> The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.	50% should be assigned as the lowest grade for any assignment for which the student <u>addresses the minimum requirements of the task</u> (except midterm and final exams). The comments section in Powerschool should note actual reflection of student mastery when a minimum grade of 50% is given.
Guidelines for Re-Assessment	Additional learning opportunities based on student needs and reassessment 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.e. 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 80% on the reassessment when completing additional learning opportunities. Students have the opportunity to retake a performance task. 	Additional learning opportunities based on student needs and reassessment 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.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 80% on the reassessment when completing re-learning opportunities. One reassessment opportunity will be given for each Perform 	Additional learning opportunities will be provided based on student needs. Re-assessment opportunities shall be extended to students when the “Perform” task did not meet mastery (80%). Staff should adhere to the following guidance: <ul style="list-style-type: none"> Students must attempt the initial assessment in order to be provided an opportunity for re-assessment. One reassessment opportunity will be given for each Perform assessment (except midterms or final teacher-made and State exams). Students may earn up to 80% on a re-assessment after completing re-learning opportunities. Students may retake portions of assessments for which they have not reached mastery, but the teacher should adhere to re-assessment grading terms.

	<ul style="list-style-type: none"> One reassessment opportunity will be given for each Perform assessment. 	<ul style="list-style-type: none"> assessment. HS credit courses will follow HS guidance 	<p>(Final grade to not exceed 80% on retake.)</p> <ul style="list-style-type: none"> For multiple-choice and short answer assessments, students will participate in new learning opportunities meeting the student needs (i.e. additional practice, small group instruction within the class, recorded videos/practice, Canvas course, tutoring) and may be re-assessed using a parallel assessment to show mastery within a 3-week period. For written assignments that do not demonstrate overall mastery of 80%, students may revise portions that do not meet mastery. <i>Revisions should be highlighted by the student to identify areas of improvement based on teacher targeted feedback.</i> Students must provide revisions within 5 class days. Non-Mastery: Principals may provide final dates for the collection of “Perform” re-assessments no more than 3 school days prior to the end of the course’s final grading period. The principal may allow submission of assessments after this period.
<p>Final Exam Exemption for courses that do not have a state-required or EOC assessment (High School only)</p>			<p>Students who meet the criteria below may be exempt from taking a final exam in a course that does not require participation in a state-required (i.e CTE) or End of Course Assessment:</p> <ul style="list-style-type: none"> Students with a grade of an ‘A’ (90%) or above and no more than 3 absences (excused or unexcused). Students with a grade of a ‘B’ (80%) or above with no more than 1 absence (excused or unexcused). Students would have the option to take the final

			<p>exam to improve their grade rather than the exemption. <i>If a student chooses to take the exam, CMS grading practices are followed, and the exam counts for 20% of the student's final grade.</i></p> <ul style="list-style-type: none"> • For students who have an undue hardship with attendance due to a medical condition, the principal may exempt the student from participating in a non-EOC/state required final exam pending the review of medical documentation through a Medical Hardship and if the student has met the academic criteria. • Students who participate and complete Advanced Placement exams may choose to take the teacher-made final to include in their final grade for the class.
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For extreme hardships/extenuating circumstances (i.e school closures), the school principal will consult with School Performance Area leadership to determine any necessary/appropriate flexibilities with the execution of the grading practices.

TEACHER EXPECTATIONS
KEY PRACTICES

- Prioritize teaching essential, grade-level standards and assigning tasks/assessments that are aligned to the standards. The standards being addressed must be listed on all “Rehearse” and “Perform” assignments.
- If a student is absent for a “Perform” assessment/task, the teacher will allow the student time during class to ensure completion. Students can, but should not be expected to, make up a “Perform” assessment/task before/after school.
- Teachers will provide students with specific, timely, content-specific feedback on assignments in the “Rehearse” and “Perform” categories. Quizzes and formal assessments will be graded and entered into PowerSchool within 5 days and provide students with their level of mastery of the standards assessed. Rubrics will be used to provide feedback on projects and writing assignments within 10 days of submitting and entering into PowerSchool.
- If “Perform” assignments are given at the end of the quarter, students must still have the opportunity for additional learning and re-assessment opportunities. Teachers would need to adjust the student’s grades after re-assessing the student by using the school’s grade change process.

- By the end of the quarter, adjust any individual assignment/assessment grade, regardless of grade category, lower than 50 to a 50%. **If minimum requirements of the task/assignment were not met, the grade shall remain lower than 50% (including a 0 if no assignment has been submitted).** The teacher should note the actual grade in the comments section in PowerSchool. High school midterms & final exams (teacher-made & State) are the only exceptions and the actual grade earned will be recorded in Powerschool. However, per federal guidance, Multilingual learners should **not** receive grades of D or F (or other failing grades) on assignments or assessments due to their proficiency level in English (see below).

PLC ROLES

- PLCs will create/use standards-aligned common formal assessments, projects, writing assignments for “Perform” tasks and will track and communicate students’ level of mastery on each standard assessed. Adopted curricular area mid-unit and end of unit assessments will be “Perform” tasks.
- PLCs will create/use consistent rubrics for projects and writing assignments to measure students’ mastery of grade-level standards.
- PLCs will remain consistent in which assignments are graded and entered into PowerSchool.

504 PLANS - INDIVIDUALIZED EDUCATION PLANS - MULTILINGUAL LEARNER PLANS

- For students with a 504 plan or Individualized Education Plan (IEP), **teachers should assess student work based on these accommodated assignments and assessments and not compared to their peers or other norm-referenced standards.** While students with accommodations can receive below grade-level marks, these marks should be based on the students’ performance with specified accommodations. Additionally, if a student with accommodations is failing, the 504 or IEP team should reconvene to review and amend the plan as needed.
- All assignments and assessments should be appropriately amplified for Multilingual Learners (based on their growing English language proficiency levels) as a means to ensure equitable access to grade level content.
- Multilingual Learners’ grades should reflect implementation of appropriate instructional supports, language supports, and testing accommodations provided in accordance with their Multilingual Learner Plan; students should not be limited from receiving top grades in a class, even when amplified assignments are provided.
- The ML Committee should meet to determine further supports needed for the student if the instructional supports, language supports, and accommodations specified in the Multilingual Learner (ML) plan have been implemented and the student either makes no attempt or has not shown progress toward language acquisition and content mastery. Multilingual Learners can demonstrate the mastery of content in various formats such as projects, portfolios, etc.
- Per Federal Guidance, MLs should not receive grades of “D”, “F”, or other failing grades on assignments solely due to their limited English proficiency.

EXPECTATIONS FOR PROVIDING FEEDBACK

Grading and feedback should provide students and families with: **actionable information** that **reflects** the student’s achievement, and **supports** the student’s motivation to learn.

- Teachers will provide students with specific feedback on their level of mastery of individual standards on all “Perform” assignments/assessments. Teachers will also provide re-teaching/additional learning opportunities for students to improve their level of understanding before taking a retest to show mastery.
- K-2 students will receive standards-based report cards at the end of each quarter.
- K-5 teachers will use curriculum embedded checklists, conferring, and student conferences to provide students with feedback about progress towards standards mastery on “Rehearse” assignments/tasks.
- K-5 teachers will utilize tracking systems and conferring to provide weekly and quarterly feedback on General Learner Outcomes (GLOS).
- In 6-8, teachers will use small group/individual instruction to support reteaching and to provide students with feedback about progress towards standards mastery on Rehearse and Perform assignments/tasks.
- When rubrics are utilized, specific feedback will be provided to support the highest outcome level on

rubric.

- Feedback will be based on the assignment's standard-alignment and/or lesson learning target.
- MasteryConnect standards feedback reports will be used quarterly for courses with adopted curricula.

ADDITIONAL RESOURCES

GRADING PLANS FOR NCVPS AND EDGENUITY COURSES

- Edgenuity and NCVPS are CMS' virtual partners. Both platforms have their own Learning Management Systems that are updated by teachers outside of Charlotte-Mecklenburg Schools. As a result, their grading plan does not mirror CMS's current grading plan.
- Schools will need to communicate this to students prior to enrollment in either NCVPS or Edgenuity courses.
- Please note that with both platforms, CMS schools report the final results of a student's performance. [NCVPS and Edgenuity](#)

MULTILINGUAL LEARNERS

- Frequently asked questions for Multilingual Learners can be accessed [here](#).