

Charlotte Mecklenburg Schools

Grading Procedures Plan

Context & Declaration

Strategic Plan 2018: For a Better Tomorrow

The CMS Strategic Plan contains specific learning goals rooted in three basic beliefs: 1) all students can learn the subject matter that is determined by the state of North Carolina and, 2) it is the responsibility of Charlotte-Mecklenburg Schools to provide all students with a range of opportunities to learn what they are expected to learn and, 3) students learn at different paces and we must personalize learning to meet the unique learning pace and needs of each student. To that end, there are implications for teaching and grading practices in our district. Goals 1.2.2 and 6.1.1 address the personalization of learning and the mastery of content through high quality teaching and re-teaching opportunities. The goals are as follows:

Goal 1: *Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready.*

Focus Area II: Academic growth/high academic achievement

2.2 Provide high-quality teaching and re-teaching opportunities to ensure mastery learning

Goal 6: *Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign.*

Focus Area I: Learning everywhere, all the time

1.1 Ensure each student has equitable access to personalized learning

In order to accomplish these goals, mastery learning and grading practices must be utilized.

- Mastery is the level in which a student learns content matter at a level of high understanding or proficiency.
- Mastery Learning is the process in which students learn pre-determined subject matter to the point of mastering the content as demonstrated in a variety of contexts.
- Mastery Grading is a cycle of assessment, feedback, re-teaching, and re-assessment; by following this cycle, students are provided the opportunity to learn the content that is not initially mastered. The result of this process is a grade that reflects a student's mastery of the subject matter.

Current Effort

The goal of all educators is to help every student master the content matter in the North Carolina Standard Course of Study. The current grading procedures have been revised to ensure that the grading process accurately reflects the process involved in achieving content mastery. In order to accomplish this, the cycle of assessment, feedback, re-teaching, and re-assessment has been incorporated into the revised grading procedures. The revised grading procedures now provide district-wide expectations that reflect the iterative process of teaching and learning in order to achieve student mastery of subject matter. The process of teaching, assessing, re-teaching and re-assessing will help ensure consistency of grading practices across Charlotte-Mecklenburg Schools and ultimately hold educators and students accountable for the teaching and learning expectations provided to Charlotte-Mecklenburg Schools in the *North Carolina Standard Course of Study*. As a result of the revisions, each school will work with its school leadership team to develop a school-wide grading procedure plan that adheres to CMS grading procedures while addressing the learning needs of their students. Guidelines for plan development are contained in the following section.

Guidelines for Grading Procedures Plan

- Grades are recorded in PowerSchool within ten school days of an assignment's due date
- Grades are never used in a punitive manner
- Students receive an initial score earned for an assignment or assessment on which there is a concerted attempt
- Students receive an initial score of zero (0) for an assignment or assessment on which a student made no attempt or which is missing
- The following guidelines shall be implemented in relation to formal assessments:
 - assessments should be standards-based and measure students' level of mastery on specific learning objectives
 - additional practice will be provided for students who do not achieve initial mastery (84%)

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- following additional practice, new opportunities shall be provided to measure student mastery
- once re-assessed, students will be able to earn up to an 84% to replace the initial grade
- grades will be weighted at each level as follows:

Level	Classwork/Informal Assessments/Homework	Formal Assessments
Elementary School	40%	60%
Middle School	35%	65%
High School	30%	70%

Implications

Revised grading procedures within Charlotte-Mecklenburg Schools will serve to accomplish strategic plan strategies 1.2.2 and 6.1.1 by providing consistent guidelines for ensuring that grades reflect the level of content mastery students achieve. While maintaining the consistency provided by the guidelines, schools will maintain the autonomy to serve the individual learning needs of their students and design effective instructional practices to meet those needs. The school-based plan will address items such as, but not limited to, the following: common assessments, structures for additional learning opportunities and re-assessments, late and make-up work, and data disaggregation. Through the implementation of the revised grading procedures and the creation of school-based mastery grading plans, educators across Charlotte-Mecklenburg Schools will ensure that grades accurately reflect student mastery of subject matter.

Glossary of Terms

- Common Core State Standards - a set of English language arts and mathematics standards sponsored by National Governors Association and the Council of Chief State School Officers. The standards provide consistent learning expectations across the nation and have been adopted by 43 states including North Carolina. The Common Core State Standards are included as part of the *North Carolina Standard Course of Study*.
- Concerted Attempt - student work reflects thoughtful effort towards all items on classwork, homework, and/or assessments.
- Essential Standards - a set of standards developed for North Carolina students and educators. The Essential Standards contain learning expectations for the following subject areas: science, social studies, information and technology, world languages, arts education, occupational course of study, healthful living, guidance, and English as a second language. The Essential Standards are included as part of the *North Carolina Standard Course of Study*.
- Mastery Learning - the process in which students learn pre-determined subject matter to the point of mastering the content as demonstrated in a variety of contexts.
- Mastery Grading - the cycle of assessment, feedback, re-teaching, and re-assessment; by following this cycle, students are provided the opportunity to learn the content that is not initially mastered. The result of this process is a grade that reflects a student’s mastery of the subject matter.
- North Carolina Standard Course of Study - North Carolina's *Standard Course of Study* defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina (www.ncpublicschools.org).
- Standards-Based – assignments, assessments, and/or instruction that are based on the Common Core State Standards (Math & English Language Arts) and the North Carolina Essential Standards.