

Board of Education High Point Regional

PROGRAM

GRADING

I. Grading System

The Board believes that student achievement should be evaluated and reported both in respect to the achievement of other pupils and in respect to the ability of the individual student. The Board authorizes the following:

1. A letter-grade system of grading shall be used to evaluate student mastery of the content objectives of the course in relation to the achievement of other students enrolled in the course.

2. A numerical co-efficient system of grading shall be used to indicate student performance in relation to his/her own ability to achieve the objectives of the course.

II. Grouping of Students

The Board believes that marks should reflect a student's performance with respect to his/her abilities, interests, aptitudes, and future plans. To facilitate this practice, the Board authorizes the grouping of students according to any or all of these criteria for the purposes of improving instruction. It is understood that such grouping will not result in a restriction upon the ability of a student in any group to earn a desirable grade. It is assumed that the pattern of grades assigned will not differ significantly from group to group.

It is also assumed that, in principle, enrollment in such groups is at the discretion of the student and/or parent(s). Criteria established to restrict such enrollment shall be based upon empirical evidence, and subject to approval by the Board.

III. Criteria Included In Grades

The Board recognizes that, due to differences inherent in the various academic disciplines, some differences will exist between the grading policies adopted by the respective departments. However, the Board directs that such departmental policies be formulated. Also, that each shall include at least the following factors.

1. Class Work: The extent to which a student performs required tasks within the classroom and the degree to which he contributes to the class.
2. Homework: The degree to which a student satisfactorily completes assignments outside of class.
3. Tests including quizzes and other instruments used to measure performance.
4. Major Projects: Including term papers and other major assignments which represent a significant requirement of the course.

IV. Attendance and Grades

The Board of Education, Administration, and staff of High Point Regional High School are firmly committed to the concept of regular class attendance and participation as a vital and integral part of the educational process. Students cannot expect to reap full benefits from any course in which they are not in full attendance. Absences will produce lower grades and excessive absences can result in a loss of credit for courses in which a student is enrolled.

Although definitive figures of the number of absences are not specified it should be understood

that when absences (for any reason) reach a total approximately 20% of the class time it would be illogical to expect to receive full credit or passing grades for such courses.

Date Adopted: 11/21/77
Date Revised: 3/18/91