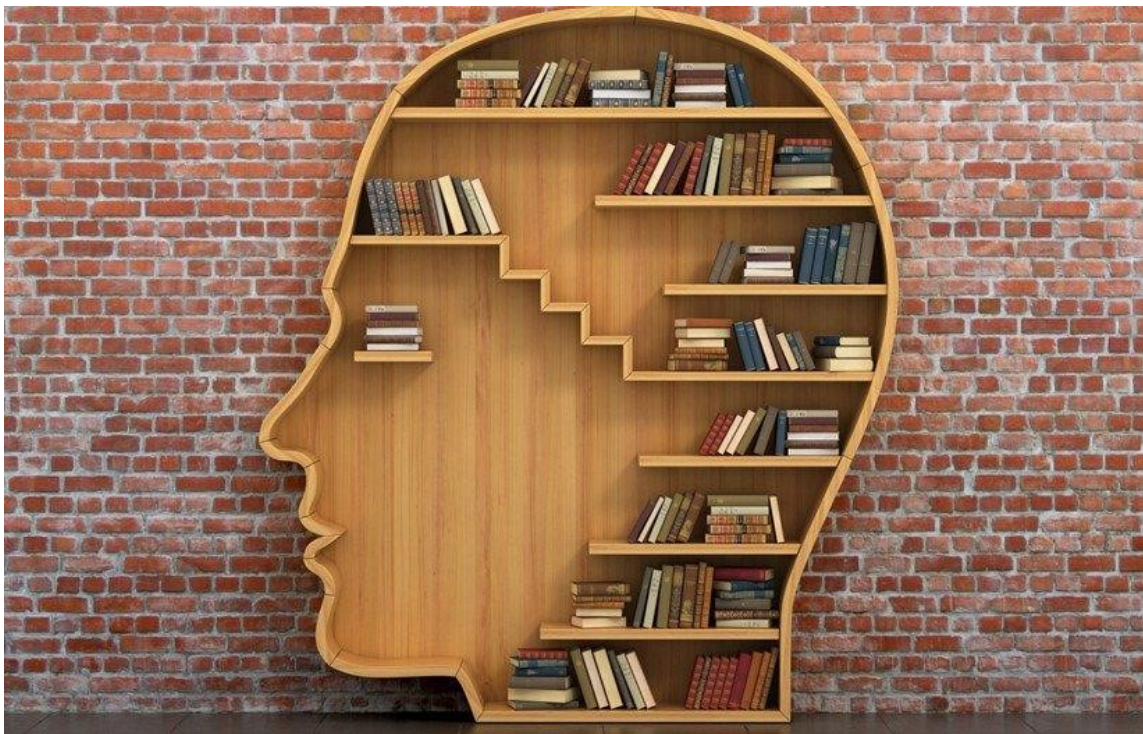


Calhoun County Public Schools

GRADING PROCEDURES

Handbook for Teachers



Dr. Ferlondo Tullock, Superintendent of Schools

Mrs. Christia Murdaugh, Interim Deputy Superintendent

Dr. Treda Keith-Nelson, Chief of Accountability



“The Champion C’s”

Competence – Focus on showing students that they can master their skills.

Confidence – Focus on providing students opportunities to feel a sense of success.

Connection – Focus on developing positive connections with students, parents and stakeholders.

Character – Focus on developing student’s respect for societal and cultural rules and have standards for their behaviors.

Caring – Focus on helping students develop empathy and compassion for humanity.

General Guidelines

The district grading procedures will form a foundation for consistent grading practices. Grades will accurately communicate what students have learned, and each student will be an active participant in learning and assessment processes. Teachers will use a variety of formative and summative assessments to evaluate the level of student proficiency and to assign grades according to district policy.

All teachers will intentionally facilitate an environment that supports exemplary and innovative teaching and learning opportunities in every school, in every classroom, every day, for every student – no exception.

All teachers will be held accountable for the teaching and assessing of the South Carolina Standards of Learning and maintaining a current gradebook in a manner consistent with the guidelines set forth in this document.

Grades will be based on student achievement in a prescribed time frame. The classroom teacher is responsible for evaluating the academic performance of students and for determining grades. Teachers are expected to use a variety of methods in evaluating students. Teacher-made tests should be appropriate for the subject matter as well as for the age and/or maturity level of the students and should support the SCCCRS (South Carolina College and Career Ready Standards).

Special Education students receiving instruction in the general education curriculum are graded as other students unless the IEP indicates alternative grading procedures.

Multilingual Learners (MLs) who are progressing towards English proficiency will not receive a grade lower than 60 if language is the barrier for understanding and connection. Teachers must follow the Language Instruction Educational Program (LIEP) by meeting the student's needs in their Individualized Language Acquisition Plan (ILAP).

Identified Gifted and Honor's Academy students receive instruction through their Gifted Resource Teachers (GRTs), Calhoun County High School, and OC Tech Technical College who collaborate with classroom teachers, the schools' administration/counselors and professors regarding assessment practices for work completed toward academic acceleration.

Teachers will clearly describe and communicate to parents and students the criteria used to calculate grades. If a student believes that an error has been made, the student and/or parent may request a grade review.

- Teachers will follow district guidelines for computing quarterly grades.
- Teachers will follow district curriculum pacing guides.
- Teachers will post grades in the electronic gradebook according to guidelines.

Means for Reporting Grades

Grades will be reported periodically throughout the school year to denote student achievement. Academic grades will reflect student learning/performance in a content area. Teachers will be responsible for providing students and parents with the written criteria by which academic performance will be assessed. This will be provided at the beginning of each year, project, and/or course. Parents will have the ability to monitor their student's performance in all content areas electronically through the Parent Portal online gradebook. Grades will be provided on report cards and on interim progress reports as outlined below:

- **Pre-Kindergarten – 2**: 4 Standards-based report cards. Progress Report will be given during the interim
- **Grades 3– 5**: Students receive 4 interim progress reports and 4 letter-grade report cards.
- **Grades 6 – 8**: Students receive 4 interim progress reports and 4 letter-grade report cards.
- **Grades 9 – 12**: Students receive 4 interim evaluations and 4 letter-grade report cards.

Standards Based Report Card Frequently Asked Questions

What are standards-based grading?

Standards-based grading communicates how students perform on a set of clearly-defined learning targets called standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to those standards - as opposed to simply averaging grades/scores over the course of the grading period, which can mask what a student has learned or not learned.

Why standards-based grading?

Standards-based grading reports what students should know and be able to do within each content area at each grade level. The real-time monitoring of student performance reflects a more accurate picture of student achievement. Additional reasons for standards-based grading include:

- Other methods of grading do not accurately indicate what a student knows and is able to do.
- Students will be able to explain what they learned or did not learn, rather than recite a percentage or letter grade.
- It can benefit all learners - students who struggle and students whose learning is accelerated. Students' progress toward proficiency of standards can assist teachers in determining intervention or enrichment opportunities.
- Parents/guardians are provided information on specific standards while receiving meaningful feedback.

How does standards-based differ from traditional grading?

- A standards-based grading system measures a student's mastery of grade-level standards by prioritizing the most recent, consistent level of performance. A student who may have struggled at the beginning of a unit when first learning new material may still be able to demonstrate mastery of key content/concepts by the end of the school year.
- In traditional grading systems, a student's performance for an entire quarter is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the unit or quarter, resulting in a lower overall grade than current performance indicates. Standards-based report cards also separate academic performance from work habits in order to provide parents/guardians a more accurate view of a student's progress in both areas.

How are my child's "grades" determined?

Artifacts or evidence will be collected weekly through classwork and assessments.

These artifacts could be measured through conversation, observation, checklists, student writing, formal assessments, etc. to determine proficiency with a standard. Proficiency scales explain what a student needs to know and be able to do in order to earn a specific proficiency rating (1-4 scale).

What are the levels of proficiency and what do they represent?

4 – Student demonstrates mastery with stated grade-level standard/indicator independently.

3 - Student demonstrates proficiency with stated grade-level standard/indicator independently.

2 - Student shows progress toward achieving the grade-level standard/indicator.

1 - Student shows little to no progress with score 2 and 3 skills and requires teacher guidance.

Work habits will be assessed using the following scale:

3 - Frequently exhibits

2 - Occasionally exhibits

1 - Rarely exhibits

What is considered to be an “A” in a standards-based grading system?

While it is difficult to compare a traditional grading system to standards-based grading, receiving a 4 is comparable to receiving an A, receiving a 3 is comparable to receiving a B, receiving a 2 is comparable to receiving a C. Standards-based grading indicates whether or not a student is meeting end-of-year grade-level expectations for each standard. A score of 4 is defined as meeting end-of-year grade-level expectations. ***Our goal is that all students achieve at least a 3 on all standards by the end of the year.***

What does standards-based grading mean for families?

Families have more detailed information to support and encourage students related to academics and work habits. Standards-based grading provides parents/guardians with feedback that is specific to their student's progress toward mastery on a prescribed set of learning goals, objectives, and skills, rather than one overall letter grade that may hide specific points of strength or areas for improvement. Students will continue to complete weekly classwork and assessments that will be used as pieces of evidence to determine where students are in their progression of learning.

How will I know if my child needs help?

Receiving a 1 or 2 on a report card, particularly in the second half of the school year, can be a sign a student is in need of additional support in that specific area. This is one benefit of standards-based report cards; specific areas in need of support are clearly identified. Tier II academic support is in place at each school to support learners who are behind in math and reading. If a student receives 1s or 2s, it means his/her work is not yet meeting the end-of-year grade-level expectations. However, the progression of learning varies from student to student.

What about students who have Individualized Education Plans (IEPs)?

All students must be graded according to grade-level standards, in line with their peers, on the grade-level report card. Proficiency levels given on the standards-based report card must be based on expectations for that grade level. This means students performing below grade level that have an IEP cannot receive a 3 or 4 in any content area, including reading. For students with special education services, IEP progress reports inform parents/guardians about their student's progress toward IEP goals and are sent in conjunction with each report

card. Students whose IEP includes modified standards will receive an alternate report card based on their modified standards.

What about multilingual learners?

When students come into CCPS with limited English proficiency, a team creates an Individualized Language Acquisition Plan (ILAP) and determines whether accommodations or modifications are appropriate based on the student's proficiency level and the related [can-do descriptors](#). If modifications to content are appropriate, teachers need to provide additional information for modified standards, communicating what was actually measured. The report card will include a special notation that the student was working toward modified standards.

What will the report card look like?

The report card will seek to provide meaningful feedback so both students and parents/guardians can track progress toward mastery of essential standards/indicators, as well as reflect upon strengths and areas for growth. Proficiency scores will only be reported for standards/indicators that have had sufficient time for teaching and assessing. A gray square on the report card for a given standard means it has not been formally assessed and reported yet.

Will my child still receive teacher comments on his/her report card?

Yes. Individual feedback is an essential component of standards-based grading. Effective feedback is a more useful source of information than simply assigning a percentage or letter grade to student work. A goal of using standards-based grading is to improve communication regarding student achievement.

How will I have access to my child's report card?

Report cards are given to parents during scheduled parent conference report card pick up days or sent home. A PDF copy of the report card will go home each quarter.

Will my child have standards-based grading in middle and high school?

At this time, standards-based grading will only be used in grades K-2. Beginning in 3rd grade, students will receive traditional letter grades. Many other practices, however, including monitoring student mastery of essential standards, academic intervention and extension, and reassessment opportunities, extend through 12th grade.

Use of Grades

Academic grades will be used to:

- Communicate the teacher's assessment of a student's knowledge of and proficiency in a subject
- Provide a record of student achievement over time
- Serve as part of the criteria for student promotion to the next grade level
- Provide information for advisement and counseling regarding future course/program selection
- Provide criteria for honor roll selection
- Provide course credit
- Derive student GPA
- Provide information for entrance into specialty programs

Assessment Methods & Strategies for Determining Grades

Performance expectations should be made clear at the beginning of instruction and remain consistent throughout the teaching and learning process. Students' grades are an accurate representation of content knowledge development. Grades should be impartial and represent a teacher's professional judgment of performance.

Student Products for Projects (Examples):

A performance portfolio which includes samples of student work can show gradual or marked improvement or decline in progress. Samples include, but are not limited to:

Projects	Content Portfolio	Presentations	Writing Portfolios
Videos	Performance Tasks	Journal/Sketchbook	Work Samples
Drawings	Non-linguistic representations		

Teacher-Made Assessments:

Assessments can provide valuable feedback for making instructional decisions, monitoring student progress, and evaluating student mastery. Formative assessments, such as quizzes, alert teachers to student readiness for further instruction and/or the need for re-teaching. Summative assessments focus on the mastery of instructional objectives that have been taught.

Instructional programs or texts that provide ready-made tests should be screened carefully to ensure that they are aligned to the content and cognitive demand of the SC College and Career Ready Standards.

Division Unit Benchmark Assessments

iReady, AimsWeb PLUS, and Progressive, formerly USA
Test Prep, and Mastery Connect

Posting of Grades

Grades must be posted every week – Gradebooks will be monitored. Teachers must put grades in regularly. **A parent should not be surprised at the end of a quarter.**

Students have the responsibility to:

1. Complete all homework as assigned.
2. Ask teachers questions to clarify any problems encountered.
3. Inform teachers of any difficulties experienced during the completion of homework assignments.
4. Take home all necessary materials to complete homework assignments.
5. Secure assignments when absent (grades 4-12).

Procedures Governing Make-up/Re-Take Work

All graded assignments will be assigned a numerical grade. **Principals will ensure these opportunities are provided for all students.**

- All students are fully responsible for completing any incomplete or missing assignments (i.e., course assignments, tests, projects, and other related work). Teachers are fully responsible for

providing the incomplete or missing assignments to the students, including during and after suspensions.

- Teachers will communicate (via telephone, e-mail, or in writing) with students and/or parent/guardian regarding incomplete work, missing assignments, or unsatisfactory course/class work.
- **Make-up work completed** within the required time frame will be graded and recorded in the grade book by teachers without penalty to students.
- It is expected that students will make up incomplete or missing assignments. However, if an **incomplete/missing** is not made up according to the new due date given by the teacher, a grade of zero may be given.

Grading Exceptions

Students with Disabilities: Certain students with disabilities have **Individual Education Program (IEP)** teams who have determined that they will be graded according to their progress toward meeting their IEP goals.

English Learners: Once English Learners (ELs) have been determined to be English proficient enough to earn an A, B, C, or D in the content areas, grades should be given using the same criteria required of all students.

However, as long as the level of English proficiency prohibits progress in the content areas, English Learners shouldn't be given a grade lower than a 60. In any case, a student's lack of English proficiency should not be the sole reason a student earns a failing grade.

An EL's proficiency level on the ACCESS for ELLs © test can be used as a guideline for determining which type of grade to assign.

English Proficiency Levels (1-5) based on the WiDA ACCESS for ELLs© Test	Guideline for assigning a grades of 60/or proficiency grading
MLs at Levels 1 and 2	Can <i>generally</i> be expected to earn a 60 in their core content courses, but could feasibly earn regular letter grades (A, B, C, etc.) in Math courses or performance based courses such as Music, Physical Education and Art if appropriate accommodations and instructional support is provided.
MLs at level 3	Should be able to earn <i>at least</i> a passing letter grade 60 if the following has occurred: <ul style="list-style-type: none">a. The teacher has engaged the student and appropriate accommodations and scaffolds to instruction have been provided.b. The student has attended class and attempted work.c. The student is able to demonstrate

	understanding of content in non-linguistic ways.
MLs at levels 4 and 5	Can generally be expected to earn regular letter grades.

Weighting for K-8 Schools:

Categories	Weighting	Number of Grades Per Quarter
Testing	35%	4
Classwork, Quizzes (progress checks), Class Participation, Labs, Homework	30%	10 or more
Projects/Performances	35%	1

*All categories are mandatory

CALHOUN COUNTY HIGH SCHOOL GRADING PRACTICE

Letter Grades:

Calhoun County High School conforms to the policies, procedures, and protocol set forth by the South Carolina Uniform Grading Policy

Grading/Assessment Systems

As such, all grades are distributed as follows:

A: 90-100 B: 80-89

C: 70-79 D: 6-69 F: 0-59

Regular Courses	EOC Courses
Q1-50% Q2-50%	Q1-40% Q2-40% EOC-20%

EOC Courses are Algebra I, English 2 United States History and Biology.

SUMMATIVE ASSESSMENTS (min of 5 per week)	55%
End of Unit Project	
Performance Assessment w/Rubric	
Unit Test	
Portfolio	
Mid-Chapter Tests	
FORMATIVE ASSESSMENTS	45%
Quizzes	
Classwork	
Mini-Project/Interactive Notebook	

**** Note:** Gradebooks should only reflect two categories: *Formative* and *Summative* and be updated weekly. Above, we have included examples of assignments which could fall under each of these categories. **

Formative vs. Summative Assessments

Formative assessments are used to monitor student learning and to provide a benchmark of student progress toward learning targets and goals. It provides ongoing feedback to both the student and the teacher, which can in turn be used to improve instruction and learner outcomes. Formative assessments help identify areas of strength as well as areas of refinement for students which allow for timely intervention. *Not every formative assessment is graded.* Summative assessments aim to evaluate student learning and mastery at the middle and end of a unit of study. They are often high stakes and thus count more significantly in the calculation of a student's grade.

Online Access to Grades/Attendance: Students and parents/guardians can access student grades via the PowerSchool Portal at any time 24 hours a day, 7 days a week.

Calhoun County Public Schools Re-do Procedures

The Re-do procedures for grades allows students to improve their scores on assignments or assessments, typically after demonstrating a need for improvement. Teachers will input the re-do grade, only.

Guidelines:

Eligibility:

- **Failing Grades:**

Re-dos will target assignments or assessments with failing grades below 60%.

- **Specific Assignments:**

- **Assessments covered in the re-do procedure include the following:**

K-8 schools: weekly assessments, daily classwork, classroom tests/quizzes, and class projects. **CCHS:** Summative Assessments

- **Assessments not covered include the following: K-8 schools:** late work, nine-week exams, and final exams. **CCHS:** Formative Assessments

Redo Process:

- **Notification:**

Students may notify the teacher of their intent to re-do an assignment via a form or the teachers may inquire if the student intends to do re-do an assignment.

- **Review/Tutoring:**

Teachers may require students to participate in a review session or afterschool tutoring before attempting the re-do.

- **Correction/Retake:**

Students may be required to correct all incorrect items on the original assignment and/or complete a separate, retake assignment.

- **Timeframe:**

Re-dos typically need to be completed within 5 to 10 school days after receiving the assignment/assessment. (Teacher discretion) Please note, re-dos must be completed two weeks before grades are due at the end of each quarter.

- **Location:**

Re-do work will need to be completed during school hours or designated times. (Teacher discretion)

Grading:

- **Maximum Grade:** The maximum grade that can be earned on a re-do assignment/assessment is 80%.

Benefits:

- **Growth Mindset:**

Re-do procedure can encourage students to adopt a growth mindset, where they view mistakes as learning opportunities.

- **Mastery:**

Re-dos can help students achieve mastery of the standard(s)/material by providing a chance to demonstrate understanding after initial struggles.

- **Motivation:**

Knowing they have the opportunity to improve their grade can motivate students to put in more effort on their initial assignments.

Special Needs: Allow for Assignment/Assessment Retakes or Corrections

An accommodation changes how information and concepts are presented or practiced ensuring that each student has the opportunities and support needed to learn. Accommodations do not reduce the learning expectations and should be chosen based on the student's individual needs and not applied arbitrarily to all MLs. Accommodations are not to be viewed as an advantage to the student; accommodations provide access to the content for the student.

Accommodations:

- Provide access to grade-level curriculum;
- Alter the environment, not the curriculum;
- Do not change the learning outcomes;
- Happen in the content-area classroom; and
- Should not impact grading, though how learning is assessed may change.

It is important to note that this accommodation can also be considered a modification. Temporary modifications can be appropriate for a SLIFE and newcomer MLs: "Districts may use a curriculum that temporarily emphasizes English language acquisition over other subjects, but any interim academic deficits in other subjects must be remedied within a reasonable length of time" However, long-term modifications are not allowable for students seeking a South Carolina high school diploma.

When should the accommodation be removed?

The Allow for Assignment/Assessment Retakes or Corrections accommodation may be removed when a student's knowledge and use of language is no longer a barrier to their ability to demonstrate their understanding of the test content. Students may need support, especially with academic and technical vocabulary, up to and including the Bridging level. If you have questions, or feel your ML requires a change in their ILAP regarding this accommodation, please reach out to the Multilingual Learner Program Specialist (MLPS) in your building to discuss the student's needs.

South Carolina Department of Education 2025

Please be mindful that these procedures are different from the Attendance Policy's outline of a student's absence and the number of days given to make-up work.



District Re-do Form

STUDENT'S NAME: _____

DATE: _____

I, _____, understand that I must successfully complete any study session/afterschool attendance required by my teacher prior to completing a "Redo" on my

assignment/assessment. The requirements outlined must be completed by the deadline assigned by my teacher.

Student's Signature: _____

Parent Signature: _____

Completion Date (To be determined by the teacher):

Type of assignment/assessment: _____

REFLECT: Based on your performance, you have not mastered the content/skill yet. What do you think are some steps you need to take to improve your understanding of the content/skill?

TEACHER SECTION:

Tutoring Dates /Times Available

Monday: _____ Wednesday: _____ Thursday: _____

“Do your BEST, nothing less!”