

**A. PURPOSE**

An evaluation system of students' academic performance is necessary to help ensure that all students are succeeding within the framework of the educational goals and objectives of the board. The board believes that the formal issuance of student evaluations on a regular basis promotes continuous assessment of a student's performance; informs the student, his or her parents or guardians, and the school counselor about the student's performance and progress; and provides a system of notice that allows intervention strategies to be implemented if necessary to improve the student's performance. The board encourages teachers and principals to pursue innovative methods of evaluating progress.

**B. EVALUATION SYSTEM**

The superintendent or designee shall establish an evaluation system for assessing an individual student's academic achievement and progress relative to benchmarks set for students at that instructional level. The evaluation system should provide for regular communication with parents so that they may be informed and involved in their child's education.

Teachers shall evaluate student performance and keep accurate records in order to substantiate a grade or assessment given in a course. Teachers are also responsible for conducting parent-teacher conferences.

**The superintendent or designee shall develop system-wide procedures for grading periods and dates for the release of report cards and high school final exams.**

**C. GRADING SCALE**

Beginning with the 2015-2016 school year, all students in grades three through twelve will follow a 10 point grade scale with affiliated grade point averages (GPAs) as follows:

A: 90-100 = 4.0

B: 80-89 = 3.0

C: 70-79 = 2.0

D: 60-69 = 1.0

F: <60 = 0.0

In addition, students entering the ninth grade for the first time in 2015-2016 and each year thereafter, will follow a new quality point/weighted standard that awards a 0.5 quality point weight to Honors courses and a 1.0 quality point weight to Advanced Placement courses, community college courses listed on the approved articulation agreement, and four-year university or college courses taken in high school.

Numeric grades will be entered in PowerSchool and converted into a student's GPA in high school. There are times when the school system must enter historical grades representing courses not taught in North Carolina public schools. These courses may be from sources such as community colleges, colleges/universities, home schools, and private schools. If these courses are recorded with a numeric grade, the school system will enter that grade into PowerSchool. If, however, such a course was only recorded with a letter grade, the school system will use the following conversion chart, as recommended by the North Carolina Department of Public Instruction.

A, A+, A- = 95

B, B+, B- = 85

C, C+, C- = 75

D, D+, D- = 65

F = 55

The conversion chart is to be used only when information regarding numerical grade equivalents is not available or accessible. If a student or parent has evidence of the numeric grade earned in the course, even though it is not officially recorded, the principal shall use the most accurate numeric grade available for recording. Every attempt should be made (including contact with the former school) to provide the most accurate numeric grade available for the student.

| Legal References: G.S. 115C-47,~~81~~

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000)

Adopted: December 4, 2012

| Revised: April 5, 2016;