

Evaluation of Student Progress Policy 3400

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I. Purpose

The Eastern North Carolina School for the Deaf (ENCSD) is committed to maintaining fair, accurate, and equitable grading practices that reflect student learning and promote academic success. This policy provides a clear framework for assessing and reporting student performance in alignment with the North Carolina Department of Public Instruction (NC DPI) policies and applicable federal and state laws.

Grading practices shall support instructional goals and reflect individual student progress toward mastery of the North Carolina Standard Course of Study or the Extended Content Standards. Grading for students with disabilities shall include appropriate accommodations or modifications as required under the student's Individualized Education Program (IEP).

II. Definitions

For the purposes of this policy, the following definitions apply:

- **Accommodations:** Changes in the way a student accesses learning or demonstrates learning without altering the learning expectations. These are required for students with disabilities as specified in their IEP.
- **Assessment:** Any method used to evaluate a student's knowledge, skills, or performance. This includes formative (ongoing) and summative (end-of-unit) assessments.
- **Extended Content Standards (ECS):** Alternate academic achievement standards aligned with the North Carolina Standard Course of Study for

students with significant cognitive disabilities.

- **Formative Assessment:** Assessment conducted during the learning process to provide feedback and guide instruction.
- **Grade Appeal:** A formal request to review and reconsider a student's final grade due to concerns about fairness, error, or compliance with policy.
- **Grade-Level Standards:** Expectations for what students should know and be able to do at each grade, as defined in the North Carolina Standard Course of Study.
- **Grading Scale:** The standardized 10-point scale used in North Carolina public schools to assign letter grades and corresponding quality points.
- **Individualized Education Program (IEP):** A written educational plan developed for a student with a disability, outlining services, supports, goals, and accommodations under IDEA.
- **Modification:** A change to the curriculum or expectations that alters the level or complexity of content taught or assessed, typically used for students with significant disabilities.
- **Standards-Based Grading:** A system of reporting student progress based on mastery of specific learning standards, commonly used in early elementary grades and for students on extended standards.
- **Summative Assessment:** Assessment used to evaluate student learning at the end of an instructional period, such as unit tests or projects.

III. General Principles

All grading practices must comply with the North Carolina Standard Course of Study, the North Carolina Extended Content Standards, and all relevant NC DPI grading and reporting policies.

1. Grades shall reflect a student's academic achievement and progress based on clear learning targets and standards.
2. Non-academic factors such as behavior, attendance, and participation shall not be included in academic grades, in accordance with NC DPI guidance.

3. Teachers shall ensure that grading practices are accessible, unbiased, and supportive of all learners, including those receiving special education or related services.
4. All grading shall be aligned with state curriculum standards and follow NC DPI grading and reporting guidance.

IV. Grading Scale (Grades 3-12)

ENCSD shall follow the North Carolina State Board of Education's standard 10-point grading scale:

Grade	Range	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Below 60	0.0

- Honors courses: +0.5 quality points
- Advanced Placement (AP) and Dual Enrollment courses: +1.0 quality point
(See NC SBE Policy GRAD-009 for weighting standards)

Note: ENCSD uses the 10-point grading scale for individual student grades in accordance with NC State Board of Education Policy GRAD-009. For school accountability and reporting, performance grades are calculated on a 15-point scale as required by G.S. 115C-83.16

V. Grades for K-2 and Students on Extended Content Standards

For students in grades K-2, a standards-based reporting system will be used to

reflect student progress toward mastery of foundational academic skills and individual learning goals. The North Carolina Department of Public Instruction (NCDPI) OSNU grading scale (O-Outstanding, S-Satisfactory, N-Needs Improvement, U-Unsatisfactory) will be utilized in accordance with state policy and guidelines. Progress for students with significant cognitive disabilities shall be aligned with their IEP goals, per IDEA and NCDPI Exceptional Children (EC) Division guidance.

VI. Grading Procedures

A. Assessment and Evidence of Learning

Grades shall be based on a variety of academic evidence including, but not limited to:

- Classwork and homework
- Quizzes and tests
- Projects and presentations
- Performance tasks
- Teacher observations

B. Make-Up Work and Late Assignments

It is the responsibility of the student to make up all work missed due to absence from school. Students must have an opportunity to make up work or tests missed during an absence, and make-up work will be graded at a standard consistent with the original assignment.

Students will have the same number of days to complete make-up work as the number of days they were absent (e.g., 2 days absent = 2 days to make up work). It is the student's responsibility to contact their teacher(s) regarding missed assignments and instruction. The school principal, in cooperation with the teacher(s), may extend the make-up window in cases of extended absences or emergency situations.

Teachers must provide make-up opportunities and appropriate flexibility in accordance with North Carolina Department of Public Instruction (NCDPI) policy and the student's Individualized Education Program (IEP). Students with IEPs must receive support and accommodations as documented in their IEPs.

The school principal shall ensure full compliance with make-up work procedures throughout the school.

C. Academic Integrity

Academic honesty is expected of all students. Incidents of cheating or plagiarism will be addressed through appropriate disciplinary measures; however, students will be provided the opportunity to demonstrate content mastery through an alternative assessment. Disciplinary actions for academic dishonesty will not deny students the opportunity to demonstrate mastery.

D. Progress Reports and Report Cards

Progress reports will be issued mid-quarter, and report cards will be distributed at the end of each quarter. Teachers shall maintain ongoing communication with parents and guardians about student performance, including through the parent portal, scheduled conferences, or upon request.

E. Minimum Grade Floor for Quarters 1 and 3

To encourage students to remain engaged and motivated throughout the academic year, no student shall receive a grade lower than 50 in the first (Q1) and third (Q3) grading quarters.

- Teachers must enter the earned grade in the comment section for parents in Infinite Campus
- The posted grade shall then be overridden to 50 in Infinite Campus
- This provision applies only to Quarter 1 and Quarter 3 grades and does not affect semester or final course grades, which must reflect actual student achievement.

F. Parent and Guardian Communication

Parents/guardians shall have timely access to information about student progress. Teachers are expected to communicate concerns early and document efforts to support student learning.

G. Late Work and Missing Assignments Policy

ENCSD is committed to fostering responsibility and accountability in students while ensuring that grades reflect content mastery. The following guidelines apply to late work that is not covered under excused absences, IEPs:

Days Late Grade Deduction

1 Day	-5 points
2 Days	-10 points
3 Days	-15 points
4+ Days	Assignment earns a failing grade of 50

- Teachers will continue to accept the assignment after four days, but the maximum score that may be earned will be a 50.
- Students are encouraged to complete all assignments regardless of lateness to support learning.
- This late work policy shall not supersede any accommodations or modifications required by a student's IEP.

VII. Students with Disabilities

In accordance with IDEA, Section 504, and ADA:

1. Students with disabilities must be provided the accommodations and/or modifications documented in their IEP.

2. Grades must reflect student progress toward grade-level standards and/or IEP goals.
3. A student's disability shall not be used as a reason to reduce academic grades unless it directly impacts performance and is addressed through the IEP process.
4. Teachers must use differentiated assessment methods as needed to ensure equity in grading.

VIII. Staff Responsibilities and Training

- All instructional staff shall receive annual training on grading policies and practices, including updates to NC DPI guidance.
- Teachers are responsible for maintaining accurate and current records of student grades.
- This policy shall be reviewed annually and revised as needed to remain compliant with state and federal regulations.

Cross References:

- NC State Board of Education Policy GRAD-009
- NC DPI EC Division Policies and Procedures
- IDEA (20 U.S.C. § 1400 et seq.)
- Section 504 (29 U.S.C. § 794)
- Americans with Disabilities Act (42 U.S.C. § 12101 et seq.)
- N.C.G.S. § 115C-12(9c)

Book traversal links for Policies

- [◀ Internet Safety Policy 3225/4312/7320](#)
- [Up](#)
- [Section 4000 Students ▶](#)