



**PCHS eLearning Grade Policy 9.25.20**  
**PCHS Department: [Mathematics](#)**

**eLearning Department Grading Purpose and/or Philosophy: (Please make sure to address equity issues, as well as the challenges of the eLearning environment in the department philosophy.)**

**[A student's grade is reflection of a student's mastery & comprehension in designated topics and skills of the course, during and by the end of an instructional period. Considering the challenges of eLearning and to accommodate the pressure students are under, the Math Department has voted to suspend the Standards Category during eLearning and Hybrid mode of instruction. Additionally, certain topics have been eliminated for eLearning as decided by each PLC.](#)**

**[All math courses still align with the Common Core and State standards, maintaining the purpose of preparing students for success in subsequent courses, by extensive PLC work, various ways of checking for understanding, and multiple ways of assessing.](#)**

**Grade Scale:**

<b>100-90</b>	<b>A</b>
<b>89-80</b>	<b>B</b>
<b>79-70</b>	<b>C</b>
<b>69-60</b>	<b>D</b>
<b>59-0</b>	<b>NC (No Credit)</b>

**Reminder: This grade scale was approved by the Board of Trustees. Any difference from this requires a waiver first from the Department Administrator.**

**Note: A grade of NO CREDIT (NC) indicates that a student will have to retake the course and earn a passing grade of D or better in order to earn PCHS credit. Although a D does earn a student PCHS credit, many colleges including A-G requirements, require that students earn a C or better in any course.**

**In extreme cases, teachers may assign an INCOMPLETE (INC) grade. Teachers should first discuss this with the student, parent, the student's counselor, and Dr. Lee. In this extreme case, both the teacher and the student will have an agreed upon date in which to complete any assignments.**

**Department/PLC/SLC Policies**

- 1. Please provide an explanation of any grading system/assessment key terms used by the PLC/SLC (ex: DBQ, FRQ, Performance Task, Practice, Standard Quiz, CER).**

**[CFU: Check for understanding](#)**

**[GO: Graphic Organizer](#)**

**[DNF: Did Not Finish](#)**

**[LT: Late](#)**

**[NC: No credit](#)**

**[Consult individual teachers for other key terms in their courses.](#)**

2. Provide weighted category values, if used. *See pages 3 & 4*
3. Explain use of the Missing Assignment, No Credit Values, Zero Value in the grade system.  
*Some accept late work until unit test: for partial credit.*  
*Consult individual teacher's policy for their specific courses.*
4. Explain Late Work/Make-Up Work practices  
*Consult individual teacher's policy for their specific courses.*
5. Consider noting whether you round up grades or not and why.  
*Some round grades at the end of semester depending on the student's overall performance.*  
*Consult individual teacher's policy for their specific courses.*
6. Include established, common rubrics:  
*Some PLCs establish common rubrics in some individual tasks, projects and assignments.*
7. Include AP courses and singleton courses in this area: *included*

**2020-2021 Math Department eLearning  
Weights of Grade Categories by Course**

<b>Courses</b>	<b>Assignments</b>	<b>Assessments</b>	<b>Quizzes/Activities</b>	
Algebra 1	30%	40%	30%	
Geometry	30%	40%	30%	
Algebra 2	30%	40%	30%	
Math Analysis	20%	40%	40%	
Advanced Math Concepts/Skills	25%	40%	35%	
AP Statistics (covid-specific)	Warmup 10%	Projects 20%	Classwork/ Homework 30%	Tests 40%
High School Calculus (different weighting than usual)	Assignments 15%	Assessments 40%	Projects/Performance tasks/quizzes 45%	
AP Calculus (different weighting than usual)	Assignments 25%	Tests 30%	Quizzes 30%	Final 15%

**Math Department Credit Policy**

If the student earns a "NC" in this course, they will not earn any credits and must repeat the course and pass with a grade of C or better in order to advance to the next math course. If the student earns a "D" grade, he/she will receive high school credits towards graduation, but will not receive any credit towards meeting college entrance requirements and must repeat the course and pass with a grade of C or better before advancing to the next math course.

**Algebra 1:**

**Assignments** (based on student effort - practice/HWK, IXL, Class participation, warm-ups, notes): 30%

**Quizzes/Activities** (based on student performance-graded assignments) Edpuzzle, CFUs, Quizzes, projects, DeltaMath): 30%

**Assessments** (Summative and graded - tests, projects, final exams, midterms): 40%

**Geometry:**

**Quizzes/Activities** (discussion, Edpuzzle, CFU, Delta Math, Class CFU/Virtual whiteboard, quizzes, projects, etc.): 30%

**Assignments** (practice, Zoom activities, IXL, workbook, textbook, notebook/notes, Kahoot!, breakout rooms, discussion, participation): 30%

**Assessment** (projects, performance tasks, tests, quizzes): 40%

## **Algebra 2:**

**Quizzes/Activities:** Quizzes, Standards Quizzes, Performance Tasks - 30%.

**Assignments:** Homework/classwork - 30%.

**Assessments:** Tests, Unit Exams, Finals - 40%.

## **Math Analysis:**

**Quizzes/Activities:** Quizzes, Performance Tasks, Projects etc - 40%.

**Assignments:** asynchronous work, synchronized work - 20%.

**Assessments:** Tests, Unit Exams, Finals - 40%.

## **AMC/AMS:**

**Quizzes/Activities:** Quizzes, Performance Tasks, Projects, Edpuzzle videos, warmups etc - 35%.

**Assignments:** asynchronous work, synchronized work - 25%.

**Assessments:** Tests, Unit Exams, Finals - 40%.

## **AP Statistics:**

**Warmup** - 10%

**Projects** - 20%.

**Classwork/homework** - 30%

**Tests**-40%

## **High School Calculus:**

**Assignments** - 15%

**Assessments:** Chapter tests, Final - 40%

**Projects/Performance tasks/Quizzes** - 45%

## **AP Calculus:**

**Assignments** - 25%

**Tests**- 30%.

**Quizzes** - 30%

**Final** -15%