SOUTH CAROLINA VIRTUAL CHARTER SCHOOL
GRADING POLICY

Purpose

To establish the school's vision for grading and assessment of student academic progress.

The Board believes grading practices should accurately communicate student achievement, support student mastery of state academic standards, and ensure compliance with applicable requirements governing grading, formative assessments, benchmark assessments, credit recovery, and content recovery.

Grading Based on Actual Performance

South Carolina Virtual Charter School shall maintain grading practices that accurately reflect student performance and comply with applicable South Carolina law and regulations. South Carolina Virtual Charter School shall not adopt or require any grading system, policy, rule, or practice that requires a teacher to assign a minimum grade or score that exceeds a student's actual performance on required assignments.

Formative and Benchmark Assessments

South Carolina Virtual Charter School shall administer formative assessments in compliance with all applicable requirements of South Carolina law and the South Carolina Department of Education, including requirements governing state-approved formative assessments and their administration during the school year.

Formative assessments shall be used to provide information regarding student learning and mastery of state academic standards and to inform instructional planning, intervention, enrichment, and other appropriate supports for student academic progress.

The purpose of any benchmark assessment will be to inform and improve instructional practices through evaluation and monitoring of student mastery of state academic standards.

South Carolina Virtual Charter School shall not require student performance on formative assessments required by S.C. Code Ann. § 59-18-310(D) or benchmark assessments to be included in the calculation of a student's final grade, except as permitted by S.C. Code Ann. § 59-29-250(D):

> A formative or benchmark assessment may only be included in a student's final grade when
> - The assessment is an end-of-course assessment; or
> - The assessment was developed by or was directly accessible to the course instructor before it was administered and exclusively measures content that was previously taught in the course.

Student results on benchmark assessments shall be made available in a timely fashion to educators, students, and parents following administration of the assessment.

The administration, use, scoring, and reporting of formative and benchmark assessments shall comply with applicable state law, regulations, and requirements of the South Carolina Department of Education.

Credit Recovery and Content Recovery

Credit recovery and content recovery programs, when offered, shall be administered in accordance with the South Carolina Uniform Grading Policy, applicable South Carolina law, and the school's Credit Recovery and Content Recovery Policy.

Eligibility for credit recovery and content recovery shall be administered in accordance with applicable requirements concerning completion and submission of required assignments.

Legal References

- S.C. Code Ann. § 59-18-310(D)
- S.C. Code Ann. § 59-29-250(A), (B), (C), (D), (F), and (G)
- SC Uniform Grading Policy
- Applicable regulations and requirements of the South Carolina State Board of Education and South Carolina Department of Education