

# Forest Pines Drive Elementary School

## School Grading Plan 2015 – 2016

In the Wake County Public School System, we are committed to maintaining rigorous performance and achievement standards for all students and to providing a fair and consistent process for evaluating and reporting student progress that is understandable to students and their parents and relevant for instructional purposes.

The information below shares specific information about grading at our school.

### Homework

The following are school-wide expectations for homework:

At Forest Pines Drive Elementary, we define the term “**homework**” as school related instruction that is to be completed outside the classroom. It should fulfill the following purposes:

- To enrich and extend school experiences through related home activities
- To reinforce learning by providing practice and application
- To stimulate effort, independence, responsibility and self-direction

#### Homework Guidelines

Homework will provide practice to reinforce skills learned in class.

Homework will provide a daily opportunity for parents to encourage their children to succeed in school.

All homework assignments will be completed on time.

Students will turn in work that is neatly done.

#### Frequency:

- K - Encourage reading for pleasure - occasional optional assignments to enrich and extend school experiences
- 1<sup>st</sup> - Not to exceed an average of 20 minutes
- 2<sup>nd</sup> - Not to exceed and average of 30 minutes
- 3<sup>rd</sup> - Not to exceed an average of 40 minutes
- 4<sup>th</sup>/5<sup>th</sup> - Not to exceed an average of 50 minutes

Homework will be assigned Monday through Thursday nights. Occasionally, some projects may extend into the weekend. Parents are expected to contact teachers if homework was not completed due to unavoidable circumstances.

#### Examples of possible assignments:

- |                    |               |
|--------------------|---------------|
| *Reading logs      | *Observations |
| *Experiments       | *Drawings     |
| *Reports           | *Interviews   |
| *Creative Writings | *Drills       |
| *Reading           | *Research     |

The school's Homework Plan can be found in the Student Handbook.

The following are grade/subject specific expectations for the completion and grading of homework:

**Kindergarten-** Monthly Homework Calendar starting in November is optional and reading nightly.

**First-** Checked for completion but not graded.

**Second-**

- Reinforces and supports classroom learning and is differentiated.
- Students will have retelling sheets that correspond to their reading level
- Students are given Sunshine Math as an extension or differentiated work to assist them if they are having difficulty with current mathematical concepts

**Third-**

- Daily homework (M,T,W,R) given in a weekly packet
- Assessed for completion
- Covers reading and math standards
- Given out by team (all teachers assign the same weekly packet)
- Differentiated according to reading level (book choice)
- Challenge math will be offered on wiki
- Parent math information letters with video will be posted on wiki

**Fourth-**

- Paragraph of the week – writing practice
- Nightly math homework
- Read 20 minutes a night

**Fifth-**

- Nightly reading for a specified amount of time
- Nightly math to review skills covered
- Additional practice to reinforce ELA skills

Modify homework assignments as needed

**Specialist-** Follow all school expectations

**Classwork & Assessments**

The following are school-wide expectations for classwork and assessments:

- Classwork may/may not be graded
- Pre-assessments are used to find out what the student knows already. Post assessments are used to find out what the child has gained
- Work is evaluated on a 1-4 level system based on Wake County's definition

1- Non proficiency	Student does not yet demonstrate an understanding of standards, concepts, and skills taught during this reporting period.
2- Approaching proficiency	Student is approaching an understanding of the standards, concepts and skills taught during this reporting period.
3- Proficient	Student consistently demonstrates an understanding of the standards, concepts and skills taught during this reporting period.
4- Exemplary	Student consistently demonstrates an in-depth understanding of the standards, concepts and skills taught during this reporting period.

The following are grade/subject specific expectations for the completion and grading of classwork and assessments:

**Kindergarten**- Classwork is checked but not graded. Not all assessments are put into power schools.

**First**- Not all classwork is graded.

**Second**-

- Extensions are given for students who have mastered basic curriculum.
- Kids that require modifications are given those in the classroom.

**Third**-

- Classwork varies among teachers
- Some common assessments are utilized and some individual teacher assessments are utilized (depending on class needs)
- Differentiated instruction

**Fourth**- Modify assignments as needed

**Fifth**-

- Students complete projects, tests, quizzes, worksheets, games, technology assignments, to show understanding of concepts learned
- Differentiate assignments as needed

**Specialist**-

- PE: Visual demonstration
- Music: visual and auditory
- Art: Projects/verbal questions
- Science: covers 3 standards for each grade level

### **Missed Work**

The following are school-wide expectations for missed work:

- If the absence is approved in advance and/or if the work is assigned by the teacher in advance, all make-up work, including tests assigned for the day of return, is due upon the student's return to school. Teachers should use discretion and may make exceptions in the case of students whose excused absences were not planned in advance, were beyond the student's control, and the nature of which would not support make-up work the day of return.
- If the make-up work has not been assigned in advance, for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work. Special consideration will be given in the case of extended absences due to injury or chronic illness.
- Students will either complete assignments in class, or be asked to complete at home.

The following are grade/subject specific expectations for the completion and grading of missed work:

**Specialist**-

- Art: They are allowed to take it home
- Music: If they miss, there is no make-up
- PE: If they miss, there is no make-up

## Prevention-Intervention Plan

For students at risk of academic failure, our school seeks to provide a prevention/intervention system that promotes successful completion and mastery of work. Details of our plan are below.

The following are school-wide expectations for how we support prevention-intervention efforts:

- Small group/individualized instruction and pull out or push in from interventionists
- Instruction is differentiated to meet the needs of all learners
- mCLASS benchmarks are given 3 times yearly and communicated to parents
- Grade levels meet monthly with interventions to review students at risk
- Tier II plans are created for students who are not making adequate growth
- Students at risk are progress monitored

The following are grade/subject specific expectations for prevention and intervention:

### **Specialist-**

- Art: peer buddying
- PE: modified lessons, simplify plans
- Music: different instrument choices

## Extra Credit

Extra credit is offered at the professional learning team's discretion. Where it is offered, extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLTs.

Students in standards based grading do not need extra credit opportunities. They are provided extra opportunities to show mastery of standards. Level 4 opportunities are also modeled and provided.