

Scotts Ridge Elementary

School Grading Plan

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 Scotts Ridge Elementary.

Level Descriptors

Standards based grading is used to report student proficiency on curriculum standards.

Level	Description	
4	Consistently demonstrates an <i>in-depth</i> understanding of the standards	The student is able to reach beyond the expectation of the standard to a higher level of understanding and/or application.
3	Consistently demonstrates an understanding of the standards	The student consistently demonstrates an understanding of the concept.
2	Is <i>approaching</i> an understanding of the standards	The student is either inconsistent in demonstrating an understanding or needs some teacher support to demonstrate an understanding of the concept.
1	<i>Does not</i> yet demonstrate an understanding of the standards	Even when provided teacher direction and support, the student is not able to demonstrate an understanding of the concept.

Additional details about specific level descriptors are available at the conclusion of this document.

Homework

The following are school-wide expectations for homework:

Homework provides students the opportunity to practice and apply previously taught skills and concepts. The total approximate time per day for completing all homework, including independent or shared reading, is:

- Kindergarten: maximum 20 minutes (including approximately 10-15 minutes independent/shared reading)
- First Grade and Second Grade: maximum 30 minutes (including approximately 15-20 minutes reading)
- Third Grade and Fourth Grade: maximum 40 minutes (including approximately 20-25 minutes reading)
- Fifth Grade: maximum 50 minutes (including approximately 25-30 minutes reading)

If a child is spending considerably more or less time on homework than the time listed, the teacher should be notified.

- No homework will be required over weekends.
- Homework reinforces concepts that are taught in school.
- Homework may be differentiated per teacher discretion.
- Homework is checked for completion and effort and may be factored into the student's work habits score. Only work completed at school will count toward a student's grade. Homework will be marked with a star, check, P, or other non-numerical mark.

Classwork (Assignments and Assessments)

The following are school-wide expectations for classwork:

- Grade levels work together to gain a consistent understanding of the standards. However, specific activities or texts used may vary from classroom to classroom. It is a teacher's discretion which assignments will be used for a grade, though common grade level assessments are utilized.
- Teachers will use a combination of formal (tests, projects, tasks) and informal assessments (teacher observation, student conference, exit ticket) to gather student grades.
- With standards based grading, assignments are not weighted. That means that tests and quizzes do not count more than graded classwork. Therefore, classwork makes up the most significant portion of a student's grade.
- Each quarter, every student will have multiple opportunities to demonstrate mastery of each standard that has been taught.

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

- Any portion of incomplete assignments turned in will be scored for mastery of the targeted standards.
- Students will be provided additional time to complete any work for a grade that was not completed in the time allotted.
- Chronic incomplete work for a student will impact the student's report card as reflected in the work habits score.

Standardized Assessments

The following are school-wide expectations for assessments:

- The state requires mClass reading assessments to be administered three times each year (beginning, middle, and end). The results of these assessments are communicated through the Home Connect Letter and do not impact a student's grade.
- The district requires Case 21 assessments to be administered in Reading and Math to second through fifth graders at the end of the second quarter. Additionally, fifth grade students take a science assessment at the end of the second quarter. The results of these assessments do not impact a student's grade.
- Other required assessments include End of Grade (EOG) testing for third, fourth, and fifth grade students as well as the Beginning of Grade (BOG) test for third graders in reading. Parents receive individual score reports with results from these assessments. They also do not count for a grade.
- Grade level PLTs may develop and administer common assessments to track student learning.

Missed Work

The following are school-wide expectations for missed work:

- For absences of one (1) to three (3) days, the students 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.
- Work will not be provided prior to any anticipated student absences. Students will receive any missed work that needs to be made up upon returning to school following an absence.
- Only work completed at school will count toward a student's grade.

Parent Communication

The following are school-wide expectations for parent communication:

- A parent-teacher conference is required twice each school year. Phone conferences may be held if the parent and teacher are unable to find a mutually agreed upon day and time for a face-to-face conference.
- Additional conferences may be requested by either the teacher or the parent as needed.
- Work samples that indicate the level of student achievement toward the standard will be sent home regularly. Not all work will be graded.
- All students will receive a report card at the conclusion of each quarter. Additionally interim progress reports are sent home to all students at the midpoint of each quarter. (Kindergarten begins sending interims during the second quarter.)

Extra Credit

Extra credit opportunities are not offered at Scotts Ridge Elementary. However, students will be given multiple opportunities to demonstrate their understanding of all content standards.

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:

If a student is struggling with any aspect of development (academic, social, behavioral, and emotional), there is a system of support in place at Scotts Ridge Elementary that is aligned with the district, state, and national model of intervention. The model is multi-tiered and involves support through three primary tiers. This model of support is referred to as Multi-Tiered System of Supports.

- **Tier I** refers to the practice of providing all students with sound research-based curriculum and school-wide positive behavioral support through the use of a range of proven instructional strategies (i.e. Common Core, Positive Behavioral Intervention and Supports (PBIS)). Various sources of data are utilized to ensure that all students are responding to instruction. As part of core instruction, students receive a mix of whole group instruction, small group instruction, and individual conferencing.
- **Tier II** support is provided to any student who falls below the academic or behavioral standards that are expected from instructional strategies used at Tier I. Data is monitored regularly by PLTs as well as the Intervention team. Once a need is identified, a plan is developed for students who are in need of this level of support. An intervention that is designed to address targeted student needs can be provided within the regular classroom or within a smaller learning setting, such as the English as a Second Language Program or the Reading Intervention Program. Students receiving Tier II support are monitored frequently to help determine progress with the use of these additional supports. Parents will be notified by the teacher if their student is identified to receive Tier II support and PEP documents will be sent home at each review.
- **Tier III** refers to the most intensive level of intervention support and is reserved for the small percentage of students who continue to demonstrate significant academic, behavioral, or emotional delays after receiving support at Tier II. The Tier III team identifies additional interventions and progress monitoring in an attempt to accelerate student learning.
- **Special Education Services** might be considered for students who continue to struggle and show a slow rate of response to Tier III interventions and strategies, as this might indicate the presence of an educational disability.

Specials Grades

The following are school-wide expectations for specials grades:

- Grades are given for Music, Art, and PE each semester and will appear on second and fourth quarter report cards for all students (K-5). The grades reflect student performance on the standards for each area.
- No specials grades are given first and third quarters.
- No grades are given for Media, Technology, or any other specials.

Special Education Grades

The following are school-wide expectations for special education grades:

- Students with an IEP will receive a progress report with each quarterly report card. This progress report measures student growth on individual goals on each student's IEP. The levels are defined differently for IEP progress reports and there are no numeric grades.

Level	Descriptor
Annual goal has been mastered	Data demonstrates mastery according to the individual goal.
Consistent progress towards mastery of annual goal	Data demonstrates progress at a rate that will allow the student to meet the goal within the life of the IEP.
Inconsistent progress towards mastery of annual goal	Data shows a lack of progress or inconsistent growth without an upward trend.
Refer to comment below	This is typically used when an annual review has recently been conducted and there is not enough data to measure progress.

- In addition to the IEP progress report, students in special education will receive general education report cards and interims measuring student performance on the grade level standards.

Subject Area Level Descriptors

Level	Language Arts	Mathematics
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4	<ul style="list-style-type: none"> • Demonstrates proficiency of the standard with complex texts that are written beyond grade level • Consistently applies and extends the standard while reading • Consistently applies the standard with a high level of independence 	<ul style="list-style-type: none"> • Consistent performance beyond proficiency • Works independently • Understands advanced concepts • Applies strategies creatively • Analyzes and synthesizes • Shows confidence and initiative • Justifies and elaborates responses • Makes critical judgments • Makes applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations
3	<ul style="list-style-type: none"> • Consistently demonstrates expected proficiency of the standard with grade appropriate text • Consistently applies the standard while reading • Begins to apply the standard independently 	<ul style="list-style-type: none"> • Exhibits consistent performance • Shows conceptual understanding • Applies strategies in most situations • Responds with appropriate answer or procedure • Completes tasks accurately • Needs minimal assistance • Exhibits fluency and applies learning • Shows some flexibility in thinking • Works with confidence • Recognizes cause and effect relationships • Applies models and explains concepts
2	<ul style="list-style-type: none"> • Inconsistently demonstrates expected proficiency of the standard with grade appropriate text • Has difficulty applying the standard while reading • Applies the standard only with teacher guidance 	<ul style="list-style-type: none"> • Exhibits inconsistent performance and misunderstandings at times • Shows some evidence of conceptual understanding • Has difficulty applying strategies or completing tasks in unfamiliar situations • Occasionally responds with the appropriate answer or procedure • Frequently requires teacher guidance • Demonstrates some Level 3 competencies but is inconsistent
1	<ul style="list-style-type: none"> • Does not demonstrate proficiency of the standard and is successful only with text written well below grade level • Cannot apply the standard while reading • Does not have the requisite concepts and skills to participate in grade level instruction 	<ul style="list-style-type: none"> • Exhibits minimal performance • Shows very little evidence of conceptual understanding and use of strategies • Frequently responds with inappropriate answer and/or procedure • Very often displays misunderstandings • Infrequently completes tasks appropriately and accurately • Needs assistance, guidance and modified instruction