



## **Holly Ridge Elementary School 2024-2025 School Grading Plan**

The Wake County Board of Education recognizes the importance of homework in supplementing classroom instruction and furthering the goals of the educational program. Homework reinforces learning and fosters independence, responsibility, and self-direction.

Homework assignments should strengthen skills, provide practice in subjects that have already been taught in class, and/or improve a student's ability to work independently. Because each student spends a major part of each weekday in class and because there are other valuable experiences to be gained outside school, homework shall be planned carefully and evaluated periodically regarding its appropriateness. Teachers should take into consideration the differences in financial, educational, and technological resources of students and their parents or guardians when making assignments. In addition, the amount of time necessary to complete the tasks should be reasonable in light of the age and maturity of the students and other assignments given to the students.

### **Holly Ridge Elementary Homework Policy**

Holly Ridge Elementary School's Homework Policy aligns with the guidelines of the **WCPSS Board Policy 3135**. The research-based guidelines for minutes of homework per day are:

Kindergarten: 20 minutes per day

First Grade: 20 minutes per day

Second Grade: 20 minutes per day



Third Grade: 50 minutes per day

Fourth Grade: 50 minutes per day

Fifth Grade: 50 minutes per day

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

- Each teacher should follow the WCPSS guidelines concerning the amount of homework assigned and the length of time required for completion.
- The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.
- Homework assignments should be specific, within the student's ability and have clearly defined expectations. Questions related to the completion of a homework assignment should be answered and clarified.
- Homework assignments are not to be graded but considered practice and considered in reporting a student's work habit grade.
- Homework should not be given as busy work or as punishment.
- Homework should not be assigned on weekends, holidays, etc.

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

- Homework will be reviewed by the teacher or together as a class to ensure students have an understanding of the material. Grades will not be taken on daily homework; however, completion of homework will be factored when reporting a student's work habit grade.
- Homework will not be given as punishment or behavior consequence.
- Parents are encouraged to communicate regularly with teachers regarding their child's progress on homework and share extenuating circumstances when necessary.



Additional homework guidelines from the **WCPSS Board Policy 3135** include:

### **I. Purposes**

In as much as the term "homework" refers to school-related instruction that is to be completed outside the classroom, it should fulfill the following purposes:

1. To enrich and extend school experiences through related home activities.
2. To reinforce learning by providing practice and application.

### **II. Assignments**

Each teacher shall follow the school's homework plan guidelines concerning the amount of homework assigned and the length of time required for completion. Additionally, the following procedures should be implemented to ensure homework is appropriately assigned:

- A. The teacher will introduce a concept or skill, thoroughly explain the concept or skill, and provide guided practice before making a related homework assignment.
- B. Homework assignments shall be specific, within the student's ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified.
- C. Homework assignments are not to be given as punishment or busy work.
- D. Homework assignments will not require the use of books or materials which are not readily available in the home or accessible to the student.

### **III. Evaluation**

Teachers shall provide specific and timely feedback on homework assignments.

- A. Homework is considered practice in grades K-5; therefore, it is reflected in the work habits grade. Homework should be considered in reporting a student's progress to



parents; however, in grades 6-12 homework should not exceed fifteen percent (15%) of a student's academic grade for a marking period.

B. To evaluate the effectiveness of a homework assignment, the following questions might be applied:

1. Does the student possess the skills needed to complete the assignment?
2. Does the assignment extend and enrich class work?
3. Does the assignment meet a real need in the student's learning experience?
4. Does the student clearly understand the purpose of the assignment?
5. Can the assignment be completed within the suggested time limits?
6. Do some assignments provide opportunities for the development of initiative, creativity, and responsibility?

*For additional information: The Holly Ridge Elementary Homework and Grading Plan can be found on our website <http://www.wcpss.net/hollyridgees> or in the HRES Handbook.*

## **Classwork & Assessments**

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

- Drives instruction
- Engages students' learning
- Connects to grade level standards
- Supports 21<sup>st</sup> century learning
- Provides differentiation to engage student learning for all learning styles
- Level 4 opportunities are offered in order for students to demonstrate their thinking and learning beyond mastery.



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

- All class work and assessments are to be completed by the student, as assigned by the teacher.
- Accommodations will be made if needed for individual students. If extended time to best meet students' needs is needed to complete class work or assessments, the teacher will make a decision as to the appropriate accommodation. Timeframes for completion will not be adjusted if the student chooses to not complete an assignment.
- If a student does not complete their work or assessments in the specified time frame, the teacher will contact parents, develop a Tier II plan if appropriate, and/or discuss within their Professional Learning Community solutions to allow every student to be successful at Holly Ridge Elementary School.
- Holly Ridge ES will adhere to **WCPSS Board Policy 3135**

### Standards-Based Grading

Student performance is shown with levels of 1 to 4 to indicate whether the student has met the expectations set by the state in the Standard Course of Study and to indicate whether the student has the necessary skills and concepts to be successful in the next quarter or next grade. Teachers use a variety of informal/formal assessments which include observations and evidence collected throughout the grading period to determine the student's level of proficiency. The descriptors for each level have been aligned to the expectations of the new Standard Course of Study (Common Core State Standards and NC Essential Standards) for all content areas.

Level 4 - Exemplary



- Students consistently demonstrate an in-depth understanding of the standards, concepts, and skills taught during this reporting period.

#### Level 3 - Proficient

- Students consistently demonstrate an understanding of the standard, concepts, and skills taught during this reporting period.

#### Level 2 - Approaching Proficiency

- Students are approaching an understanding of the standards, concepts, and skills taught during this reporting period.

#### Level 1 - Non-Proficient

- Students do not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period.

### **Conduct and Work Habits**

Students will receive grades (1, 2, or 3), separate from the content area, for conduct and work habits. In reporting on conduct, the teacher can indicate whether the student meets expectations in cooperating with others, respecting others, and observing rules and procedures in line with LABS expectations.

(Listen and Follow Directions, Act Respectfully, Behave Responsibly, Succeed)

In reporting on work habits, the teacher can indicate whether the student uses time wisely, listens carefully, completes assignments, writes legibly, works independently or seeks help when needed, and completes work. The following descriptors will be used:

3 - meets expectations

2 - inconsistently meets expectations

1 - does not meet expectations



### **Missed Work**

The following are school-wide expectations for missed work:

- For absences that are approved in advance and/or if the work is assigned by the teacher in advance, all make-up work assigned for the day of return is due upon the student's return to school.
- 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.

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

- It is the student's responsibility to submit to their classroom teacher all completed assignments in the specified amount of time.
- Teachers will work with students on an individual basis to ensure completion of missed work.

### **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:

- Core instruction is protected for the majority of students



- Intervention/literacy teachers, ESL, AIG, CCR provide support instruction via the pull-out model and/or co-teaching model
- K-5 teachers provide personal differentiation to meet all student needs
- K-5 teachers provide multiple opportunities to re-assess core standards

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

- K-5 teachers create Tier II plans for all students who are not meeting benchmarks on their report cards for two consecutive quarters in reading and/or math. Based on data, teachers progress monitor individual needs to ensure the growth of every student
- Grade level professional learning teams participate in kid talk to develop strategies for interventions for at-risk students.
- K-5 students who show progress continue with their Tier II plan until they reach proficiency
- Literacy Coaching is available to work with teachers of K-2 students
- An Intervention Teacher works with 3-5 students
- K-5 students who do not show sufficient progress, according to data, are referred to the school based Intervention Team

### **Extra Credit**

Extra credit does not apply to Standards Based Grading and is not used at Holly Ridge Elementary.

### **Honor Code**

Academic honesty is essential to excellence in education and is directly related to the Board's educational objectives for students to promote integrity and self-discipline in





students. As all schoolwork is a measure of student performance, academic honesty facilitates an accurate measurement of student learning.

Each student, parent, family and staff member has a responsibility to promote a culture that respects and fosters integrity and honesty. Academic integrity and honesty requires that all stakeholders share responsibility in the fulfillment of this policy.

In fulfilling these responsibilities:

- Students will collaborate with their peers to foster a culture of academic integrity; refrain from participating, either directly or indirectly, in any form of cheating or plagiarism; and adhere to the honor code (Under the Prohibited Behavior section);
- Parents and family members will actively support the honor code by encouraging their child(ren) to foster and uphold a culture of academic integrity;
- Staff will establish and annually teach expectations regarding academic integrity and honesty; and promote the honor code.

#### **A. Prohibited Behavior**

**1. Cheating:** Cheating is an academic deception where a student intends in some way to receive or attempt to receive credit for work not originated by the student, to give or receive unauthorized assistance, or to give or receive an unfair advantage on any form of academic work.

Cheating includes, but is not limited to:

- Copying from another student's examination, assignment, or other coursework with or without permission;
- Allowing another student to copy work without authorization from a teacher or administrator;



- Taking an examination, writing a paper, or completing any other assigned academic task on another student's behalf;
- Using notes or resources in any form, including written or online, without authorization;
- Sharing or accepting from another, without authorization, any examination content, questions, answers, or tips on an assessment or assignment through the use of notes, scratch paper, social media, or any type of written, oral, or electronic communication.

**2. Plagiarism:** Plagiarism is using passages, materials, words, ideas, and/or thoughts of someone or something else and representing them as one's own original work without properly crediting the source.

Plagiarism includes, but is not limited to:

- Copying text, images, charts, or other materials from digital or print sources without proper citation;
- Intentional misrepresentation of work as your own by paraphrasing of items from digital or print sources without proper citation;
- Using translation tools or resources to translate sentences or passages without permission;
- Using a thesis, hypothesis, or idea obtained from another source without proper citation.

**3. Falsification or Deceit:** Intentional acts of falsification or serious deceitful misconduct that threaten the health, safety, or welfare of others, or that cause a substantial detrimental impact on school operations or other individuals are prohibited.

Falsification or deceit includes, but is not limited to:



- Falsifying another person's name on a school-related document such as a test or report;
- Buying or selling test questions or answers;
- Copying secure test materials and providing the materials to others;
- Paying for or receiving anything of value to complete a school assignment.

## **B. Violations**

1) Staff will intervene and re-educate students to promote positive change in student behavior.

2) A student's grade may or may not be impacted by a violation. If the violation impacts a student's grade, the school may impose academic consequences according to the following criteria: (a) when reasonably possible, the student will be expected to complete the assignment or an alternative assignment as determined by the professional learning community (PLC) guidelines and will do so in an honest manner consistent with the honor code, and (b) the student may receive full, partial, or no grading credit for the assignment as determined by PLC guidelines approved by the Principal. Guidelines will consider the age of the student, the student's performance on a repeated or alternative assignment, the student's number of violations of the Honor Code during the school year, and the gravity or level of the violation.

3) A violation of the Honor Code may or may not result in a disciplinary consequence. Staff will address violations of this policy under Board Policy 4309, Student Behavior – Code of Conduct, Levels I-11 (Honor Code) and Level II-1 (Falsification or Deceit) as applicable.

Level I-11 (Honor Code) states: "All students are expected to adhere to the academic Honor Code. Disciplinary consequences for violations of this policy will typically be consistent with Level I violations."

Level II-1 states that, "Intentional acts of falsification or serious deceitful misconduct that threatens the health, safety, or welfare of others, or that cause a



substantial detrimental impact on school operations or other individuals, are prohibited." A further description of Falsification or Deceit is set forth above in this policy.

4) Violations of the Honor Code may impact eligibility for school privileges including but not limited to athletic participation, honors, or awards. Further, this policy does not prevent consequences from being imposed by other organizations or regulations.