

Pleasant Grove 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 Pleasant Grove 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.

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 is:

- Kindergarten, First Grade, Second Grade: 20 minutes
- Third Grade, Fourth Grade, Fifth Grade: 50 minutes

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

- 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 and feedback provided to support student learning.

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

- K – Following open house homework will be sent home weekly. Occasionally a project may be sent home that enhances a unit. Homework will be checked and feedback provided regarding completion and accuracy.
- 1 – Students should read nightly. Parents should listen to students read then ask students questions about the text to check for understanding. Suggested math activities and/or practice sheets are given weekly as concepts are taught. Occasionally a project may come home that requires parent assistance.

- 2 – Homework will be given Monday through Thursday. Students are expected to read a book for 15 minutes and complete one written response question each night. They will also complete a daily math assignment.
- 3 – Homework will be assigned daily (Monday through Thursday). Math homework should be returned the following morning. Reading response assignments are due on Friday mornings. Students are expected to read for 20 minutes each night.
- 4 – Homework in reading will be assigned daily (Monday through Thursday). Math homework is assigned 1-2 times per week to be turned in the following morning. Homework can be up to 50 minutes per day in addition to assigned reading time per WCPSS policy.
- 5 – Homework will be assigned daily (Monday through Thursday) to be turned in the following morning. Beginning 4th quarter, occasional weekend homework will be sent home in effort to promote weekend time management in preparation for middle school.

The school's Homework Plan can be found posted on the school website, www.wcpss.net/pleasantgrovees

Classwork (Assignments and Assessments)

The following are school-wide expectations for classwork:

- It is a teacher's discretion which class assignments will be used for a grade.
- **Teachers will use a combination of formal assessments (tests, projects, tasks) and informal assessments (teacher observation, student conference, exit ticket) to gather student grades.**
- Classwork makes up the most significant portion of a student's grade.
- **With standards based grading, assignments are not weighted. That means that tests and quizzes do not count more than graded classwork.**
- 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 in third, fourth, or fifth grade 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 designates specific reading assessments to be administered at least three times each year (beginning, middle, and end). The results of these assessments are communicated through information sent home to families and do not determine a student's final grade.
- Periodically students in grades 2-5 may complete benchmark assessments in Reading and Math at the end of the first, second, and third quarters. Additionally, 5th grade students may take a science assessment at the conclusion of the first, second, and third quarters. The results of these assessments do not determine a student's final 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 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.

- 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.

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

- Kindergarten and first grade students are not required to make up work missed due to a short absence.

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 meeting.
- 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, with at least some samples included in weekly Monday folders. Not all work is graded, which is especially prevalent in kindergarten and first grade.
- Teachers in grades 3-5 may use a plus (+) to indicate achievement on pieces of work that nears the expectations of the next level and/or a minus (-) to indicate achievement on work that barely meets the expectation of a level. Please know that plus/minus indicators will not be recognized on official WCPSS grade records or report cards. The pluses and minuses may be utilized to communicate borderline performance on a particular skill or assignment.
- 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.)

The following are grade/subject specific expectations for parent communication:

- K – Class Dojo, Daily communication folder
- 1 – Class Dojo, Daily communication binder
- 2 – Class Dojo, Daily communication folder
- 3 – Class Dojo for Daily or weekly communication as needed, weekly folder
- 4 – Class Dojo and weekly folder
- 5 – Class Dojo and weekly folder

Extra Credit

Extra credit opportunities are not offered at Pleasant Grove. 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 supports in place at Pleasant Grove 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 (MTSS).

- **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. 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.

- **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. Parents will be notified if their student is identified to receive Tier III support.
- **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. Parents will be notified if special education services may be considered for their student.

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 or Guidance.
- Students who are not meeting a level 3 standard in specials will receive an interim report regarding areas needing improvement.

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.