

Northwoods Elementary

School Grading Plan

2019-2020

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 Northwoods Elementary.

Level Descriptors

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

Level 4

- The student is able to reach beyond the expectation of the standard to a higher level of understanding and/or application.

Level 3

- Consistently demonstrates an in-depth understanding of the standards
- Consistently demonstrates an understanding of the standards
- The student consistently demonstrates an understanding of the concept.

Level 2

- The student is either inconsistent in demonstrating an understanding or needs some teacher support to demonstrate an understanding of the concept.

Level 1

- Is approaching an understanding of the standards
- Does not yet demonstrate an understanding of
- Even the standards
- when provided teacher direction and support, the student is not able to demonstrate an understanding of the concept.

Classwork (Assignments and Assessments)

The following are school-wide expectations for classwork:

- It is a teacher's discretion which assignments will be used for a grade.
- Teachers will use a combination of formal (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.
- 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 requires formal reading assessments to be administered three times each year (beginning, middle, and end). The results of these assessments do not impact a student's quarterly ELA grade.
- We participate in NC Math Check-ins (common assessments) which will be administered to third through fifth graders at the end of the first, second, and third quarters. Additionally, we participate in the Dreambox Math program, which will be a regular supplement to regular classroom instruction for grades 3-5. The results of these assessments will not be used as part of a student's quarterly math 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.**

Parent Communication

The following are school-wide expectations for parent communication:

- A parent-teacher conference is required twice each school year either at the school or during Parent Partnership events for our satellite families. 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, with at least some samples included in each Friday folder. Not all work is graded, which is especially prevalent in kindergarten and first grade.
- A grade will be reported for each standard assessed on an assignment.
- Some teachers may use a plus (+) to indicate achievement that nears the expectations of the next level and/or a minus (-) to indicate achievement that barely meets the expectation of a level. Though only the numeric grade is utilized in determining a student's report card grades, 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.)

Specials Grades

The following are school-wide expectations for specials grades:

- Grades are given for Art, Music, PE each semester and will appear on the 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, STEM, or Enrichment.
- Issues with a student's behavior or participation during specials will be recorded in the Work Habits and/or Conduct section of the report card.

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.