

Timber Drive Elementary School

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 our school:

Homework

The following are school-wide expectations for homework:

Timber Drive Elementary utilizes homework to enrich, remediate and reinforce standards that have already been taught in class. TDES's homework policy aligns with the guidelines of WCPSS Board policy 5510. The following are daily time-frames a student may spend on homework, including reading, for each grade level:

Kindergarten through Second Grade: Not to exceed 20 minutes

Third Grade through Fifth Grade: Not to exceed 50 minutes

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

- Homework will be reviewed by the teacher 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.

The school's Homework Plan can be found at <http://timberdrivees.wcpss.net>

Classwork & Assessments

The following are school-wide expectations for class work and assessments:

- Connects to grade level standards
- Drives instruction
- Supports 21st century learning
- Engages all students
- Relates to all learning styles
- Provides opportunities for students to demonstrate their thinking and learning beyond mastery

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

- All class work and assessments are to be completed by the student as assigned by the teacher. 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. Time frames for completion will not be adjusted if the student chooses not to complete them.

- 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 PLT strategies to increase student success.
- TDES will adhere to WCPSS Board Policy 5520 and 5520 R&P

Missed Work

The following are school-wide expectations for missed work:

- Requests for assignments for an absent student can be received the day the student returns to school. For absences of one day, the student will take missed work home the day of his/her return. The student will be given one day to complete missed assignments. For absences of two or more days, the student will have one day for each day absent to complete the work. Assignments may be picked up the day following a request by parents. Special consideration will be given in the case of an extended absence due to injury, chronic illness, or other circumstances. Please remember teachers will not be interrupted while teaching to produce student assignments.
- 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 advanced, were beyond the student's control, and the nature of which would not support make-up work the day of return

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.

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 students
- Students are provided multiple opportunities to demonstrate and maintain proficiency
- Tier II and Tier III teachers (ESL, AIG, CCR, et al) provide instructional support
- K-5 teachers provide 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 not making adequate progress. Based on data, teachers progress monitor individual needs to ensure growth.
- K-5 students who show progress continue with their Tier II plan until they reach proficiency.

- K-5 students who do not show progress at Tier II are considered for Tier III interventions.

Extra Credit

Extra credit is not offered at Timber Drive Elementary, as it is not consistent with Standards Based Grading.