

2025 - 2026 Carver 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 and homework at our school. For more information on these practices, please contact: Ms. Wenitra Merritt, Principal

Grading Plan

WCPSS uses standards-based grading for report cards. The purpose of the report card is to inform students and parents about a student's performance on the grade level standards. All elementary students receive a report at the end of each nine-week reporting period. The elementary report card provides one way for the teacher to communicate with the student and parent about the student's success in meeting the state standards for that grade and reporting on the student's classroom behavior and work habits. Parents may request a conference with the teacher to discuss their student's progress and ways to support their learning in and out of school.

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

- Students will have multiple opportunities to practice new skills and concepts before they are assessed.
- When students are practicing new skills, the work will **not be marked with a grade**.
- Students will be assessed using a variety of formative methods. These assessments will be scored using rubrics created by the grade level and the district.
- Benchmark assessments will also provide additional student data but will not be graded on Powerschools. Benchmark assessments include assessments provided by the state and the county. The state and county provide the scoring requirements for these assessments.

Student performance descriptions

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 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 Standard Course of Study and NC Essential Standards for all content areas.

- **Level 4 - Exemplary**
Student consistently demonstrate an in-depth understanding of the standards, concepts, and skills taught during this reporting period.
- **Level 3 - Proficient**
Student consistently demonstrate an understanding of the standard, concepts, and skills taught during this reporting period.
- **Level 2 - Approaching Proficiency**
Student is approaching an understanding of the standards, concepts, and skills taught during this reporting period.
- **Level 1 - Non-Proficient**
Student does not yet demonstrate an understanding of the standards, concepts, and skills taught during this reporting period.

Regional Programs accessing the Extended Content Standards

Rating Scale Description

- 4 - Extends targeted grade level extensions
- 3 - Demonstrates proficiency of targeted grade level extensions
- 2 - Needs support to meet targeted grade level extensions

- 1 - Insufficient performance of targeted grade level extensions with support

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 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

Specials

At the end of each semester, your student will also receive a report of progress on their report card from Healthful Living/PE, Music, and Visual Arts.

Homework

The following are school-wide expectations for homework:

Carver utilizes homework to enrich, remediate, and reinforce standards that have already been taught in class. Carver homework policy aligns with the guidelines of WCPSS Board policy 3135. The following are average daily time frames a student may spend on homework according to their grade level (including nightly reading):

Kindergarten: 1st Semester - 15 minutes reading; 2nd semester - 25 minutes total (15 minutes reading, 10 minutes other homework)

First Grade: 35 minutes (minimum of 15 minutes reading)

Second Grade: 40 minutes (minimum of 15 minutes reading)

Third Grade: not to exceed 50 minutes (minimum of 15 minutes reading)

Fourth Grade: not to exceed 50 minutes (minimum of 15 minutes reading)

Fifth Grade: not to exceed 50 minutes (minimum of 15 minutes reading)

PreK, ECS I and ID-Severe I/II students are not assigned nightly homework. Parents should, when appropriate, work on student communication skills and read aloud with their students.

Requests for assignments for an absent student can be received the day of the student's absence before noon or the day the student returns to school. The assignments will be available for pick up in the office the following morning if requested when a student is absent. Please remember teachers will not be interrupted while teaching to produce student assignments. For absences of one to three days, the student will have one day for each day absent to make up the work. For absences exceeding three days, the student may have two days for each day absent to make up the work. Special consideration will be given in the case of an extended absence due to injury or chronic illness.

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 on the School's website under the Family Support tab.

Classwork & Assessments

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

- Connects to grade level standards

- Supports 21st century learning
- Differentiated
- Drives instruction
- Level 4 opportunities are offered to students 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. 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.
- If a student does not consistently complete their work or assessments in the specified time frame the teacher will contact parents and discuss data within a PLC to determine if a supplemental (tier II) plan is needed.
- Carver will adhere to WCPSS Board Policy 3400.

Missed Work

The following are school-wide expectations for missed work:

- All make-up work requested for absences that are approved in advance is due upon the student's return to school.
- Absences of one (1) to three (3) days, the student will have one day for each day absent to make up work. 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.
- Work completed at home will not be graded, but will factor into a student's work habit grade.

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 all students
- Intervention teachers, ESL, AIG, CCR provide instructional support via pull out and/or push in services
- PreK-5 teachers provide differentiation to meet all student needs
- PreK-5 teachers provide multiple opportunities to assess understanding of core standards

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

- K-5 teachers create supplemental (tier II) plans for all students who are not meeting benchmarks in reading and/or math on their report cards for two consecutive quarters. Based on data, teachers progress monitor individual needs to ensure the growth of every student.
- K-5 students who show progress continue with their supplemental (tier II) plan until they reach proficiency.
- K-5 students who do not show progress move to an intensive (tier III) plan.

Extra Credit

Extra credit is not offered at Carver Elementary.