

# **Forestville Road 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:

- Homework assignments are selected to reinforce and/or extend mastery of classroom lessons and activities. Consistently completing homework assignments will support students as they move towards grade level benchmarks.
- All students should read each night for at least 30 minutes. This can be a combination of the student reading silently or aloud and of the parent reading with the child. You should always talk about the books with your child.
- All students should complete 20 minutes of Dreambox and 20 minutes of Istation each night. They should complete this work independently.

### **Classwork & Assessments**

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 be marked with a **P**.
- Students will be assessed using a variety of formative assessment methods including exit tickets, teacher observations, quick checks, verbal, digital, and written assessments. These assessments will be scored using rubrics created by the grade level PLTs.
- Benchmark assessments will also provide additional student data. Benchmark assessments include assessments provided by the state and the county. The state and county provide the scoring requirements for these assessments. (Examples: Summative Math Assessments, Istation Reading Benchmark Assessments, STAR Math, Number Knowledge Tests, Assessing Math Concepts, and EOGs)

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

- Standards Based Grading will be used to assess student work as follows:
  - Level 4: Exemplary
  - Level 3: Proficient
  - Level 2: Approaching Proficiency
  - Level 1: Non-Proficient
- Students will receive grades based on the work that they complete independently in the classroom.
- When students work in collaborative groups, their grades will reflect their effort and their contribution to the group assignment as well as the accuracy of the work completed.

## Missed Work

The following are school-wide expectations for missed work:

- 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 advance, were beyond the student's control, and the nature of which would not support make-up work the day of return.
- If the make-up work has not been assigned in advance, 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:

- All teachers grades K-5 will work with students to make up missed work as appropriate. In elementary school many of the whole class activities and small group activities cannot be made up if missed. Teachers will work with students to make certain they have an opportunity to learn any skills taught while students were not in school. Alternate assignments will be given as needed for student practice.

## 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:
- K-5 Reading Intervention Specialists will conduct intervention groups where students needing intensive intervention are pulled out of the regular classroom for additional support.
- K-5 ESL teachers provide a pull out/push in service for students who need additional support with English Language Learning.
- K-5 Special Education teachers work with those students who have Individualized Education Plans. These students may be served using a co-teaching model in the General Education Classroom or they may receive additional support in another educational setting.
- As part of our school PBIS program, the student services team provides whole class and small group Social and Emotional Learning Lessons. One of the goals of these lessons is to teach students the skills needed to self regulate and manage behaviors. It is our goal to determine the best strategies for keeping students in the classroom where learning is taking place.
- PLTs at each grade level analyze student assessment data to determine: Which students need additional instruction/intervention? Are current interventions working? Which students need enrichment?
- PLTs work together to determine research based next steps for instruction for every students
- The Intervention team is a multidisciplinary team that works with the teacher and the parents to determine next steps and interventions for at-risk students.

## Extra Credit

Standards Based grading provides multiple opportunities for students to practice new skills and to demonstrate proficiency. Extra Credit work will not be given at Forestville.