



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. For more information on these practices, please contact your child's classroom teacher.

Homework

The following are school-wide expectations for homework:

- At Vandora Springs, homework activities will be carefully planned to support fluency in the areas of reading and math.
- Specifically, our students will be asked to read, practice sight words/spelling patterns, and/or practice mastering basic math facts outside of school.

Classwork & Assessments

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

- Teachers and Professional Learning Teams will collaborate to ensure understanding of the standards, alignment of assessments, and use of the data (intervention/enrichment).
- Classwork will be purposeful, aligned to the standards, and differentiated to ensure that all students are appropriately challenged / supported.
- Assessments will be timely and used to inform instruction.

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

- The Standards Based Grading Model will be used.
 - Level 4: Exceeds Expectations
 - Level 3: Meets Expectations
 - Level 2: Meets expectations with some support.
 - Level 1: Even with support, expectations are not met OR Meets expectations with significant support.
- Because assignments are thoughtful and purposeful, it is imperative that all students do their best to complete all learning activities that are assigned to them.
- Concerns about work habits and skill mastery will be communicated to parents early and often.

Missed Work

The following are school-wide expectations for missed work:

- Students who miss class are expected to make up essential assignments/learning activities in a timely manner (1-3 days). Teachers will work with students to determine which activities are considered “essential”.

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

- Teachers will place essential work in a “while you were out” folder for students who are absent.
- Missed work should be completed during classwork time or as homework and submitted for review.

Prevention-Intervention Plan

For students at risk of academic failure, we will systematically provide targeted support at the core, strategic and intensive levels. Details of our plan are below.

The following are school-wide expectations for how we support prevention-intervention efforts:

- All students will receive targeted support via Data-Driven Small Groups each week.
 - Students who need strategic support will meet with a teacher 2-3 times per week.
 - Students who need intensive support will meet with a teacher 3-4 times per week.
 - Select students may receive additional support from an intervention teacher.
- Teachers and Professional Learning Teams will utilize data to determine which activities will benefit which students.
- Our Intervention Teachers, Math Coach, and Literacy Coach will support Professional Learning Teams in creating and implementing their data-driven small groups.
- District resources, including but not limited to: DNC, DreamBox Lessons, Recipe for Reading, and the Letterland Intervention Strand, will be used to support this work.
- In some cases, a formal Tier II or Tier III plan will be created to track progress and interventions tried.

Extra Credit

Extra Credit is not offered.