

## Reedy Creek Elementary School Grading Plan 2021-2022

According to WCPSS Board Policy 3400, the purpose of a grading system is to appropriately and consistently measure and communicate an individual student's level of mastery of defined learning objectives. All WCPSS grading and reporting practices will support the learning and teaching process and encourage success for all students. Grading practices are not to be punitive in nature.

At Reedy Creek Elementary, 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 Reedy Creek Elementary School.

### Homework

The following are school-wide expectations for homework:

Homework should be meaningful and support the standards. It should enrich and extend the school experiences and reinforce learning, therefore it should not be graded. In addition, it is for the purpose of encouraging students to work towards independence and self-direction. Grade level teachers should plan cooperatively to prevent overlapping of assignments and to consider the needs and abilities of individual students. Differentiated homework will be provided for students who are not yet proficient with the standards or who are still working on foundational skills in the upper grades. Grade levels will determine the types of assignments collaboratively to build consistency across classrooms. Some grades, particularly K-1, may elect to send all assignments for the week home on Monday to be completed over the course of the week. Recommended time parameters for daily assignments will differ by grade level but should not exceed guidelines below. In addition, students should be encouraged to read nightly. They are also encouraged to access digital tools such as Dreambox (K-5) for differentiated math practice and/or Big Universe (K-5) and myON (K-3) for engaging and diverse literature resources.

The following are grade specific expectations for the approximate amount of time required to complete homework at each grade level:

Kindergarten- 15 minutes

Grade 1- 20 minutes

Grade 2- 25 minutes

Grade 3- 30 minutes

Grade 4- 40 minutes

Grade 5- 50 minutes

Each teacher should follow the guidelines concerning the amount of homework assigned and the length of time required for completion. Additionally, teachers will introduce a concept or skill, thoroughly explain the concept or skill and provide guided practice before making a related homework assignment.

Homework assignments should be specific, within the student's ability and have clearly defined expectations. Questions related to the completion of a homework assignment should be answered and clarified.

Homework assignments are not to be graded but considered practice and used in reporting a student's work habits grade. Teachers give feedback on homework and put a "P" for practice after checking homework to go home with students.

Homework should not be assigned as a punishment. Nor should it be assigned on weekends, except as optional activities such as projects, extra practice or enrichment.

### Classwork & Assessments

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

- Students should be actively engaged in meaningful classwork that address the standards and grade level expectations should be consistent.
- There should be a variety of different assessments; grade level assessments, benchmark, short formative assessments, observations, conferencing, performance tasks, and quick check-ins, such as exit tickets or observations.
- Grade levels need to use common assessments.
- Grading assignments occur after sufficient opportunities have occurred for students to master the learning.

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

- Teachers should use Wake County's grading rubric and/or a common rubric that was created by the grade level when grading reading, writing, math, science & social studies.
- Every classwork assignment does not need a rubric/grade attached to it. Sometimes anecdotal notes are more informative. **Be consistent across the grade level.**

Grade Level PLTs should consider questions such as the following:

- Are we planning and teaching instruction based on the NC Essential Standards?
- Do the planned instruction and learning opportunities align with student assessments?
- Has the appropriate amount of instruction occurred to expect and determine mastery from students?

• In K-2, classwork is used as an instructional tool that guides the teacher's instruction. Classwork is graded with anecdotal notes or marks of completion. Some classwork receives a "P" for practice so parents know it was not done independently and was not graded. Classwork can include independent, partner and group work. The quality of classwork affects the child's work habit grades on the report card.

• In 3rd, 4th, & 5th grade, students may have independent work, partner work, and also group projects. All students should participate and complete their work in a timely manner to the best of their ability. Students will advocate for themselves when they need clarification on the work from their teacher. The classwork is used as both practice and is graded using the Wake County rubric.

### Missed Work

The following are school-wide expectations for missed work:

• Work assigned by the teacher, make-up work, including tests assigned on the day of a student's absence, can be turned in by the student when completed upon the student's return to school. Students can complete missed assignments within a given time frame provided by the teacher. Several opportunities will be provided to collect grades.

### Prevention-Intervention Plan

For students at risk of academic failure, Reedy Creek Elementary 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 to support prevention-intervention efforts at RCES:

BOY data will be evaluated to determine student needs including: mCLASS Data, summative assessments, teacher observations, report card grades, retention, special services, benchmark assessments, tier plans etc. Once student data has been reviewed, including teacher observations, a meeting will be held by grade levels, Administration, ESL, CCR, Interventionists and all stakeholders to determine what services/best practices will

effectively meet the student's needs. The team also works together on scheduling push-in and/or pull-out services based on the needs of each student.

Students identified as needing Reading Intervention will be discussed and documented during PLTs to ensure all students not achieving benchmarks in Reading are reviewed and the target learning focus is updated and/or modified.

Each quarter student data will be reviewed to monitor student performance and to make adjustments to instruction, interventions, and services as needed. New students arriving throughout the school year who demonstrate a need as evidenced by the above assessments will be discussed at monthly PLTs during Kidtalk and documented on PLT minutes template. Students will exit Intervention services when the benchmark is achieved and/or adequate progress has been documented. Collaboration will take place with Intervention, Instructional Support and Regular Ed teachers to discuss and monitor students' current performance levels.

Students are progress monitored in Reading based on mCLASS data at BOY and MOY to see if interventions are effective. Additional interventions are provided in Math based on the NKT and STAR Math screener data using NCEnci, AMC and teacher-led Dreambox.

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

- Kindergarten continuously meets to discuss all students. Collaboration with Instructional Support staff, one on one teaching, and small group and strategy groups are consistently used across the grade level to help meet the needs of all students.
- In 1st/2nd grade, students who are at risk are progress monitored based on the intervention stated in the child's IEP/tier plans. Teachers work together to develop strategies to improve the area of risk. Interventions and plans are adjusted when necessary.
- In 3rd, 4th, & 5th grade, students who are at risk are progress monitored based on the intervention stated. Assessments, classwork, and observations will be used to identify target areas for small group instruction. Interventions are provided to address students' deficit areas and may be provided individually or in small group.

- Rubric for Standards Assessment on next page

## Rubric for Standards Assessment

	ELA	Mathematics
4	<ul style="list-style-type: none"> <li>• Demonstrates proficiency of the standard with complex texts that are written beyond grade level</li> <li>• Consistently applies and extends the standard while reading</li> <li>• Consistently applies the standard with a high level of independence</li> </ul>	<ul style="list-style-type: none"> <li>o Consistent performance beyond proficiency</li> <li>o Works independently</li> <li>o Understands advanced concepts</li> <li>o Applies strategies creatively</li> <li>o Analyzes and synthesizes</li> <li>o Shows confidence and initiative</li> <li>o Justifies and elaborates responses</li> <li>o Makes critical judgments</li> </ul>
3	<ul style="list-style-type: none"> <li>• Consistently demonstrates expected proficiency of the standard with grade appropriate text</li> <li>• Consistently applies the standard while reading</li> <li>• Begins to apply the standard independently</li> </ul>	<ul style="list-style-type: none"> <li>o Exhibits consistent performance</li> <li>o Shows conceptual understanding</li> <li>o Applies strategies in most situations</li> <li>o Responds with appropriate answer or procedure</li> <li>o Completes tasks accurately</li> <li>o Needs minimal assistance</li> <li>o Exhibits fluency and applies learning</li> <li>o Shows some flexibility in thinking</li> <li>o Works with confidence</li> <li>o Recognizes cause and effect relationships</li> <li>o Applies models and explains concepts</li> </ul>
2	<ul style="list-style-type: none"> <li>• Inconsistently demonstrates expected proficiency of the standard with grade appropriate text</li> <li>• Has difficulty applying the standard while reading</li> <li>• Applies the standard only with teacher guidance</li> </ul>	<ul style="list-style-type: none"> <li>o Exhibits inconsistent performance and misunderstandings at times</li> <li>o Shows some evidence of conceptual understanding</li> <li>o Has difficulty applying strategies or completing tasks in unfamiliar situations</li> <li>o Occasionally responds with the appropriate answers or procedures</li> <li>o Frequently requires teacher guidance</li> <li>o Demonstrates some Level 3 competencies</li> </ul>
1	<ul style="list-style-type: none"> <li>• Does not demonstrate proficiency of the standard and is successful only with text written well below grade level</li> <li>• Cannot apply the standard while reading</li> <li>• Does not have the requisite concepts and skills to participate in grade level instruction</li> </ul>	<ul style="list-style-type: none"> <li>o Exhibits minimal performance</li> <li>o Shows very little evidence of conceptual understanding and use of strategies</li> <li>o Frequently responds with inappropriate answer and/or procedure</li> <li>o Very often displays misunderstandings</li> <li>o Infrequently completes tasks appropriately and accurately</li> <li>o Needs assistance, guidance and modified instruction</li> </ul>