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 Reedy Creek Elementary School.

Homework

The following are school-wide expectations for homework:

Homework should be meaningful. It should enrich and extend the school experiences and reinforce learning. 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. Grade levels will determine the types of assignments collaboratively to build consistency across classrooms. Some grades, especially lower grades, may elect to send all assignments for the week home on Monday to be completed over the week. Teachers should be mindful of special PTA or school-wide evening events when assigning homework. Recommended time parameters for daily assignments will differ by grade level but not exceed guidelines below. Also, students need to complete at least 15-20 minutes of Reading nightly.

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

- Kindergarten   20 minutes
- Grade 1   20 minutes
- Grade 2   20 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.

The teacher 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.

Homework should not be given as busy work or as a punishment.

Homework should not be assigned on weekends, except as optional activities, such as projects, for extra practice or enrichment.

The school homework plan is included in the staff handbook.

Classwork & Assessments

The following are school-wide expectations for classwork and assessments:
- Students should be actively engaged in classwork and grade level expectations should be consistent.
- There should be a variety of different assessments; benchmark, short formative assessments, observations, conferencing, and quick check-ins, such as exit tickets.
- Grade levels need to use common assessments.

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**.

- In grades 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. Classwork can range from independent to 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. The students should 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. 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:
- 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' 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:
- In K-2 grade, students are given missed work to complete at home when they return based on what was missed. The student is also encouraged to continue to read nightly.
- In 3rd, 4th& 5th grade, if classwork is not complete by the due date, it will be sent home to be completed independently. If a student is absent, work will be given when the student arrives back to school.

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 @ RCES:

BOY data will be evaluated to determine student needs: mClass Data, summative assessments, teacher observations, report card grades, retention, special services, benchmark assessments, EOGs, PEPs from the previous year, etc... Once we have looked at all of our student data, including teacher observations a meeting will be held by grade levels, ESL, administration, CCR, Interventionists and all other stake holders to determine what services/best practices will effectively meet the students' needs. Students identified as needing intervention will be discussed and documented during PLTs to ensure all students not achieving at benchmark 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 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 and documented on PLT minutes template. Students will exit intervention when the benchmark is achieved and/or adequate progress has been documented. Monthly or Bi-monthly collaboration meetings will also take place with Intervention, Instructional Support and Classroom teachers to discuss and monitor students' current performance levels.

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/PEP. Teachers work together to develop strategies to improve the area of risk.
- 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. The students will be grouped by levels for literacy and math instruction in their homeroom and in teamtime remediation groups.

Rubric for Standards Assessment

	Language Arts	Mathematics
4	• Demonstrates proficiency of the standard with complex texts that are written beyond grade level • Consistently applies and extends the standard while reading • Consistently applies the standard with a high level of independence	☐ Consistent performance beyond proficiency ☐ Works independently ☐ Understands advanced concepts ☐ Applies strategies creatively ☐ Analyzes and synthesizes ☐ Shows confidence and initiative ☐ Justifies and elaborates responses ☐ Makes critical judgments
		☐ Makes applications and extensions beyond proficiency; applies Level 3 competencies in more challenging situations
3	• Consistently demonstrates expected proficiency of the standard with grade appropriate text • Consistently applies the standard while reading • Begins to apply the standard independently	☐ Exhibits consistent performance ☐ Shows conceptual understanding ☐ Applies strategies in most situations ☐ Responds with appropriate answer or procedure ☐ Completes tasks accurately ☐ Needs minimal assistance
		☐ Exhibits fluency and applies learning ☐ Shows some flexibility in thinking ☐ Works with confidence ☐ Recognizes cause and effect relationships ☐ Applies models and explains concepts

2	• Inconsistently demonstrates expected proficiency of the standard with grade appropriate text • Has difficulty applying the standard while reading • Applies the standard only with teacher guidance	☐ Exhibits inconsistent performance ☐ and misunderstandings at times ☐ Shows some evidence of conceptual understanding ☐ Has difficulty applying strategies or completing tasks in unfamiliar situations ☐ Occasionally responds with the appropriate answer or procedure ☐ Frequently requires teacher guidance ☐ Demonstrates some Level 3 competencies but is inconsistent
1	• Does not demonstrate proficiency of the standard and is successful only with text written well below grade level • Cannot apply the standard while reading • Does not have the requisite concepts and skills to participate in grade level instruction	☐ Exhibits minimal performance ☐ Shows very little evidence of conceptual understanding and use of strategies ☐ Frequently responds with inappropriate answer and/or procedure ☐ Very often displays misunderstandings ☐ Infrequently completes tasks appropriately and accurately ☐ Needs assistance, guidance and modified instruction