



Alston Ridge 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:

Inasmuch as the term “homework” refers to school-related instruction that is to be completed outside the classroom, it will be used to fulfill the following purposes:

1. To enrich and extend school experiences through related home activities.
2. To reinforce learning by providing practice and application.

The research-based guidelines for minutes of homework per day are:

Kindergarten – 2nd Grade: 20 minutes per day
3rd Grade – 5th Grade: 50 minutes per day

Times listed already include 15 – 20 minutes of daily reading (either independently or with a parent) that students will be expected to perform.

- 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 shall be specific, within the student' ability and have clearly defined expectations. Questions pertaining to the completion of a homework assignment should be answered and clarified.
- Homework assignments are not to be given as punishment or busy work.
- Homework assignments will not require the use of books or materials which are not readily available in the home or accessible to the student.
- Teachers shall provide specific and timely feedback on homework assignments.

Homework is considered practice in grades K-5; therefore, it is reflected in the Work Habits grade. (BP 5510 R&P)

The school's Homework Plan can be found in the Parent-Student Handbook.

CLASSWORK AND ASSESSMENTS

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

Classwork, observations, and other formal and informal assessments are used by classroom teachers and specialists to evaluate students' progress on performance standards established in the Standard Course of Study. Students are expected to complete assignments in a timely manner, complying with established due dates.

Teachers will establish a reasonable time to make up missed assignments and classwork (see Missed Work).

In grades K-5 students are evaluated on standards based grading scale. The student performance levels of 1-4 indicate whether students have met the expectations set by the state in the Standard Course of Study.

The descriptors for each level have been aligned to the expectations of the new Standard Course of Study (Common Core State Standards and NC Essential Standards) for all content areas.

- *Level 4 - Exemplary*
Student consistently demonstrates an in-depth understanding of the standards, concepts, and skills taught during this reporting period.
- *Level 3 - Proficient*
Student consistently demonstrates 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.

Students will receive grades (1, 2, or 3), separate from the content area, for conduct and work habits. In Kindergarten classroom behaviors are separated into two categories, personal/social development and work habits. In grades 1-5 the behaviors are separated into work habits and conduct. 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:

- *Level 3* - meets expectations
- *Level 2* - inconsistently meets expectations
- *Level 1* - does not meet expectations

Students will also receive a report of progress in specials (Healthful Living, Music, Visual Arts and World Language) at the end of each semester. Additional specials and/or magnet electives will be reported on a report card addendum. (SBP 5520)

MISSED WORK

The following are school-wide expectations for missed work:

For all absences, the student shall make up all work in a timely manner at the convenience of the teacher. The make-up work may be specific material missed by the student, reinforcement, or enrichment. (SBP 6000.5)

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. (SBP 6000 R&P)

If the make-up work has not been assigned in advance, for absences of one to three days, the student will have one day for each day absent. For absences exceeding three days, the student may have two 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.

Full credit will be provided for make-up work, which will be evaluated according to aforementioned standards based grading practices. When work has not been completed before the end of each quarter it will be reflected in the work habits section of the report card.

Missed work will not result in below grade level performance, impacting students' overall grade. If there is not evidence of a standard, the standard cannot be graded.

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:

Professional Learning Teams (PLTs) will discuss individualized plans on a student by student basis, using guidelines from the Multi-Tiered System of Supports (MTSS). PLTs will develop systematic ways for students to be re-assessed on their learning.

Teachers will indicate areas for growth, and/or interventions on quarterly report cards.

EXTRA CREDIT

Extra credit is offered at the professional learning team's discretion. Where it is offered, extra credit opportunities to enhance grades must be connected to learning outcomes and consistent within PLTs. (SBP 5520)