

Weatherstone 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:

Rationale:

At Weatherstone Elementary, we define the term “homework” as school-related instruction that is to be completed outside the classroom. It should fulfill the following purposes:

1. To enrich and extend school experiences through related home activities.
2. To reinforce learning by providing practice and application.
3. To stimulate effort, independence, responsibility and self-direction.

Guidelines:

1. Homework will provide practice to reinforce skills and materials learned in class.
2. Homework will provide opportunity for parents to encourage their children to succeed in school.
3. All homework assignments will be completed on time.
4. Students will turn in work that is neatly done.

Frequency (In addition to daily reading expectations):

- K - Monthly calendar with optional activities to enrich and extend school experiences.
- 1 - Not to exceed an average of 20 minutes.
- 2 - Not to exceed an average of 30 minutes.
- 3 - Not to exceed an average of 40 minutes.
- 4/5 – Not to exceed an average of 50 minutes.

Homework can be assigned Monday through Thursday night. Occasionally some projects may extend into the weekend.

Examples of possible assignments:

Reading logs	Experiments	Creative Writing	Drill
Observation	Drawing	Interviews	
Reports	Reading	Research	

The school’s Homework Plan can be found on our website at wcpss.net/weatherstonees.

Classwork & Assessments

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

As part of the Wake County Public School System, Weatherstone Elementary grades classwork and assessments using Standards Based Grading. All assignments that are graded are expected to be completed by students. Final grades for each standard are based on both the classwork and assessments that teachers provide.

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.

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:

Weatherstone Elementary uses Multi-Tiered System of Supports with our students.

Tier I supports occur within the general classrooms and apply to all students.

Tier II supports are in place for students who need extra support either behaviorally or academically. Professional Learning Teams meet weekly and review students referred for Tier II plans and write Personal Education Plans for individual students needing more support.

Tier III supports occur at the school level through a recommendation to the Tier III team. This team is made up of teachers, intervention specialists, school counselors, school social worker, and the school psychologist. At this level plans are written for students who are not making successful progress on their Tier II plans. If after a period of time determined by this team, students do not make significant and sustained progress, the team may then refer a student to the Special Education team at the school.