The following guidelines and expectations have been created to ensure that all stakeholders understand how teachers will conclude the 3rd quarter as well as how they “will focus on supporting student progress and communicating feedback to students and families rather than on assigning grades” as recommended by the [NC Department of Public Instruction](https://drive.google.com/a/wcpss.net/file/d/1Kpmypf1BOTKeYlMbXIGL8r3P8JGRzK_T/view?usp=sharing). Please note that this guidance will evolve and change as circumstances and/or guidance from the state changes.

#  What’s the Status of 3rd Quarter Report Cards and IEP Progress Reports?

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| For students who concluded the third quarter prior to the closure of school, students will receive grades they earned on the standard grading scale.For all other calendars, we are considering the third quarter grading period to be over. Teachers will consider data points and student work samples collected as of March 13 to determine student progress and mastery for the 3rd quarter. PowerSchool will be updated by the end of the school year, based on any additional guidance received from the North Carolina State Board of Education.* If the student’s performance to date would reflect Level 2, 3 or 4, the student will be marked as “P” (Pass) for the 3rd quarter.
* If the student’s performance to date would reflect Level 1, the student will be marked as “I” (Incomplete) for the 3rd quarter. The teacher will work with the student to determine an appropriate plan of action to support growth in key learning areas.
* For all students, teachers will identify areas of strength and areas for potential growth and focus for next learning.
* All teachers will maintain grades and performance data from the 3rd quarter to continue monitoring progress.

Report cards will not be mailed at this time. Parents who wish to have a virtual or phone conference with their child’s teacher to talk about their student’s progress are welcome to make that request of their teacher.Students with IEPs also require progress reports. Special Education teachers will indicate progress for those students the following ways:* Sufficient progress based on data obtained before 3/16
* Insufficient progress based on data obtained before 3/16
* Progress could not be determined based on insufficient data obtained before 3/16
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#  What is the Plan for the 4th Quarter?

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| The NC Department of Public Instruction (NCDPI) has shared with school districts that they will provide further guidance on final grades for students in grades K-5 as we approach a decision as to whether or not we will return to school after May 15. **WCPSS will make determinations on how to record final grades for students in grades K-5 after receiving that guidance from the state.**Students should put best efforts into 4th quarter content to the degree feasible in the current circumstances. |

#  Learning Activities & Feedback for Quarter 4

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| **Through at least May 15,** teachers will work to balance providing continuous learning with supporting students in finding success through remote learning. In doing this, teachers will observe the following:* Teachers will make learning activities and provide feedback on those learning activities.
* Students will be given ample opportunity to complete learning activities. Acknowledging that students will have different access to resources, there will be no penalty for delayed learning activities.
* Students will be provided feedback on the work they are able to complete.
* Student understanding will be supported using methods appropriate for remote learning.

Teachers will keep a record of student learning and their progress.  |

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#  How will Promotion Decisions be Made for This Year?

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| It is important to note that the Wake County Public School System is committed to providing every student a viable pathway to success and promotion during this unique time. Principals and teacher teams will continue to work to support students as they were prior to the closure. As WCPSS gets more guidance from the state, specific guidance will be given to schools related to promotion and retention decisions. In the meantime, parents with concerns about their student’s progress should address those to their teacher and/or principal to discuss their concerns and a plan of support. |

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